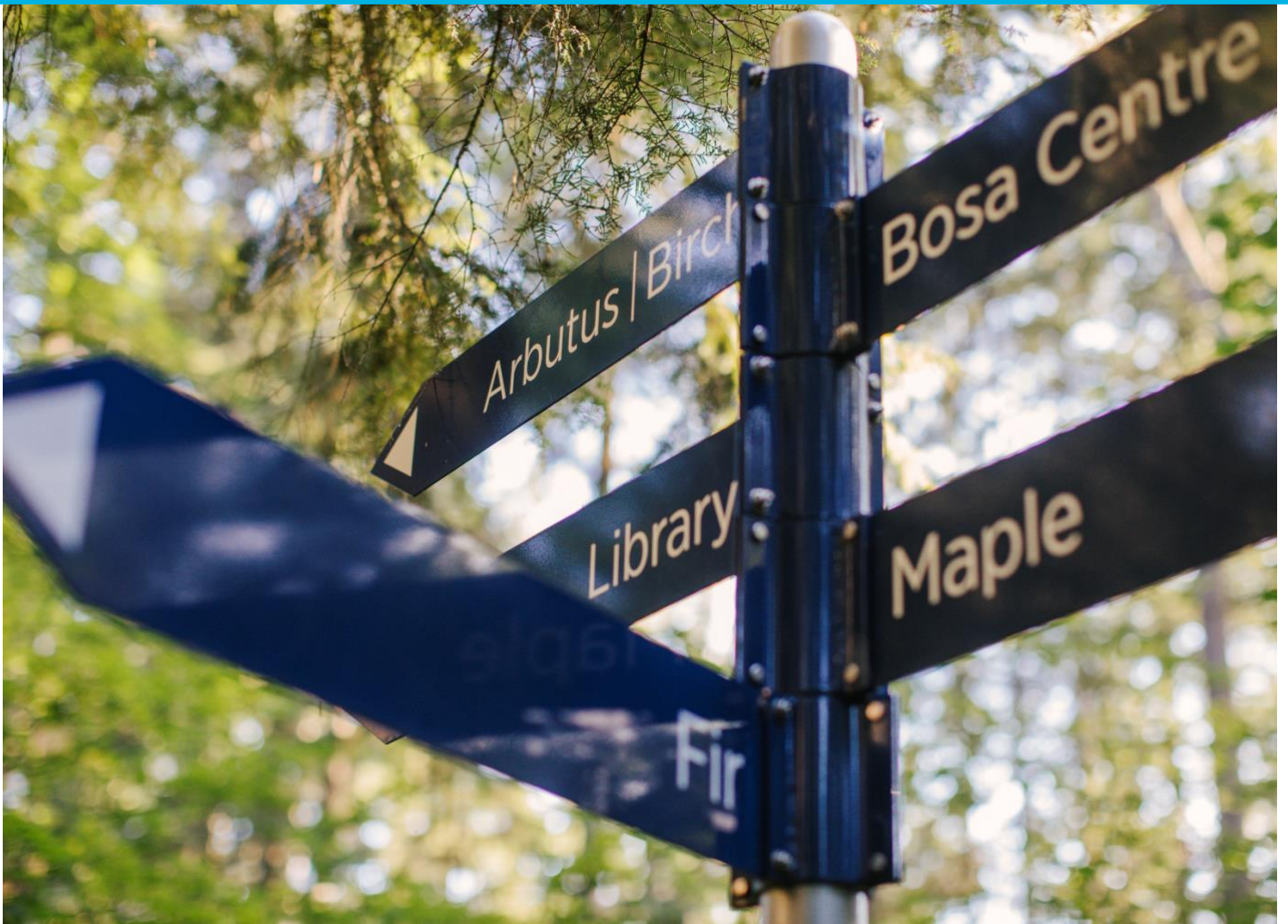


# STUDENT RESEARCH SYMPOSIUM PROGRAM 15<sup>TH</sup> APRIL 2023



# TERRITORIAL ACKNOWLEDGMENT

Capilano University is named after Chief Joe Capilano, an important leader of the Squamish (Sḵwǝwú7mesh) Nation of the Coast Salish people. We respectfully acknowledge that our campuses are located on the territories of the Lil'wat, Musqueam, Sechelt (shíshálh), Squamish (Sḵwǝwú7mesh) and Tsleil-Waututh Nations.



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# SRS SCHEDULE – AN OVERVIEW

Time	Activity	Location
8:00 am	Registration Opens at 8 and will close at 3	Birch Cafeteria
9:00-10:00	<b>Opening Ceremonies and Awards Ceremony</b>	Birch Cafeteria Lower Level
10:15 – 11:15 am	<b>Session A</b> Concurrent Student Panels	Birch 162, 166, 203, 247, 263, 265
11:30 – 12:30 pm	<b>Session B</b> Concurrent Student Panels	Birch 162, 166, 203, 247, 263, 265
<b>12:30– 1:30 pm</b>	<b>LUNCH for Presenters, Moderators, Volunteers and VIPS</b> (coffee and tea available for attendees in the classrooms)	<b>Birch Cafeteria</b>
1:45 – 2:45 pm	<b>Session C</b> Concurrent Student Panels	Birch 162, 166, 203, 247, 263, 265
3:00 – 4:00 pm	<b>Session D</b> Concurrent Student Panels	Birch 162, 166, 203, 247, 263, 265
4:15-5:00 pm	<b>Wrap-up Celebration</b>	Birch Cafeteria



# WHAT IS SRS 2023?

Welcome to the seventh annual Student Research Symposium. The symposium is an opportunity for Capilano University students completing research projects or capstone projects to share their findings with their peers, faculty, family, friends, and the wider community.

This year's Symposium features the work of more than 80 students. The 2023 presenters include students from the Bachelor of Arts with a Major in Applied Behaviour Analysis & the Post-Baccalaureate Diploma in Applied Behaviour Analysis, Bachelor of Arts with a Major in Interdisciplinary Studies, Bachelor of Arts with a Major in English, Bachelor of Arts with a Major in Psychology, Bachelor of Communication Studies, Bachelor of Early Childhood Care and Education, and Bachelor of Motion Picture Arts.

## SUPPORT FOR THE SRS

We would also like to extend our thanks to Dawn Whitworth, Associate Vice President, Creative Activity, Research and Scholarship, Laureen Styles, Vice President Academic & Provost and Paul Dangerfield, President, for the resources and funding required to host this event.



# SPEAKERS

## Opening Ceremony & Awards Ceremony

**Elder Latash Nahanee**  
(Squamish Nation)

Dr. Kym Stewart

Dr. Pouyan Mahboubi

Dr. Annabella Cant

## Thank-you/wrap up session

Dr. Kym Stewart



# CONFERENCE ORGANIZERS

Dr. Kym Stewart  
SRS, Faculty Lead

Dr. Annabella Cant

Zabir Montazar  
*SRS Research Assistant*  
Maia Sanchetta Lomelino  
*SRS Research Assistant*

Dr. Cass Picken

Dr. Richard Stock



# MODERATORS AND VOLUNTEERS

Dr. Richard Stock	Sophia Zhang	Megan Johnson
Dr. Annabella Cant	Shawn Dyer	Veronica Ibanez
Dr. Sylvia Kind	Kingto Li	Jordon Lee
Rachel Yu	Ananya Sharma	Emily Meers
Dr. Kathleen Kummen	Smiledeep Kaur	Danil Turkov
Dr. Michael Thoma	Jasnoor Kaur	Charanpreet Sharma
Sue Dritmanis	Ayush Sharma	Cheuk Yan Yeung
Dr. Cass Picken	Jocelyn Sanchez	Megan Johnson
Dr. David Matijasevic	Greg Wilcox	Esther Karasenty
Dr. Bo Sun Kim	Puneet Kaur	Cheska Retita
Michael Laurence	Elizabeth Cooper	Amanda Zhen
Dr. Doug Alards-Tomalin	Louisane Kaniki	Sally Lin
Jane Ince	Jana Aviado	Colleen Ha
Dana Lee	Krysten Henne	
Jiyeon Kim	Annie Zhou	
Monika Karpinska	Behnaz Lotfi	
Dr. Lori Walker		



# SPECIAL THANKS

**Elder Latash Nahanee**  
*Squamish Nation*

**Dr. Dawn Whitworth**  
*Assoc. Vice President,  
Creative Activity, Research  
and Scholarship*

**Andrea Heaney**  
*Research Grants Officer  
Creative Activity, Research  
and Scholarship*

**Dr. Laureen Styles**  
*Vice Provost & AVP,  
Academic*

**Dr. Pouyan Mahboubi**  
*Associate Vice Provost &  
AVP, Academic*

**Paul Dangerfield**  
*President Capilano University*

**Brittany Fox**  
*Administrative Assistant,  
Office of Vice-President,  
Academic & Provost*

**Dr. Chris Turner**  
*Officer of the Research Ethics  
Board*

**Dr. Cassidy Picken**  
*Supported students in the  
development of their  
abstracts*

**Sabrina Wong**  
*Supported students to publish  
in the Cap U institutional  
repository*

**Jane Ince**  
*Supported students via an  
Public Speaking workshop*

**Kristine Nyborg**  
*Photojournalist who provided  
support for ethical use of  
photos in research*

**Dr. Ki Wight**  
*Instructor School of  
Communication*

**Imelda May**  
*Capilano University  
Bookstore Manager*

**Sohaib Anwar & IT  
Support**  
*Capilano University IT  
Services*

**Irina Dordic & Reece  
Cheng**  
*Alumni Relations Officer*

**Shailesh Dalvi**  
*Food Service Director*

**Patrick Ho and Brook  
Davison**  
*Supervisor, Facilities  
Services*

**Cheryl-Ann Henning**  
*Student Recruitment &  
transitional supervisor,  
Registrar's office*

**Katie Harris**  
*Manager, University Events &  
Ceremonies*

**Vanessa Massi  
Campanholo**  
*Events Specialist, University  
Events*

**Shawn Watson, Sanda  
McRae, Sparky Lawrence**  
*BlueShore Financial Centre  
for Performing Arts*

**Mimi Yong**  
*Support Services Manager,  
Contract Administrator*

**Tanya Bovenlander Vogt**  
*Marketing Operations  
Specialist, Marketing & Digital  
Experience*

**WORKSHOP**  
**RESEARCH ETHICS BOARD**  
NEW POLICY AND PROCEDURES

**DR. CHRIS TURNER**  
CapU Research Ethics Officer

- REB policy context and mandate
- Scope of REB review – 'does your project require REB approval?'
- Principles that guide ethical review
- New process for course-based student research
- Tips and strategies for prompt REB approval
- Questions and answers

**Everyone welcome!**

**FRIDAY**  
FEBRUARY 10

**TIME**  
10:00 AM - 12 PM

**LOCATION**  
ZOOM

**JOIN US**



**CAPILANO UNIVERSITY**

**SRS Workshop**

**Cass Picken**

**Abstract Writing**

The abstract is the 'elevator pitch' version of a longer work; it tells a prospective reader why they should care to engage with the full version. This workshop will show how your abstract can help you gain a clearer sense of the goals and values of your writing project.

**TUESDAY**  
FEBRUARY 28

**TIME**  
11:30 AM

**LOCATION (HYBRID)**  
BR 263 OR ZOOM

**JOIN US**



Meeting ID: 655 9088 9770  
Passcode: 18984

**CAPILANO UNIVERSITY**

**SRS Workshop**

**Kristine Nyborg**  
Norwegian photojournalist

**Use of Photography in Research: Storytelling in a thoughtful and ethical way in the digital world.**

Nyborg has a BA in Photojournalism, MPhil in Visual Ethnography and a vast wealth of knowledge to share with students about photography's various uses.

