

STUDENT RESEARCH SYMPOSIUM

April 19, 2024

TERRITORIAL ACKNOWLEDGMENT

Capilano University is named after Chief Joe Capilano, an important leader of the Squamish (Sḵw̱x̱wú7mesh) 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 (Sḵw̱x̱wú7mesh) and Tsleil-Waututh Nations.



SRS SCHEDULE

Time	Activity	Location
8:00 am	Registration Opens at 8 am and will close at 3 pm	Birch Cafeteria
9:00-10:00 am	Opening Ceremonies	Birch Cafeteria Lower Level
10:15 – 11:15 am	Session A Concurrent Student Panels	Birch 203, 205, 247, 263, 321, 323
11:30 – 12:30 pm	Session B Concurrent Student Panels	Birch 203, 205, 247, 263, 321, 323
12:30– 1:30 pm	LUNCH <i>for Presenters, Moderators, Volunteers and VIPS</i> AWARDS Ceremony (1:00 pm)	Birch Cafeteria
1:45 – 2:45 pm	Session C Concurrent Student Panels	Birch 203, 205, 247, 263, 321, 323
3:00 – 4:00 pm	Session D Concurrent Student Panels