**THURSDAY**  
MARCH 09

**TIME**  
4 - 5 PM

**LOCATION**  
ZOOM

**JOIN US**



Meeting ID: 968 8863 1815  
Passcode: 349684

**CAPILANO UNIVERSITY**

**SRS Workshop**

**Sabrina Wong**

**Sharing your Capstone research beyond the Symposium**

Learn about your rights as an author and how to share your work in the CapU Institutional Repository.

**THURSDAY**  
MARCH 30

**TIME**  
10:30 AM

**LOCATION**  
ZOOM

**JOIN US**



Meeting ID: 624 1201 9555  
Passcode: 761044

**CAPILANO UNIVERSITY**

**SRS Workshop**

**Jane Ince**  
Instructor - School of Communication

**Public Speaking & Oral Presentation skills.**

Don't miss this jam-packed hour of helpful public speaking and oral presentation tips!

**WEDNESDAY**  
APRIL 5

**TIME**  
6 - 7:30 PM

**LOCATION**  
ZOOM

**JOIN US**



Meeting ID: 616 6661 0665  
Passcode: 54225

# STUDENT SUPERVISORS

Dr. Richard Stock

Rachel Yu

Dr. Sylvia Kind

Dr. David Matijasevich

Dr. Doug Alards-Tomalin

Nanci Lucas

Dr. Adele Barclay

Dr. Annabella Cant

Dr. Kathleen Kummen

Brian Ganter

Dr. Bo Sun Kim

Dr. Michael Markwick

Charles Greenberg

Dr. David Weston

Dr. Josema Zamorano

Dr. Michael Thoma

Dr. Cass Picken

Michael Laurence



# **EXCELLENCE IN RESEARCH AWARD RECIPIENTS**

**BACHELOR OF ARTS DEGREE - APPLIED  
BEHAVIOUR ANALYSIS (AUTISM)**

**TBA**

**BACHELOR OF ARTS WITH A MAJOR IN  
INTERDISCIPLINARY STUDIES**

**TBA**

**BACHELOR OF ARTS WITH A MAJOR IN  
PSYCHOLOGY (HONORS)**

**TBA**

**BACHELOR OF COMMUNICATION STUDIES  
DEGREE**

**TBA**

**BACHELOR OF EARLY CHILDHOOD CARE AND  
EDUCATION DEGREE**

**TBA**

**BACHELOR OF MOTION PICTURE ARTS  
PROGRAM**

**TBA**



# STUDENT PANEL PRESENTATIONS

## Session A: 10:15 – 11:15 AM

**BR 263:**

**ABA Verbal Behavior**

[Kerstin  
Armstrong](#)  
(ABA)

*A Literature Review: Response Interruption  
and Redirection (RIRD) as an Intervention for  
Vocal Stereotypy.*

[Vanessa  
Herley](#)  
(ABA)

*Using FCT to decrease SIB*

[Crystal Siew](#)  
(ABA)

*Using Discrete Trial Training to Teach Tacts*

[Elora Hobbin](#)  
(ABA)

*Comparing the Picture Exchange  
Communication System and Speech  
Generating Devices to increase vocal output  
in children with Autism*

**BR 265:**

[Annie  
Partridge](#)  
(ECCE)

*Finding Our Éthea: Attuning to Our Relations  
With Nature*

[Christina  
Davidson](#)  
(ECCE)

*Assemblage of an Urban Park:  
Understanding our relationship to place and  
power dynamics that live here*

[Zoe Linford](#)  
(ECCE)

*The Transformative Outcomes of Welcoming  
Time into Art Encounters*

## BR 247

[Ali Morrow](#)  
(ECCE)

*Drawing - Places: Drawing as an  
Emplaced Practice*

[Eliza Mui](#)  
(ECCE)

*Drawing as a Social Practice*

[Jimin Kim](#)  
(ECCE)

*The story of earth and life underground*

## BR 203

[Salima Kara](#)  
(ECCE)

*"More than ages and stages: beyond the  
image of the Rousseau's child*

[Taylor  
Pennykid](#)  
(ECCE)

*Storying Fabric*

[Ilam  
Muralidharan](#)  
(ECCE) &  
[Ashleigh  
Davies](#) (ECCE)

*Disruption in the classroom: Radical dialogue  
on the image of the educator*

## BR 162

[Zanthia  
Bérubé  
\(MOPA\)](#)

*Death-time Stories - A look at the use of filmmaking and storytelling to create a sense of meaning through escapism and imagination to help humanity cope with difficult existential questions such as the fear of death.*

[Malina Mujdeci  
\(MOPA\)](#)

*The emergence of film noir significantly impacted social structures and societal belief towards a more nihilistic, and existentialist state of living.*

[Jason Tam  
\(INT\)](#)

*The Functional Constituencies System in the Legislative Council of Hong Kong: Evolution, Rationales, and Outcomes*

## BR 166

[Samantha  
Hughes  
\(CMNS\)](#)

*Being My Brother's Sister: An Exploration of Ableism Within the Canadian Medical System*

[Andrew  
Shoring  
\(CMNS\)](#)

*What is the Cost of our Human Dignity?*

[Camie Ward  
\(CMNS\)](#)

*The Scarborough Charter's role in Disrupting Modern Anti-Black Racism in Canadian Universities*

## Session B: 11:30-12:30 PM

### **BR 263: Happiness, Peers, Siblings, and Parents**

[Jack Greene](#)  
[\(ABA\)](#)

*Happiness indices*

[Katie Bataligin](#)  
[\(ABA\)](#)

*The Effectiveness of Peer-Mediated Interventions for Improving Social Skills for Children With Autism*

[Eliana Guzman](#)  
[\(ABA\)](#)

*Evaluating the effectiveness of behavioral skills training to improve social skills in children with autism*

[Amaya Robles Delgado](#)  
[\(ABA\)](#)

*Comparison of Parent Training Methods to Increase Language and Communication Skills in Children with Autism*

### **Br 265:**

[Julie Ngo](#)  
[\(ECCE\)](#)

*A Pedagogy of Inclusion: Exploring ASL with Music and Movement*

[Jenna Mobilio](#)  
[\(ECCE\)](#)

*Children's Movement in a Social Constructivism Perspective*

[Jennifer Walsh](#)  
[\(ECCE\)](#)

*Children's dance: Embodied movements, responses, emotions through Music and Materials*

[Zuyu Liang](#)  
[\(ECCE\)](#)

*Outdoor Environments*



**BR 247:**

[Toni Di Castri](#)  
[\(ECCE\)](#)

*Art as Event*

[Melissa Elder](#)  
[\(ECCE\)](#)

*How Did That Paint Happen?*

[Yvonne Ma](#)  
[\(ECCE\)](#)

*Drawing with a Tree: Drawing as Social Practice*

**Br 203:**

[Enesia](#)  
[Chitheka\(ECCE\)](#)  
&  
[Danielle](#)  
[Perea\(ECCE\)](#)

*Disrupting race and racism in early childhood education*

[Bianca Go](#)  
[\(ECCE\) &](#)  
Matilda Wong  
(ECCE)

*"So, everyone's straight, right?" : An inquiry into the discourse of heteronormativity in early childhood education.*

[Aryanna](#)  
[Chartrand](#)  
[\(ECCE\)](#)

*Language Matters: Public Policy and the Emergence of Slow Violence in Education*

**BR 162**

[Darcy Smith](#)  
[\(INT\)](#)

*Embracing Change*

[Rachel Nitura](#)

*Studying 18th Century London with Geospatial Intimacy*

[Cassidy Mauza](#)  
[\(INT\)](#)

*Queer Picnic*

**BR 166:**

[Shelley  
Ferguson  
\(PSY\)](#)

*The Roles of Indigenous Post-Secondary  
Employees in Supporting Student Mental  
Health*

[Annelise  
Nomura  
\(CMNS\)](#)

*Media as a Tool of Oppression and Violence:  
An Analysis of Russian Propaganda and Its  
Effects on Western Audiences*

[Gabrielle  
Rossignol  
\(CMNS\)](#)

*The Moral Imperative of Anti-Racist Solidarity*

**Lunch**

**12:30-1:30 PM:** (BR cafeteria)

## Session C: 1:45-2:45 PM

### **BR 263: Practical Functional Assessment, Stereotypy, and Medical Procedures**

[Sara Biluk](#)  
[\(ABA\)](#)

*Implementing Practical Functional Assessment for Challenging Behavior: A literature review*

[Mackenzie Tremblay](#)  
[\(ABA\)](#)

*Practical Functional Assessment (PFA): A literature review*

[Mariana Flores Castaneda](#)  
[\(ABA\)](#)

*A Literature Review of Treatments for Stereotypy*

[Madison Hauki](#)  
[\(ABA\)](#)

*A review of behaviour analytic interventions to increase compliance with medical procedures for individuals with ASD*

### **BR 265:**

[Daisy Niu & Yonglin Zhen](#)  
[\(ECCE\)](#)

*How children build relationship around them*

[Christina Grasso](#)  
[\(ECCE\)](#)

*Paint as a Social Practice*

[Kaci Van Horlick](#)  
[\(INT\)](#)

*Quality Learning*

**Br 247:**

[Ai Paul](#)  
[\(ECCE\)](#)

*Community as a Relational, Emergent, and Living Entity*

[Karen](#)  
[Tadokoro](#)  
[\(ECCE\)](#)

*Becoming A Community With Clay*

[Marshall](#)  
[Martin \(Psy\)](#)

*Being mindful of time: How attention to time mediates meditation's influence of time perception*

**Br 203:**

[Saba Askari](#)  
[\(MOPA\)](#)

*The Problem with the Oedipus Complex; Western Society's Subconscious Disdain for the Family Unit*

[Sophie Parke](#)  
[\(INT\)](#)

*Electoral Reform in Canada*

[Dom Bergeron](#)  
[\(MOPA\)](#)

*Sound: The Second Half of Cinema*

**Br 162:**

[Emma Jones](#)  
[\(INT\)](#)

*Exploring Best Practices for Social Justice in K-12 Education*

[Kayleigh](#)  
[Walton](#)  
[\(INT\)](#)

*Decolonizing the Fashion Industry*



**Br 166:**

[Jenelle  
McComb  
\(CMNS\)](#)

*Subsidiarity Against Environmental Racism*

[Hannah Jeffery  
\(INT\)](#)

*Tulsa Race Massacre: A Case Study of  
White Victimhood, Racism, and Violence*

[Allyah Lewis  
\(CMNS\)](#)

*Cultural Erasure in Vancouver's History*

## Session D: 3:00-4:00 PM

### BR 263

### Anxiety, Feeding, Phobias, and Vocational Skills

[Bryn Kinders](#)  
[\(ABA\)](#)

*Using an ACT protocol to reduce symptoms associated with anxiety: A review of the literature*

[Bree Ramsey](#)  
[\(ABA\)](#)

*Behavioural interventions for Paediatric Feeding Problems: A Literature Review*

[Sydney Stromberg](#)  
[\(ABA\)](#)

*The use of Behavioral Interventions for Phobias*

[Alessandra Pinto Rosendo](#)  
[\(ABA\)](#)

*The use of video modeling for teaching vocational-related skills to individuals with ASD.*

### BR 265

[Crystal Dong](#)  
[\(ECCE\)](#)  
& [Joanne Chen](#)  
[\(ECCE\)](#)

*How to Live Well with the Playground Dwellers*

[Manuela Salinas](#)  
[\(ECCE\)](#)

*Tshishalh: sxwaxweyam*

[Wesley Dekleer](#)  
[\(INT\)](#)

*Drought in the desert: Growth never stops in Phoenix Arizona, even when the water does.*

**BR 247:**

[Carol Ann  
Misquitta  
\(ECCE\)](#)

*Walking with salmon in Squamish: creating stories with multiple perspectives in early childhood curriculum*

[Shelley  
Cranstone  
\(ECCE\)](#)

*Thinking, Constructing, Wondering-Drawing TOGETHER*

**Br 203:**

[Tamarapreye  
Wilson  
\(INT\)](#)

*Food Safety*

[Omar Pintos  
\(INT\)](#)

*The benefits and impacts of Food Security & Sustainable agriculture*

[Tierney  
Crickmay  
\(INT\)](#)

*Oneness vs the 1%, Vandana Shiva*

**Br 162:**

[Ana Maria  
Caicedo  
\(INT\)](#)

*Approaching Memoir Through the Personal  
Photographic Archive*

[Kaylin  
Schorber  
\(MOPA\)](#)

*Life in the Global Village: Why Comedy is  
Crucial to Coping in the Era of Modern  
Technology*

[Avery Froese  
\(MOPA\)](#)

*Life Just Isn't What It Used to Be: An  
Exploration of the Maternal, the Mirror Stage,  
and Cinematic Suture*

**Br 166:**

[Meagan Briggs  
\(CMNS\)](#)

*The Discourse of Freedom Following the  
Overturn of Roe. V. Wade*

[Julian Forero  
\(CMNS\)](#)

*A revision of cultural traditions to reinvent the  
way manhood is understood*

[Lilian Cormier-  
Stumpf  
\(MOPA\)](#)

*Beauty and the Sublime in Relation to  
Woman, Man, and God*



# Thank you & Wrap-up Session 4:00-5:00 PM



# ABSTRACTS

NAME	TITLE	ABSTRACT
<a href="#">Ai Paul</a>	Community as a Relational, Emergent, and Living Entity	This project is an attempt to re-conceptualize what community means through the lens of place-based pedagogies. As a daily ritual, the neighbourhood walks are integral to children's and educators' lives at Learning Tree Daycare. By attuning to the act of walking and to our surroundings, we seek to understand what makes our community a community. As we engage with our sensory perception and lived experiences, the singularities of our place and community are very much in focus. Rather than viewing a community as static and already existing, the children and the educators start conceptualizing a community as relational and emergent. Does a community exist solely for humans and their needs? Thinking with the myriad stories and interconnections with more-than-human worlds, we decentre ourselves from human exceptionalism and from a human-centric view of the world. With a pedagogical intention and act, the concept of community as an assemblage helps us dismantle and disrupt what it means to listen, encounter others and think of the place we live in.
<a href="#">Alessandra Pinto Rosendo</a>	The use of video modeling for teaching vocational-related skills to individuals with ASD.	This presentation will concern a literature review related to the use of video modeling intervention for training vocational skills with individuals with ASD. Video modeling, an evidence-based procedure, has been proven as an efficient tool for teaching several skills to a large population, and studies have shown that individuals with ASD can significantly benefit from it to learn social skills necessary for their inclusion in the work setting. For this, eleven studies with single subject research design will be addressed and reviewed, focusing on the procedural variations of video modeling, the results found and the effectiveness of the interventions utilized. Implications for professional practice and the Social Validity of enhancing vocational-related skills are also discussed.

<a href="#"><u>Ali Morrow</u></a>	Drawing - Places: Drawing as an Emplaced Practice	This collective inquiry invited young children and their educator to foster a practice of drawing to create new understandings as they walked and visited particular places. This presentation will share how drawing as an emplaced practice is founded in relational experiences of felt-sensing or bodied ways of knowing. We thought through new and meaningful places as we engaged with materials such as chalk pastels. As an emplaced practice, drawing brought attention to the particular qualities of the West Coast of BC, such as rain, the seasons, and the nuanced changes to the spaces. This curriculum inquiry works to highlight what is possible when educators pay attention to embodied ways of knowing and how through drawing, new ways of being are created.
<a href="#"><u>Allyah Lewis</u></a>	Cultural Erasure in Vancouver's History	This essay aims to shed light on the government's active attempts to erase its anti-Black history. It focuses on the province of British Columbia and its dispossession of the Black population that occupies the province. A large majority of Canadians who identify as Black live in Toronto (42%) and Montreal (23%) which has led the comparatively small population in Vancouver (2.5%) to be forgotten. Vancouver's Black community followed the US trend of slum clearance, however they weren't relocated together, but rather dissipated. This essay will be discussing the government's attempts at removal as exemplified in the destruction of Hogan's Alley, and the lack of Black presence in city archives.
<a href="#"><u>AMAYA ROBLES- DELGADO</u></a>	Comparison of Parent Training Methods to Increase Language and Communication Skills in Children with Autism	This presentation will review ten single subject research studies on three methods of parent training to increase social, language and communications skills in children with autism. The three methods of training that will be reviewed are the Early Start Denver Model, Pivotal Response Training, and Behavioral Skills Training. The presentation will also discuss the social validity, implications for practitioners and the status of the methods of parent training as evidence based.

<a href="#">Ana Maria Caicedo</a>	Approaching Memoir Through the Personal Photographic Archive	<p>For the past decade, I have been recording my life through photography. This year, I decided to create a memoir-photobook using these images. The book, titled 18-28, traces seminal relationships and events of the past decade of my life, including my experience of Bipolar Disorder. In assembling the book, I articulate a photographic language that allows me to describe lived experiences of kinship, instability, loneliness, and transformation. Drawing on Buddhist texts and ways of understanding—including the notions of interbeing and karma—the book considers the link between photographs and impermanence and explores the potential of the autobiographical photograph as a karmic residue.</p>
<a href="#">Andrew Shoring</a>	What is the Cost of our Human Dignity?	<p>Post-secondary institutions in British Columbia have an obligation to honour the Human Rights Code. One of the ultimate aims of the Code is to “to foster a society in British Columbia in which there are no impediments to full and free participation in the economic, social, political and cultural life of British Columbia.” My research examines the ways in which the accommodation of “mental or physical disability”, as required by the Code is honoured in post-secondary education. I argue that Capilano University, in its creation and implementation of Student Accessibility Services, has made strides to create equality. However, whilst taking a positive step forward, Student Accessibility Services is a place that still harbours and perpetuates inequality. There are still injustices and inequalities being imposed on those who sign up for Accessibility Services at Capilano University. Signing up for these services is supposed to give those who are at a disadvantage some sense of belonging and respect for their self-worth. However, the actual process of signing up for Accessibility Services is actually stigmatizing, transactional and promotes inequality. For someone who already has to deal with so much, to be required to hand over their dignity in a simplistic and transactional method is traumatic and has the ability to have lifelong consequences. Using an analytical framework that engages Elizabeth Anderson, Michael Sandel and Iris Marion Young, among others, I argue for a bottom up approach to identify and eliminate systemic barriers that impinge upon the duty to accommodate. In this way, post-secondary education could truly become anchored in the imperative</p>

		of “full and free participation”.
<a href="#">Annie Partridge</a>	Finding Our Êthea: Attuning to Our Relations With Nature	<p>This living inquiry explores the dynamics and exchanges that take place with children and the outdoor environment at the Margaret Heights Daycare Centre (Lonsdale Creek Daycare Society). Throughout these interactions with nature, there is a strong sense of what Gert J.J. Biesta refers to as “coming into presence” that invites children and educators to ruminate with the space and with others. It is not a matter of asking, “Where am I?” but, “Where are you?” The intention of this inquiry was to invite children and educators to decentre oneself in a space with other entities, in which the human and the more-than human share a way of being in the world together. This inquiry opened up new ways of understanding the outdoor environment and what it means to collectively come together with the more-than-human entities, such as trees, bears, and snow. Furthermore, it challenges the idea of what it means to cultivate a relationships with the outdoor environment, generating alternative ways of knowing and being together.</p>
<a href="#">Annelise Nomura</a>	Media as a Tool of Oppression and Violence: An Analysis of Russian Propaganda and Its Effects on Western Audiences	<p>This study aims to investigate the impact of media forms on political messaging and their use as tools of oppression and violence. The focus is on the effects of Russian war propaganda on Western audiences, specifically through the lens of agenda-setting and framing. The theoretical frameworks of Jacques Ellul and Giorgio Agamben will guide the study's critical analysis of the propaganda's impact. Ellul's concept of technological society and Agamben's ideas of "state of exception" and "bare life" will be used to explore the ways in which media can be used to shape public opinion and perpetuate oppression. The study will use a critical realist discourse analysis to analyze Russian propaganda's impact</p>

		on the Canadian trucker protest in 2021. The findings of this study will provide important insights into the ways in which media can be used as a tool of oppression and violence. It has the potential to inform future research and policy initiatives aimed at promoting media literacy and critical engagement with media content, particularly in Western audiences.
<a href="#">Aryanna Chartrand</a>	Language Matters: Public Policy and the Emergence of Slow Violence in Education	Early childhood education and early childhood educators are shaping and being shaped by language. This inquiry aimed to disrupt the narratives being produced through policy and provoke critical thinking into the power language holds as an agentic force in early childhood education. By paying attention to language, this group of educator-researchers engaged with the tensions and frictions of universal child care infrastructure and the early childhood educator who is emboldened to reimagine early childhood education through pedagogy and practice thinking with the BC Early Learning Framework, the United Nations Declaration on the Rights of Indigenous Peoples, the Truth and Reconciliation Commission Calls to Action, the ECEBC Position paper: Who is the Early Childhood Educator, and the Indigenous Early Learning Child Care Framework. Further, we considered what slow violences emerge through policy choices that prioritize neoliberal agendas and how might language create conditions for slow violence or transformative change.
<a href="#">Ashleigh Davies</a>	Disruption in the classroom: Radical dialogue on the image of the educator	This inquiry project considers the image of the early childhood educator, and how colonial forces and neoliberal discourses have and continue to shape our role. While this image dictates policies, it does not reflect the lived realities of educators currently working in the field. From November 2022 to February 2023, a collective group of eight educators gathered to engage in radical dialogue relating to the image of the educator. In an effort to form a democratic, agonistic space (Mouffe, 2000), educators were invited from a variety of positionalities, sociocultural backgrounds and roles within ECE . Through our conversations, the tensions and discord came to be valued as productive discourse which highlighted the complexities of our role. We argue that we need to

		<p>move away from the idea of a universal image of the educator, embrace the fragmentation in our field, and engage with more than the dominant cultures in society. We pose a reconceptualization of the image of the educator that acknowledges and values the multiplicities and singularities of educators, including the silenced and the marginalized.</p>
<a href="#">Avery Froese</a>	<p>Life Just Isn't What It Used to Be: An Exploration of the Maternal, the Mirror Stage, and Cinematic Suture</p>	<p>Have you ever wished to return to days past? Has the popular idiom describing a healthier and more vibrant grass on the opposite side of a dividing fence ever applied to your life? Does the idea of repeating the innocent days of youth sound appealing? It is very common for these questions to be answered with a reminiscent “yes”, and while most adults, if questioned, would likely not wish to return to their childhood bodies and forfeit the rights and freedoms granted by maturity, few will deny the desire to reclaim the innocence and whimsy held within the years of infancy. Indeed, no cognizant experience can compare to the unconscious delight experienced by an unborn child, safely nestled within the womb of their caretaker, with nothing but the muffled sounds and distant experiences of the mother to create a soundtrack to a blissful state that can only be described as being. However, this elation has a very early expiry date, terminating once the newborn has left the womb and experiences themselves in the form of Jacques Lacan’s mirror stage, where their own vision forever alters the onlooker’s perspective of reality. Nevertheless, there is a unity</p>



		<p>within these opposite occurrences. Although sound plays an integral part in the tranquility of maternal existence, and sight assists in the angst and uncanny sustained by the mirror stage's outcome of self-realization, the two senses combine, in the form of cinema, and suture the viewer back to a near-tranquil experience, which is as close as we can come to achieving the carefree life we all once lived.</p>
<a href="#">Bianca Go</a>	<p>“So, everyone’s straight, right?” : An inquiry into the discourse of heteronormativity in early childhood education</p>	<p>Dominant discourses of early childhood view children as innocent, passive, and asexual, deeming topics of gender and sexuality irrelevant to young children’s lives. Notions of desired heterosexual expression flourish throughout all aspects of society and are constantly reinforced throughout children’s lives, and yet, the regulating discourse of heteronormativity is rarely considered within mainstream early childhood spaces. This inquiry explores the seemingly invisible discourse of heteronormativity from reconceptualist perspectives that argue against the normalization of heterosexuality as the only acceptable form of sexual expression. We conducted a five-month-long inquiry with a group of eight early childhood educators exploring the pervasiveness and effects of heteronormativity on our understandings and daily educational practices. We engage with Mindy Blaise’s <i>Playing it Straight</i> to think with feminist poststructuralism and queer theory to rethink dominant developmental perspectives on the construction of children’s gender identities. Considering our ethical responsibilities as early childhood educators, we examine the United Nations Convention on the Rights of the Child, the ECEBC Code of Ethics, and the British Columbia Early Learning Framework to disrupt stereotypical understandings of gender and sexuality to create more equitable and livable early childhood spaces.</p>

<a href="#">Bree-Ann Ramsey</a>	Behavioural interventions for Paediatric Feeding Problems: A Literature Review	This presentation will review the literature on behavioral interventions to support feeding challenges in children. Four major evidence-based practices will be reviewed, as well as the social validity of each intervention.
<a href="#">Bryn Kinders</a>	Using an ACT protocol to reduce symptoms associated with anxiety: A review of the literature	This presentation will examine the literature and comment on the effectiveness of using Acceptance and Commitment Therapy as a protocol for reducing symptoms associated with anxiety and anxiety disorders. The presentation will compare 12 studies that examine various symptoms, all of which are associated with anxiety or stress related conditions. This presentation also aims to evaluate ACT as an evidence-based practice and will discuss the social validity of this approach and the future implications that expanding the field of Applied Behaviour Analysis to also address covert behaviours might have.
<a href="#">Camie Ward</a>	The Scarborough Charter's role in Disrupting Modern Anti-Black Racism in Canadian Universities	<p>This study investigates the systemic and historical anti-Black racism ingrained in various aspects of Canadian society, particularly in the education system. Despite commitments to equity, diversity, and inclusivity (EDI), the normativity of whiteness and white supremacy remains a significant challenge for Black students and faculty members in post-secondary programs across the country. To better understand how Canadian universities address this issue, this study employs critical realist discourse analysis. Specifically, it investigates the Scarborough Charter, which was adopted by the Ontario College of Art and Design University to promote Black inclusion and excellence.</p> <p>Additionally, the study explores the mental and physical trauma that individuals who have experienced racial discrimination may face and its impact on their well-being. By highlighting these issues, this study aims to contribute to meaningful solutions that can promote a more inclusive and equitable education system in Canada, where Black students and faculty members can succeed.</p>

		The findings of this study can be used to inform policies and practices that foster anti-racism in education, promote equity, and advance social justice.
<a href="#">Carol Ann Misquitta</a>	Walking with salmon in Squamish: creating stories with multiple perspectives in early childhood curriculum	This pedagogical inquiry with salmon was co-constructed with children, parents, and educators on the lands now known as Squamish, British Columbia. It emerged when a group of children, aged two years to five years, explored their neighborhood dyke along the Mamquam River. We were drawn to the life cycle of the spawning Pacific salmon that swim upriver to find their places of birth. This created pedagogical conditions for educators and children to consider ways to move from the colonial discourses of pre-planned curriculum to a living curriculum. As we walked along the river, thought with Indigenous Elders and storytellers, and engaged with artistic practices, generative stories emerged. There were many joys and challenges on our journey, highlighting what is possible when early childhood curriculum is co-constructed with materials, histories, children and educators in their local communities. We were brought closer into kinship and many possibilities were generated.
<a href="#">Cassidy Mauza</a>	Queer Picnic	<p>Purpose for inquiry: To understand why queer joy is important for the queer community, and how it not only leads to a wider understanding and recognition for the queer community, but can also function to protest narratives about queer people.</p> <p>Perspectives/methodology/theoretical framework: As a queer person and writer, I aim to take on this project from not only my own perspective, but also from those within the community. Some authors that I have specifically used to build up my framework are Frankie Barnet, Carmen Maria Machado, and Alice Oseman. In general, my main way of working has been to study how queer joy looks from many different perspectives, and how some works successfully weave it into their narrative, or what certain shortcomings are. Specifically, I am looking to argue that the picnic can function as a setting for queer joy, and how communities within the LGBTQIA2S+ space weave together to make resistance through joy.</p> <p>Anticipated Results/Warrants for Arguments/Point of view: My anticipated findings are that queer joy is an important place of</p>

		<p>resistance and acts as active resistance in the current day, as the rampant narrative of queer sadness has the ability to perpetuate further harm.</p> <p>Anticipated Artistic Significance: The significance of this project to me, is to create more space for queer liberation stories, and stories surrounding the queer narrative that does not have to be about our struggle and our pain. It is important for queer people to take up space not only for our pain, but also to tell stories of our joy. Our joy is a form of activism and liberation.</p>
<a href="#"><u>Christina Davidson</u></a>	<p>Assemblage of an Urban Park: Understanding our relationship to place and power dynamics that live here</p>	<p>This inquiry project unpacks the relationship between children and place within an urban setting with specificity. It asks what does it mean for these children to have a relationship with George Wainborn Park, and what does it mean to be part of the active assemblage that makes this park. This inquiry has been co-constructed with children and examines lively power dynamics and human centricism.</p>
<a href="#"><u>Christina Grasso</u></a>	<p>Paint as a Social Practice</p>	<p>The intention of my graduating project was to explore with children and educators how paint can be considered a social practice within the context of Early Childhood Education. I have been thinking with a materialistic perspective. This materialistic perspective leads to five themes: experimenting the expressions of paint, dialogue of expressions through paint, painting as a language of stories, transformative processes of paint and paint and materials co existing. Our intention was not to find answers but to explore an idea that is lived through our processes, observations, and documentation through our work with children.</p>

<a href="#">Crystal Siew</a>	Using Discrete Trial Training to Teach Tacts	<p>This presentation will review the literature on teaching tacts to individuals with developmental and intellectual disabilities using discrete trial training (DTT). It is a teaching procedure that uses structured and repetitive trials to teach new skills or behaviours to individuals with developmental or intellectual disabilities who may struggle with traditional teaching methods. It focuses on developing the ability of individuals with disabilities to label objects, actions, events and concepts using verbal behaviour. This approach can be effective who struggle with communication, social interaction and learning. By improving their ability to tact, individuals can understand and navigate their environment and also communicate more effectively with others. The results of this literature review will include the overall summary of findings, with a focus on the variations of stimuli used, the type of single-subject research design employed, the effects of tact training and its status as an evidence-based procedure. Social validity and clinical implications will also be reviewed.</p>
<a href="#">Crystal Dong</a>	How to Live Well with the Playground Dwellers	<p>This inquiry with young children took place over a period of five months and comprises a series of encounters about how to live well with the garden dwellers at the playground. As environmental and climate crises and human-caused species extinctions draw increasing attention worldwide, it prompts us to think about how to create livable worlds in early childhood care and education. We tap into the children's fascination with the travelling ants, curling-up roly-polies, and wriggling worms and invite the children to experiment with different ways of thinking and doing while encountering the living and non-living beings habiting in the playground. The inquiry closely follows the BC Early Learning Framework principles and common worlds pedagogies, thinking with scholars such as Affrica Taylor, Miriam Giugin, and Veronica Pacini-Ketchabaw, to help understand and trace the entangled and uneven relations between humans and garden dwellers at the playground. Through this process, the educators and children reconceptualize how to live well with who and what we may not have noticed before.</p>

<a href="#">Danielle Perea</a>	Disrupting race and racism in early childhood education	<p>From November 2022 to March 2023, Enesia Chitheka and Danielle Perea met with a group of educators from different ethnic groups, to discuss how race has been viewed and represented in early childhood classrooms. As the majority of the Canadian education system is based on Eurocentric view of education, the group of educators have closely analyzed how the current early childhood education curriculum may portray race and diversity in an ecce classroom. Through our exploration it became evident that we all have different ways in which we discuss race with children in our practice as early childhood educators. This is due to different geopolitical positionalities and relationships that we hold about race. We also discovered that educators may be hesitant to actively discuss race with children due to the intensity of emotions and sensitivities tied to educators and children's experiences. Our group came to recognize the importance of reshaping our way of connecting with a complex web of experiences and relations that are tied to the discourse of race.</p>
<a href="#">Darcy Smith</a>	Embracing Change	<p>The object of my research is to bring awareness to the lack of progression in the elementary school system in British Columbia. We are doing the children of today a disservice by holding them back from the proper education they should be receiving. We are living in such a progressive and fast-paced society, but we are still teaching children the way we taught them 50 years ago, in a classroom. I am using my own personal experience and knowledge, as I have worked for the North Vancouver School District for the past 3 years. I am also combining research from experienced professionals in special education, Indigenous education, and technological education. I believe that with these three forms of education in mind, we can transform the curriculum and teaching methods in British Columbia, and across Canada. My anticipated findings will likely make a case for the importance of progressive classrooms, which will include the previous forms of education just mentioned. My hope is also to gain more knowledge and present solid arguments on how the system and myself can implement better practices in education.</p>

<a href="#">Dom Bergeron</a>	Sound: The Second Half of Cinema	<p>This paper seeks to disprove the longstanding assumption that visuals alone are the most significant manner in which meaning is created within cinema. Instead, through integrating and synthesizing the research of other scholars in analyzing the various aspects of sound and the means by which they can affect the human psyche, this paper investigates how cinema utilizes each of these qualities in order to create powerful meanings both separate to, and in conjunction with the film's visuals. In exploring the material aspects of film sound, its relationship to the human voice, and its validity as a semiotic system, the conclusion forms that the auditory aspect within cinema is as effective, if not more so, than its cinematography and mise en scène in the articulation of meaning. This paper serves as a method of communicating the concepts and tools available to filmmakers within an acoustic context for the purpose of conveying specific ideas, emotions, and tones.</p>
<a href="#">Eliana Guzman</a>	Evaluating the effectiveness of behavioral skills training to improve social skills in children with autism	<p>This presentation will review the literature on behavioral skills training (BST), a method used for teaching new skills that consists of four components: Instruction, modeling, rehearsal, and feedback. Ten studies will be reviewed with a focus on using BST to teach social skills for children with autism. The results concluded from each study will be examined to prove or disprove the effectiveness of BST as a teaching approach. Both Social validity and implications for practitioners will also be addressed/discussed.</p>

<a href="#">Elora Hobbin</a>	<p>Comparing the Picture Exchange Communication System and Speech Generating Devices to increase vocal output in children with Autism</p>	<p>This presentation will review the literature on vocal output using either the Picture Exchange Communication System (PECS) or a Speech Generating Device (SGD) among children with Autism. Five studies from each communication system, 10 total studies, will be reviewed with a focus on which intervention increases vocal output, the effectiveness of each approach, and its status as an evidence-based procedure. Social validity and implications for children, their parents and caregivers, as well as practitioners will also be addressed.</p>
<a href="#">Emma Jones</a>	<p>Exploring Best Practices for Social Justice in K-12 Education</p>	<p>My project was aiming to identify key social justice education practices used by K-12 educators in the US. I researched this topic using an interview research method, as well as a literature review of many books, articles and educational documentaries. The person I chose to interview is a top educator from the United States who has extensive experience both, personal and professional, with social justice education. Following the interview, I created a transcript of the interview so that I could analyze it. I compared the findings of my literature review with the interview analysis to discover consistent themes. Some of my research questions included: From an administrative standpoint, what steps do you take to ensure social justice practices extend outside of the classroom? Do you believe there needs to be a shift in educational policy to enhance social justice outcomes? Would this include a greater focus/shift towards social justice education? What would this look like? What I discovered is that there are core elements to successful Social Justice education practices, but the extent of impact is largely based on state policy and social structures.</p>



<a href="#">Enesia Chitheka</a>	Disrupting race and racism in early childhood education	<p>From November 2022 to March 2023, Enesia Chitheka and Danielle Perea met with a group of educators from different ethnic groups, to discuss how race has been viewed and represented in early childhood classrooms. As the majority of the Canadian education system is based on Eurocentric view of education, the group of educators have closely analyzed how the current early childhood education curriculum may portray race and diversity in an ecce classroom. Through our exploration it became evident that we all have different ways in which we discuss race with children in our practice as early childhood educators. This is due to different geopolitical positionalities and relationships that we hold about race. We also discovered that educators may be hesitant to actively discuss race with children due to the intensity of emotions and sensitivities tied to educators and children's experiences. Our group came to recognize the importance of reshaping our way of connecting with a complex web of experiences and relations that are tied to the discourse of race.</p>
<a href="#">Gabrielle Rossignol</a>	The Moral Imperative of Anti-Racist Solidarity	<p>Witnessing an individual exhibiting racist and discriminatory behaviour can be confusing, alarming, infuriating, and daunting. Being a bystander can be difficult because deeply entrenched racist structures have trained us to be uncomfortable or afraid to speak out against acts of racism. In response to this, an important question to ask ourselves is: What does democratic inclusion theory ask of us when individuals "perform" racist structures, if we are to be anti-racist? This research question stems from a recent personal interaction with a family member who demonstrated racist behaviour. This situation inspired a deeper analysis to reflect on one's inability to react to and combat racism and presented the opportunity to understand the deeper White supremacist structures manifesting in individual racist behaviour. Research conducted through a critical realist lens reveals that democratic inclusion requires from us solidarity and allyship if we are to be anti-racist, and to recognize that for oppressive systemic structures to change, they must be named and restructured. This research demonstrates that personal transformation is an act of anti-racism, and if we are not actively anti-racist individuals, then we ultimately contribute to the systemic racism that is fostered within our institutions.</p>

<a href="#">Hannah Jeffery</a>	<p>Tulsa Race Massacre: A Case Study of White Victimhood, Racism, and Violence</p>	<p>In 1921, a young Black man tripped on his way into an elevator, grabbing the arm of a young white woman in Tulsa, Oklahoma. This event triggered widespread anger in the white community of Tulsa, leading to a massacre that would leave hundreds of Black Greenwood residents deceased. After years of deliberate censorship and silence, the story of what happened in Tulsa began to be uncovered by Greenwood residents unafraid of sharing their truth. From efforts of historians like Scott Ellsworth, a movement towards reconciliation and truth came to light. For the purpose of this research project, I have gathered primary and secondary source material on the subject of the Tulsa Race Massacre. Through photographs and written accounts, I have learned of the deliberate and concerted effort to cover-up the brutality of the Tulsa Race Massacre perpetuated by its white residents. My objective for this research project is to demonstrate the severity and lasting impact of the Tulsa Race Massacre, and to examine the ways in which lynching and violence has been perpetrated against African Americans for hundreds of years.</p>
<a href="#">Ilam Muralidharan</a>	<p>Disruption in the classroom: Radical dialogue on the image of the educator</p>	<p>This inquiry project considers the image of the early childhood educator, and how colonial forces and neoliberal discourses have and continue to shape our role. While this image dictates policies, it does not reflect the lived realities of educators currently working in the field. From November 2022 to February 2023, a collective group of eight educators gathered to engage in radical dialogue relating to the image of the educator. In an effort to form a democratic, agonistic space (Mouffe, 2000), educators were invited from a variety of positionalities, sociocultural backgrounds and roles within ECE . Through our conversations, the tensions and discord came to be valued as productive discourse which highlighted the complexities of our role. We argue that we need to move away from the idea of a universal image of the educator, embrace the fragmentation in our field, and engage with more than the dominant cultures in society. We pose a reconceptualization of the image of the educator that acknowledges and values the multiplicities and singularities of educators, including the silenced and the marginalized.</p>

<a href="#">Jack Greene</a>	Happiness indices	<p>The purpose of the literature review is to display the benefits and understanding of happiness indices of supported individuals.</p> <p>Through ten independent resources, I will provide a brief summary of the results. With an emphasis on happiness indices recorded.</p> <p>Each article brings its own social validity, which I will discuss as well.</p>
<a href="#">Jason Tam</a>	The Functional Constituencies System in the Legislative Council of Hong Kong: Evolution, Rationales, and Outcomes	<p>This paper examines the Functional Constituencies (FCs) system from the Legislative Council of Hong Kong since its launching in 1985. The research investigates the origins and developments of the FC system, its electoral procedures and the sectors it represents.</p> <p>The thesis also explains the political rationale for its launch and how the present situation aligns with the outcomes of what the designers wanted. The thesis employs a qualitative research methodology which includes a review of different literature such as think tank reports and books, and analysis of official government reports and Hansards from the Legislative Council. The research aims to find out the effects of the FCs over time: Why there are such changes? How does it turn the FCs more “democratic” and “representable”? The thesis concludes that the present situation does align with the outcomes of what the designers wanted, but with unintended effects. The FC system is not just putting the business sectors and elites as the frontline to support the government, but also maintains its corporatist nature in order to secure votes in the Legislative Council, benefitting the colonial government and the current SAR government.</p>
<a href="#">Jenelle McComb</a>	Subsidiarity Against Environmental Racism	<p>This paper examines environmental racism in Canada. Events of environmental racism can be all over Canada, specifically in areas where marginalized communities live such as in Africville, Nova Scotia. Looking at and analyzing cases of environmental racism in Africville can be applied to other communities that face similar forms of discrimination. The factors that play into environmental racism will be examined in this research. Modern racism, which contributes to environmental racism, is subtly done and puts blame on racial groups. The critical realist model is also imperative to this research. The critical realist model is used to decode racist systems and frameworks that allow for the continuation of environmental racism. Some frameworks include the UNDRIP and DRIPA. These</p>

		frameworks are in place to set out the rights of Indigenous peoples but have made little impacts. This paper calls for subsidiarity, which could include radical changes to these frameworks. There is a need for the people who are most impacted to be given the resources and support needed to address it. Work being done by people such as Augy Jones, who is forming a panel of historians, lawyers, medical professionals, and communities' members is critical, when looking at subsidiarity.
<a href="#">Jenna Mobilio</a>	Children's Movement in a Social Constructivism Perspective	The intention of my graduating project was an inquiry with children and educators about embodied movement and its interaction with various materials and in multiple environments in relation to Early Childhood Education. Through this inquiry there was an exploration of dialogue and interaction between children and materials, all while examining this through the lens of social constructivism. More specifically, I looked at social interaction between the children as they engaged in play and the knowledge that they collectively co-created together. This project was guided by a series of questions regarding how the children embodied their movement, how they engaged in dialogue, and how the children's movement with different materials would differ in both outdoor and indoor environments. My embodied movement inquiry invited the children to create relationships and exploration. Between the explorations, collective wonderings, and curiosities that arose, our intention was not to focus specifically on body movement, but rather how the children moved in a variety of different encounters.
<a href="#">Jennifer Walsh</a>	Children's dance: Embodied movements, responses, emotions through Music and Materials	Children use many different forms of language, including artistic languages such as dance, music, and art, to help them make sense of the world and to communicate and build meaning with each other. This project explored how children observe and respond to each other and the environment around them through movement and art making to different genres of music. Within a social constructivist framework, it considered how children co-construct their understanding and meaning of the world around them, and

		<p>embody this social learning and their emotions through movement and materials.</p> <p>Over the course of several visits, I played different genres of music and participated with the children as we moved together and used different drawing materials including oil and chalk pastels and pencil crayons on paper. Open ended dialogues encouraged the children to create and embody their mutual understanding through their movements and art. Open ended dialogue encouraged the children's creativity and interactions with each other, the other educators, and me. Activities occurred inside and outside the centre, to enable experiencing and responding to music in different environments.</p> <p>Challenges with centre support limited attainment of the project goals, however what was achieved was noticing how a small group of children responded through movement and art making, individually and together, to different rhythms, volumes, and genres of music in different surroundings. The music and the environment in which they listened to it strongly influenced their movements and the art they created, although it was difficult at times to clearly observe and interpret the embodiment of their emotions and understandings in their physical responses.</p>
<a href="#">Jimin Kim</a>	The story of earth and life underground	<p>This project explores the story of earth and life underground by interweaving the concepts of drawing as a language and social practice with a group of three to five years old children in Oak Room at Capilano Children's Centre since October 2022. We investigate and attend to diverse meanings of aliveness through a guiding question: "What does it mean to be alive?". The ritual visits during winter months to the garden provoke further investigation and experimentation in the Oak Room, and children's drawing visualizes and magnifies their concepts of underground life. During the co-composing inquiry process, children's drawing becomes a way of engagement, which includes varied ways of thinking, knowing, and doing. The essence of this project is that drawing becomes the central language to investigate what aliveness means and does as it engages multiple ways of sensing, planting, creating stories, and enacting aliveness. We are developing how aliveness is understood and how drawing-painting takes shape as a</p>

		collective and social practice.
<a href="#">Joanne Chen</a>	How to live well with the playground dwellers	<p>This inquiry with young children took place over five months and comprises a series of encounters about how to live well with the garden dwellers at the playground. As environmental and climate crises and human-caused species extinctions draw increasing attention worldwide, it prompts us to think about how to create livable worlds in early childhood care and education. We tap into the children's fascination with the travelling ants, curling-up roly-polies, and wriggling worms and invite the children to experiment with different ways of thinking and doing while encountering the living and non-living beings habiting in the playground. The inquiry closely follows the BC Early Learning Framework principles and common worlds pedagogies, thinking with scholars such as Affrica Taylor, Miriam Giugin, and Veronica Pacini-Ketchabaw, to help understand and trace the entangled and uneven relations between humans and garden dwellers at the playground. Through this process, the educators and children reconceptualize how to live well with who and what we may not have noticed before.</p>
<a href="#">Julian Forero</a>	A revision of cultural traditions to reinvent the way manhood is understood	<p>As I read the news of Mahsa Amini, the 22-year-old Iranian women who died in a hospital of Tehran after being brutally beat by the morality police, I felt ill. I wanted to know why men would feel entitled to treat women in such a way. I couldn't come up with an answer. I figured the reason was deeper than their government, or their job. Their violence and hatred implicate the ways they understand themselves as men, a dehumanizing masculinity. This made me question my own identity as a man, especially because everything in me rejects what their murder of Mahsa Amini reveals. And then it hit me. I couldn't even answer that question</p>

		<p>myself. I am attempting to answer this by means of a critical realist auto-ethnography, guided by two fundamental questions. What does it mean to be man? And can masculinity be a driver of equality? My work draws on the ways masculinity is formed in the Indigenous, Colombian traditions of my own family, set against North American beliefs and the dehumanizing aspects of the dominant masculinist culture.</p>
<a href="#">Julie Ngo</a>	<p>A Pedagogy of Inclusion: Exploring ASL with Music and Movement</p>	<p>The intention of this inquiry was to invite children at Champlain Preschool to explore American Sign Language (ASL) with music and movements. The inquiry's lens will be Max Van Manen's concept of hermeneutic phenomenology of lived experiences, more specifically, the reconceptualizing of how we communicate with others in the world. Reconceptualizing how we communicate with others generates ways of living, understanding, and being in the world in ways that create inclusive pedagogical environments. A way of communicating with ASL invites children to be imaginative and creative while co-constructing ideas with others and thus generating multiple ways of expression through music and movement. The inquiry generated a metaphorical bridge between the two worlds: the hearing and non-hearing ones.</p>
<a href="#">Kaci Van Horlick</a>	<p>Quality Learning</p>	<p>The 21st century has renewed interest in North America about gender and sexual identities in the classroom. Lawmakers, teachers, parents, and social media platforms have become involved in conversations about how gender and sexual identity, particularly among non-binary, queer and trans youth, should be brought into the formal school curriculum. My study will explore and illuminate what is at stake in this conversation in rural/non-Metro BC communities. I plan to use feminist, decolonizing, and other methodologies to analyze how conversations about 2SLGBTQIA+ identity play out inside and outside the classroom. I will use solicited interviews with students, parents and K-12 educators; documentary films; fictional accounts; BC education policy documents; and scholarship in trans/queer theory; to review these materials.</p> <p>The perspectives that we will be considering are the ones of</p>



		<p>students, teachers and guardians. Our questions will be designed differently for each group. Using google forms, we will be able to accumulate different anonymous opinions and answers on the experience with education on gender identity.</p> <p>We anticipate that there will be different opinions based on the experiences of different groups. We believe there will be more information that we do not anticipate whether participants feel comfortable or appreciate the education offered at their school.</p> <p>I anticipate that there is more that the education system can do for its students. I anticipate teachers and students could have more information about personal pronouns and abilities to educate each other on gender identity fully. The significance of the work can enlighten school districts on the opinions and ideas of their staff, students and parents.</p>
<a href="#">Karen Tadokoro</a>	<p>Becoming A Community With Clay</p>	<p>This co-composed inquiry project reconceptualizes the idea of a community in early childhood contexts through working with clay. Building a sense of community is a dominant idea commonly brought up in early childhood care and education but is seemingly static and rarely reconsidered. To further delve into this idea of a community, one group of infants and toddlers at Simon Fraser University Childcare Society has worked with clay as a big block over several months. Thinking with place-based pedagogy, we attended to how our particular place – our program, identities, and community – becomes cultivated relationally and materially. This attention allowed us to move beyond viewing clay as modelling material and community as strictly human-centred, also bringing attention to the agency of non-humans and matter. Working with clay became a vibrant social practice where our thinking, bodies, and connections with place are interconnected, transforming our understanding of how a community lives in our program, with each other and the world around us. By attending to the many ways in which a community has taken shape alongside our work with clay, the project aims to illuminate the complexities and possibilities of early childhood communities.</p>



<a href="#">Katie Bataligin</a>	The Effectiveness of Peer-Mediated Interventions for Improving Social Skills for Children With Autism	This presentation will review the literature surrounding peer-mediated interventions for the development of social skills for children with Autism Spectrum Disorder. Ten single-subject research design studies have been chosen and reviewed to evaluate the effectiveness of the intervention, and whether it meets criteria for evidence-based practices. Social validity of these studies will also be reviewed.
<a href="#">Kayleigh Walton</a>	Decolonizing the Fashion Industry	The idea of sustainable fashion encompasses the uses of sustainable practices, products, and a mindset that looks to achieve an environmentally friendly, social justice-centred and equal industry. The purpose of this project is to investigate ways the fashion industry can become decolonized and sustainable. This project assembles perspectives coming from different disciplinary lenses such as social science, humanities, history, economics, anthropology, and psychology. It aims to explore a well-rounded overview on the problems and possible solutions on several fronts of the fashion industry and its effects. An underpinning consideration of this project is the need to find new ways to support the environment and its people instead of destroying and exploiting it. Along with these environmental concerns, the project explores what we can learn from First Nations peoples and their sustainable-traditional practices surrounding clothing and fashion.
<a href="#">Kaylin Schober</a>	Life in the Global Village: Why Comedy is Crucial to Coping in the Era of Modern Technology	As many benefits as there are to living in the modern age, we are also living in an era where frustration and anxiety seem to be the default mental state. One prominent and especially relevant theory in relation to many of our modern problems is Marshall McLuhan's Global Village. This is the idea that we are currently living in village conditions, but at a global scale, and this is a life which we are not mentally equipped for. Whether it's from the sheer amount of information we are constantly receiving, the endless politics we are expected to keep up with, or the fact that we are exposed to so many other people's lives that we begin to lose our own; it is no wonder that our mental health is struggling despite all these technological advancements that were meant to improve our lives.

		<p>This has become prolific to the point where it is impossible not to be a citizen of the global village, so how can we survive in this while still maintaining our sanity? The answer to this lies in humour. From allowing us to bond with larger groups of people, helping us understand politics and other perspectives, and permitting us to be more self aware; in this age it is crucial that we give ourselves the space to laugh.</p>
<a href="#">Kerstin Armstrong</a>	<p>A Literature Review: Response Interruption and Redirection (RIRD) as an Intervention for Vocal Stereotypy.</p>	<p>While reviewing ten peer-reviewed studies, this presentation will assess the effectiveness of response interruption and redirection (RIRD) as an intervention for vocal stereotypy. Assessing the intervention as an evidence-based procedure, social validity, and considerations for practitioners will be disseminated to viewers.</p>
<a href="#">Lilian Cormier-Stumpf</a>	<p>Beauty and the Sublime in Relation to Woman, Man, and God</p>	<p>The association of women inside the frame, or as the form and beauty rather than the ponderer of the boundless has its roots in many factors, but namely; Christology and religion. Women are associated with form and beauty due to various religious practices, namely the representation of a singular-male God in Christianity promoted throughout art. The sublime and boundlessness are associated significantly more with a male experience through this religious connection. This association can be proven and explored throughout the analysis of beauty and the sublime, religious representation of God and women, and films that attempt to portray this disparity such as Men (2022), Portrait of a Lady on Fire (2019) and The Wonder (2022).</p>

<a href="#">luyao niu</a>	How children build the relationship with the world around them?	In early education, children's development is hardly separated from the world surrounding them. Children's lives are shaped by the places they live in (Somerville, 2010). This living inquiry explores how children use their ways to build relationships and understanding with the world around them. For the living inquiry, we have worked with children and educators in Smiling Star Daycare-Pemberton, and discovered more possibilities that children build relationships in various ways. For children, words are not the only way to communicate and express themselves, they also use body language, eye contact, facial expression, and some arts such as drawing and music to explore the world and build relationships with others. In daily life, children construct meaning and build knowledge about the world through interactions with educators, peers, and their surrounding environment
<a href="#">Mackenzie Tremblay</a>	Practical Functional Assessment (PFA): A literature review	This presentation will review literature on the practical functional assessment (PFA), a procedure for decreasing distressed behavior and increasing functional communication responses. Ten studies will be reviewed with a focus on different applications of the PFA, the effectiveness and social validity outcomes. Important elements of this presentation will include 1. Literature review 2. EBP 3. Social Validity
<a href="#">Madison Hauki</a>	The Effectiveness of Graduated Exposure to Increase Compliance with Medical Procedures for Individuals with ASD	This presentation will review the literature on graduated exposure to increase compliance during medical procedures for individuals with Autism. Ten studies will be reviewed with a focus on graduated exposure on its own, or combined with other behaviour analytic interventions. The results from each study will be analyzed to determine the effectiveness of the approach, and its potential as an evidence based practice. Social validity and implications for practitioners will also be addressed.
<a href="#">Malina Mujdei</a>	The emergence of film noir significantly impacted social structures and societal belief	In today's discussion I will be exploring the emergence of nihilism and existentialism, the origin story of film noir, its cause and effect on the everyday person, and the societal impact of these influences evident to this day and age. By researching the basis of Nietzsche and Kierkegaard's philosophies, and the historical events leading up to the emergence

	towards a more nihilistic, and existentialist state of living.	of film noir, I was able to uncover the origin story of this genre, one that found itself prevalent following the Great Depression, and the first World War. The average American became engulfed with the threat of atomic war, an unstable economy and PTSD - all worries that began to manifest themselves into the medium of art. Significantly, the modern world is built upon the beliefs reflected of that time. One that became more than just an adaptation of philosophies and the vast mentality into film, but also a way to drive the ever changing role of men and women, the notion of the traditional family, and demonstrate a direct effect of Nietzsche and Kierkegaard's work.
<a href="#">Manuela Salinas</a>	shishalh: sxwaxweyam	This pedagogical inquiry attunes to shishalh Traditional Storytelling at mem7iman's early years Centre. The practices of this inquiry, in an early childhood centre, honour storytelling as a traditional and holistic way that the shishalh people have shared knowledge in time immemorial. At mem7iman, an early years centre, situated at the heart of the shishalh Nation, an abundance of rich storytelling is nurtured and cherished. Collectively the children, educators, Elders and community members heard and told stories through song, dance and art. We labour together to pay close attention to holistic shishalh pedagogies as we actively disrupted the colonial legacy that attempted to erase knowledges. This inquiry is both an act of resistance and celebration of the shishalh way of being.
<a href="#">Mariana Flores</a>	A Literature Review of Treatments for Stereotypy	In this paper, I will be reviewing the literature on treatments for stereotypy. One of the major contributing factors as to why I wanted to review treatments for stereotypy was mainly ethics. Is it ethical to be seeking treatment for a stereotypy like hand-flapping if the individual is not bothering anyone? Are there some things that we, as a society must learn to adjust to, just as individuals with developmental disabilities have had to learn to the social norms society has set up? However, I had to realize that stereotypy can be troublesome, especially for the individual engaging in it. For example, if an individual is engaging in hand-flapping behaviours while waiting for a coffee, they are in fact not bothering anyone. Furthermore, most of my clients engage in stereotypy and it has been a target behaviour(s) the parents of my clients have wanted to

		<p>focus on. In this paper, I will be focusing on reviewing treatments for automatic, vocal, and object stereotypy for children with Autism Spectrum Disorder (ASD) and other developmental disabilities.</p> <p>I decided to focus my research on three types of stereotypes, automatic, vocal, and object. When doing my research, I used the database “PsycInfo.” I started with object stereotypy and quickly found it a bit challenging. When just using “object stereotypy” the results were not promising, however, I used synonyms and used “items” and “toys” instead of “object.” This helped me find one valuable study by Flavell, 1973. Although it is older and quite short, it was helpful when comparing this study to more recent studies such as McNamara and Cividini, 2019. I wanted to find a mix of older studies and recent studies to compare. I did find it easier to find studies about treatment for automatic stereotypy.</p>
<a href="#">Marshall Martin</a>	Being mindful of time: How attention to time mediates meditation’s influence of time perception	<p>Previous studies that look at meditation’s influence on subjective measures of time perception show mixed results. Some say that meditation leads to a feeling of a slower passage of time, while others say it leads to a faster passage of time. A new model proposed by Sedlmeier and colleagues (2020), known as the augmented Buddhist meditation model (ABMM), aims to explain these discrepancies in part through the factors of level of meditation experience, type of meditation practice, and attention to time during meditation. This study aims to directly test this ABMM model and Sedlmeier and colleagues' unique self-reported “attention to time” factor. Based on predictions of the ABMM for our sample of beginner-level meditators practicing focused attention style meditation (breath focused), we predict that greater reported attention to time will lead to subjectively longer meditation sessions in retrospect. We hope our findings add to the current theoretical landscape of meditation’s effects on time perception and help clarify what role the ABMM model should have in guiding future research.</p>

<a href="#">Matilda Wong</a>	<p>“So, everyone’s straight, right?” : An inquiry into the discourse of heteronormativity in early childhood education</p>	<p>Dominant discourses of early childhood view children as innocent, passive, and asexual, deeming topics of gender and sexuality irrelevant to young children’s lives. Notions of desired heterosexual expression flourish throughout all aspects of society and are constantly reinforced throughout children’s lives, and yet, the regulating discourse of heteronormativity is rarely considered within mainstream early childhood spaces. This inquiry explores the seemingly invisible discourse of heteronormativity from reconceptualist perspectives that argue against the normalization of heterosexuality as the only acceptable form of sexual expression. We conducted a five-month-long inquiry with a group of eight early childhood educators exploring the pervasiveness and effects of heteronormativity on our understandings and daily educational practices. We engage with Mindy Blaise’s <i>Playing it Straight</i> to think with feminist poststructuralism and queer theory to rethink dominant developmental perspectives on the construction of children’s gender identities. Considering our ethical responsibilities as early childhood educators, we examine the United Nations Convention on the Rights of the Child, the ECEBC Code of Ethics, and the British Columbia Early Learning Framework to disrupt stereotypical understandings of gender and sexuality to create more equitable and livable early childhood spaces.</p>
<a href="#">Meagan Briggs</a>	<p>The Discourse of Freedom Following the Overturn of Roe. V. Wade</p>	<p>The Supreme Court of the United States, in reversing <i>Roe v. Wade</i>, has become a driver of the subjugation of women, specifically minority women. In <i>Dobbs v. Jackson</i>, the Court has made women even more vulnerable to men’s violence against them. Similarly, I am finding in myself discomfort and confusion about how to make my concerns and outrage known, how to exercise my democratic power as a female. My research makes use of Catherine MacKinnon’s analysis of deeply entrenched structures of women’s oppression, and Loretta Ross’ anti-racist feminist analysis of reproductive justice. It uses Amber Fletcher’s model of critical realism to further understand the implications of the ruling, and what it means for the future of women in America. Together, these three approaches allow me to examine the ways that the impact of <i>Dobbs</i> must be understood as part of the misogynistic structures, including the exploitation of women and girls in pornography, and</p>

		the ongoing ways the criminal justice system fails to hold men accountable for their violence against women. As an American woman, my work is situated in the generations long struggle for the equality of women in my country, recognizing that this fight for equality and winning it are drivers of the possibility of a free, just and democratic United States.
<a href="#">Mei Shan</a> <a href="#">Eliza Mui</a>	Drawing as a Social Practice	Drawing brings children, educators, and materials together in early learning spaces. Situated within a social constructivist framework, this inquiry project with children aims to reconceptualize drawing as a social practice through which children co-construct meaning in a collective space of becoming. Over four months, the children and educators of The Village @ Frog Hollow have been wondering, speculating, and drawing the mystery of flight together. Drawing has created a social avenue for them to generate, exchange, elaborate, and complexify their thoughts and imagery. One child's idea could initiate a new wave of inquiry which proliferated in multiple aspects. New thoughts have been activated, animated, and transformed through drawing stories collectively. Our experience helps us rethink drawing as material, relational, storytelling, as well as continuously unfolding. This perspective reminds educators to embrace pedagogical thoughtfulness to listen to and attune with children and their drawings.
<a href="#">Melissa Elder</a>	How Did That Paint Happen?	Paint is a lively material. Paint moves, guides, flows and sticks not only to brushes and surfaces but to thoughts and memories. Working with a materialist perspective, this inquiry project considered several children's interactions working with tempera paint from October 2022 to February 2023. This inquiry highlights and draws attention to what happens when paint meets brushes, bodies, and paper and the challenges that erupt when paint meets enough. Each event with paint offers opportunities to embrace and deepen relationships. This artistic inquiry calls those involved to rethink experiences and to pay attention to how paint becomes carried even after brushes, pallets, and hands have been washed.



<a href="#">Nicola Screpnek</a>	Paint Stories	<p>This artistic inquiry took place over four months at North Shore Neighbourhood House - Centreview with children between the ages of three and five. Together, we worked with paint to understand how knowledge and learning can be socially and materially constructed. Through exploring the qualities of paint, we began to see how paint facilitates the construction of ideas, what paint allows children to do, and how paint enables children to construct ideas, theories, questions, and curiosities collaboratively. Through the inquiry, themes such as reflection, shadows, transparencies, hide and seek, and storytelling came about. The liveliness and the movement of paint gave life to the story unfolding. As paint spreads, ideas, curiosities, and stories spread with it.</p>
<a href="#">Omar Pintos</a>	The benefits and impacts of Food Security & Sustainable Agriculture	<p>Food insecurity is one of the biggest challenges worldwide connected to the environmental emergency. The impacts and effects of unsafe agricultural practices, climate change, the socioeconomic effects of the COVID-19 pandemic, the scarcity of water resources, soil degradation, and rising food prices caused by the war in Ukraine have increased food insecurity in the last few years. I am exploring food security through an interdisciplinary lens. In my project, I am discussing sustainable agricultural practices needed for the future of humanity. I am exploring food security via a holistic approach by combining arguments from qualitative and quantitative information with my own lived personal experience. I will gather data from books, articles, videos, and films to recollect information about food security and sustainable farming and link this to my personal experiences with agriculture and food security, including a community engagement project with the Vancouver Urban Food Forest Foundation, which was the core of our INTS 335 Grand Challenges course, as well as planting and practicing agriculture in Mexico. I aim to offer solid arguments for educating people about food security and add to the efforts in showing the relevance of making this topic a common requirement of the curriculum at the university level.</p>



<a href="#">Saba Askari</a>	<p>The Problem with the Oedipus Complex; Western Society's Subconscious Disdain for the Family Unit</p>	<p>First coined by famed - and often contested - psychologist, Sigmund Freud, the "Oedipus Complex" is a psychoanalytic concept that describes the unconscious sexual desires that a son might feel for their mother as they enter adolescence. It details the male sexual fascination with one's maternal figure and the subsequent disdain that they may then feel towards their father, who they associate as having satiated certain physical desires of the mother that they, themselves, are unable to. Though this concept has since been rendered unsupported by the general academic community, it has since been co-opted by Western - meaning North American - society, and is instead often colloquially applied to any close family unit in a rather derogatory manner. Any father-daughter or son-mother relationship that is seen as being interdependent or exceptionally loving is intensely mocked and plagued with an Oedipal Complex label. This is starkly contrasted with Eastern - meaning Asian - society, in which not only is a close family unit expected, but such complexes are entirely unheard of altogether. In this essay, various texts and other forms of media from each culture were analyzed carefully to prove the discrepancies between the two societies, only to prove the general assumption that close family units are, most often, derided in Western society and celebrated in the Eastern part of the world.</p>
<a href="#">Rachel Nitura</a>	<p>Studying 18th Century London with Geospatial Intimacy</p>	<p>My research aimed to accurately investigate significant historical and cultural locations in London, England 1660-1800 in order to synthesize these findings for the construction of an original map of London. I drew on my historical analysis skills to source archival maps, architectural drawings, and images of London during the period. When I needed further information on locations, I used my training in literary analysis to review first-hand accounts. This research led to new discoveries about the locations of several significant London spaces and refutes the findings of an often-used 2002 map of the city. This new map will appear in the Broadview Anthology of Restoration and Eighteenth-Century Drama (Edition 2), co-edited by David Weston and Diana Solomon. By establishing a geospatial map of the most significant locations and business that were likely frequented by, or known to authors of the period, my research will help other students better understand this</p>

		period and its literature.
<a href="#">Salima Kara</a>	More than ages and stages: beyond the image of the Rousseau's child	<p>The purpose of this inquiry is to engage with the discourse of progress and to investigate the dominant image of the child that is prevalent in the field of Early Childhood Care and Education. This project attempts to critically examine the domination of Eurocentric, romanticized view of children and childhood. A group of early childhood educators gathered to discuss how Rousseau's image of the child as nature, who is pure and innocent, impacts our work as early childhood educators. Affrica Taylor (2013) and her book Reconfiguring the Natures of Childhood inform us that the image of the nature's child produce understanding that all children progress through ages and developmental stages. Domination of Rousseau's image of the child as nature and being universal provoke the single story (Adichie, 2009) where it assumes that all children develop and learn the same. Through our discussion and engagements with the inquiry from October 2022 through February 2023, our group was able to recognize that it is important for us to understand and actively work with children's diverse ways of being and knowing that is beyond the single story of the child.</p>
<a href="#">Samantha Hughes</a>	Being My Brother's Sister: An Exploration of Ableism Within the Canadian Medical System	<p>Ableist conventions towards patients within the Canadian medical system are commonly experienced and even more commonly undocumented, leaving an already vulnerable community unsure of any agency and protection they have inside these institutions. The purpose of this study is to analyze the effects of institutional design code, public discourse and legal rights of patients on the wrongful continuation of ableism in the medical system. Using literature review, conversational yarning and autoethnography, this study will explore how patients recalled incidents of ableism related to the Canadian human rights code and institutional limitations for penalizing certain ableist practices and behaviours. This study is from the perspective of conjecture and is written in chronological order of findings. While maintaining formality, this work is personal and intended to represent the contradictions and loopholes that exist within the institution and</p>

		<p>my findings.</p> <p>This study acts as a first step in dismantling ableism within the Canadian medical system, by providing details of ableist behaviours and uncovering why they continue to happen. Further studies must be conducted to establish a call to action regarding progress toward reform.</p>
<a href="#">Sara Biluk</a>	Implementing Practical Functional Assessment for Challenging Behavior: A literature review	<p>This presentation will review the literature on the procedure of Dr. Hanley's Practical Functional Assessment – Skills Based Training (PFA-SBT) in eliminating problem behavior while establishing functional communication in individuals with autism. Ten studies will be reviewed with a focus on the effectiveness of functional communication training, delay and denial toleration, the efficiency of reducing problem behavior, and the status as an evidence-based procedure. In addition, social validity, limitations, and the ramifications for clinicians will be among the topics discussed.</p>
<a href="#">Shelley Ferguson</a>	The Roles of Indigenous Post-Secondary Employees in Supporting Student Mental Health	<p>The grim discoveries of unmarked children's graves in Canada have shed light on the neglect and abuse that occurred in residential schools. The proposed project aims to examine the challenges post-secondary Indigenous Student Service employees have and continue to face working at publicly funded post-secondary throughout BC in supporting the mental health of their students following the publicized discoveries of mass gravesites on former residential school sites. Twelve employees will be asked open-ended qualitative questions in focus groups to learn about their experiences supporting the mental health of Indigenous students using Indigenous research methods. This project will partner with Qayqayt Nation and follow OCAP principles. I aim to investigate Indigenous employees and students' mental health and wellness to discover what works and what does not work within BC post-secondary schools. Since unmarked graves are continuously being discovered at former residential schools, understanding the emotional and physical toll this has and continues to take on students is vital for providing a safe learning environment for Indigenous peoples in Canadian post-secondary institutions.</p>

<a href="#">Shelley Cranstone</a>	Thinking, Constructing, Wondering- Drawing TOGETHER	<p>Thinking about how knowledge is constructed and how children learn in early childhood is changing. An alternate narrative, grounded in the reconceptualist perspective is unfolding, which has at its foundation, that knowledge is socially constructed together with others. Thinking about early childhood education through this paradigm reframes the past way of thinking about learning as being provided for children through presenting facts and information to children; to the possibilities and potentialities of thinking and constructing knowledge WITH children.</p> <p>What emerges when children, educators and families create and co-construct knowledges in the places and communities, they live in, through drawing together? In this project drawing table became our place, children, educators and families, to gather together, wondering, talking, listening, constructing knowledges and thinking together over a four-month period. Mysteries unfolded, stories came about, with a continued invitation to think together.</p>
<a href="#">Sophie Parke</a>	Electoral Reform in Canada	<p>Canada's electoral system is one of the only single-member plurality (SMP) systems left in modern democracies. Although it is not without certain benefits, many people over the years have critiqued the government for failing to address the significant shortcomings of SMP. As early as 1921, scholars, committees, and advocacy groups have pushed for electoral reform at both the provincial and federal level to embrace a more proportional system. Now more than ever, Canadians need to understand what it means to vote under our current system and the consequences of a changed system, both positive and negative. The Canadian public at large has been excluded and under-informed on the importance and relevance of their electoral system. This paper uses an interdisciplinary framework to critically evaluate current scholarship on electoral reform and what it may or may not be able to accomplish for Canada. It will also identify critical gaps in the research, including but not limited to minority participation in government, youth engagement, and Indigenous representation. Until now, the debate around electoral reform has been too narrowly focused on political institutions when it should be centered on the benefit and participation of all Canadians,</p>

		especially those who have been historically excluded from political processes.
<a href="#">Sydney Stromberg</a>	The use of Behavioral Interventions for Phobias	This presentation will review the literature on the use behavioural interventions for a variety of phobias. A phobia is the extreme fear of something, often of a specific object or situation. A phobia can be related to an anxiety disorder because of the severity of it and its effect on people. A total of ten studies will be reviewed with a focus on the overall findings, the behavioural intervention used, the type of single-subject research design employed, social validity, inter-observer agreement, as well as implications and recommendations.
<a href="#">Tamarapreye Wilson</a>	Food Safety	The purpose of this project is to find ways to help inform people in Canada about the uses and importance of practicing other healing systems through herbal plants and ways to implement them in different kinds of food for healthier living. Herbs are an essential part of the human diet. They have been used for centuries to treat a wide variety of ailments. There are many different herbs, but they all have similar properties and effects on the body. This paper will focus on mostly lived experiences and conversations with an old aunt who specializes in herbal healing called Agbo. Agbo is considered an alternative/herbal medicine in the western world. Still, it has been used in Africa to treat hundreds of sicknesses and diseases in African countries like Nigeria and is still used as a form of treatment. I'm looking forward to bringing some of these learned ideas and experiences into the Canadian culture and showing the public alternative ways to have a healthy nutritional diet and medicines when sick through herbs for better well-being.
<a href="#">Taylor Pennykid</a>	Storying Fabric	The area of focus for my inquiry is on the untold stories of fabric and the role fabric plays in an early childhood space. The theoretical framework of this inquiry is heavily embedded within a Post-humanist and Materialism perspective. Olsson (2009) refers to Deleuze and Guattari in expressing the need to meet materials, to meet fabric as something new to discover and explore. What we set out to discover through our ongoing encounters with fabric were the emerging curiosities and wonders that fabric evokes within the educators and children, and how stories flourished throughout these

		<p>moments of meeting. Our journey together led us down a path of discovery, one which invited the children and educators to pay attention to not only the fabric itself but what these encounters are telling us. Our stories created a space for an unravelling of ideas and an invitation to explore our imagination. The children and educators learned from the fabric's unique materiality, leaning into the different characteristics of each diverse fabric.</p>
<a href="#">Tierney Crickmay</a>	<p>Oneness vs the 1%, Vandana Shiva</p>	<p>This project is a visual depiction of the written work by Vandana Shiva from her book titled "Oneness vs. the 1% ". It is a series of poignant quotes, with a related image and set to music. This project is meant to be an experiential learning piece that encompasses the overall tone of the book and highlights key factors</p>
<a href="#">Toni Dicastri</a>	<p>Art as Event</p>	<p>This presentation focuses on Art as Event in an early childhood setting. This shapes art as a highly relational practice that is based on post humanism and new materialist theories. This inquiry draws attention to how very young children's artistic processes are situated within a network of relations. Children are in a co-collaboration with human and more than human others, and relationships are created through these events. In this network of relations there are not only other children, but educators, materials, places, spaces, time, histories and other entities. Meanings are composed together with others inside of these events. Each art event is situational and nuanced.</p>
<a href="#">Vanessa Herley</a>	<p>Using FCT to decrease SIB</p>	<p>A review of the literature about using functional communication to decrease self-injurious behaviours in children, youth and adults.</p>

<a href="#">Wesley Dekleer</a>	Drought in the desert: Growth never stops in Phoenix Arizona, even when the water does.	<p>My research seeks to uncover how the state of Arizona and its capital city Phoenix have found themselves in a historical drought. I will demonstrate how neoliberalism, ‘The Gospel of Growth, and western development have combined to create a situation where drought in the desert has become a historical catastrophe rather than a simple environmental truth realized long ago. My research details the embraced and ignored beliefs, policies and ideas of influential leaders that helped shape the desert mega-city. Water resources have never been taken seriously as Phoenix grew infinitely outward and I will call into question just how a drought can be called a crisis when water supply has been mostly ignored. I expect my research will reveal the consequences of approaching landscapes and geography through the modernist paradigm; seeing problems as something to be solved or tamed. Finally, it will discuss the Indigenous tribes located in the area and how they approach water. The lessons learned from these of tribes will provide not only a conclusion for the project, but also a plan for Arizona’s water future that avoids repeating past mistakes.</p>
<a href="#">Yonglin Zheng</a>	How children build relationship around them	<p>In early education, children's development is hardly separated from the world surrounding them. Children's lives are shaped by the places they live in (Somerville, 2010). This living inquiry explores how children use their ways to build relationships and understanding with the world around them. For the living inquiry, we have worked with children and educators in Smiling Star Daycare-Pemberton, and discovered more possibilities that children build relationships in various ways. For children, words are not the only way to communicate and express themselves, they also use body language, eye contact, facial expression, and some arts such as drawing and music to explore the world and build relationships with others. In daily life, children construct meaning and build knowledge about the world through interactions with educators, peers, and their surrounding environment</p>



Yung-chi Hsu	Teaching Social Skills to Adolescents with ASD	<p>The purpose of the research is to find out ways to teach adolescents with autism spectrum disorder social skills. What kind of intervention is the best way for them to learn social interacting skills, and how can we help them to deal with the failures (bullying or ending friendships)? The research was done through single-subject research designs, including multiple baselines and alternating treatment designs.</p> <p>We are looking forward to finding a best intervention that can help adolescents with autism spectrum disorder interact with others, make friends, and have conversations independently without prompts and helps. The result that we are looking for is I would like to find the best way to support the children and apply the interventions to my clients and others, that can help them react to others more naturally and not need to ask for help and be alone in the class without teacher assistants or other adults and teachers around.</p>
<a href="#">Yvonne Ma</a>	Drawing with a Tree: Drawing as Social Practice	<p>1. This inquiry focuses on drawing as social practice as a group of children explore their relationship with a tree in their playground.</p> <p>2. Using social constructionist perspectives and drawing as a language, this inquiry project explores how children's how knowledge and learning are co-constructed through drawing with others. It situates learning as a collective process where ideas are communicated and co-constructed, reconsidered, and re-constructed with others.</p> <p>3. Drawing together invited an investigation of colour and tree relationships through noticing, speculating, and experimenting.</p> <p>4. This inquiry project is significant because it explores a possibility in early childhood education where spaces for thinking, investigating, and inviting relationships are created through drawing with others.</p>

<a href="#">Zanthia Bérubé</a>	<p>Death-time Stories - A look at the use of filmmaking and storytelling to create a sense of meaning through escapism and imagination to help humanity cope with difficult existential questions such as the fear of death.</p>	<p>This essay aims to explore how humanity has developed storytelling as a way to cope with existential dread and the fear of death. It argues that humans have a unique ability to project themselves and identify within stories, which entices us to imagine a better ending to our own lives. This essay uses theories put forth by modern anthropologists, psychologists like Freud and philosophers like Carl Yung and Heidegger to explore our need for meaning-making and understand just how important storytelling is for our fears. Other than being a great way for humanity to escape, it was found that stories also help deconstruct philosophical concepts to make them more accessible. They may also do the opposite and make us aware of our impending doom, making us more mindful and appreciative of the present moment. This essay is pertinent as it helps storytellers understand the power they hold on the audience to convey messages regarding the fear of death, whether it is to shock or to soothe, every story has an impact on its audience.</p>
<a href="#">Zoe Linford</a>	<p>The Transformative Outcomes of Welcoming Time into Art Encounters</p>	<p>The intension of this inquiry was to explore what it might mean to invite time as an equal participant in our daily art experiences, specifically in relation to watercolour paint. Clock time is always present in our lived experiences. With this in mind, we moved through an inquiry with time and watercolour paint to discover how we can challenge concepts of productivity and what we label as worthwhile ways to spend time.</p>

<a href="#">Zuyu Liang</a>	Outdoor Environments	<p>This research project mainly works with children between zero and three. It draws from Blasie, Hamm and Iorio's ideas: Feminism and Environmental Humanities. Environmental humanities and feminism are the theoretical frameworks of the research project.</p> <p>Firstly, this inquiry begins with meandering. It focuses on how children develop relationships with the world in their early years. Secondly, this inquiry focuses on the interaction between humans and more-than-humans. It is about how children to dialogue with natural materials. Finally, it is about how children discover something new by transforming one natural material into another and combining different natural materials. Finally, this inquiry focuses on how children tell their natural experiences through art, such as drawing and painting. Art is a form of social communication. It is another way of communicating with others, expressing something and telling stories, encounters and experiences to others.</p>
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## Student Research



Student Research Symposium



Capstone Projects



## Convocation 2023

Celebrate your achievements and graduation at one of the convocation ceremonies held on June 7, 8 and 9, 2023 at the Capilano University Main Campus.

### June 2023 Convocation Ceremony Schedule

Date	Faculty	Ceremony time
<b>Wednesday, June 7, 2023</b>	Faculty of Arts & Sciences	9:30 a.m.
	Faculty of Education, Health & Human Development	2 p.m.
	Faculty of Global & Community Studies	
<b>Thursday, June 8, 2023</b>	Faculty of Business & Professional Studies	9:30 a.m.
	Faculty of Business & Professional Studies	2 p.m.
<b>Friday, June 9, 2023</b>	Faculty of Fine & Applied Arts	9:30 a.m.

Note: you will be pre-assigned to a ceremony based on your program of completion and cannot switch to a different ceremony time or date.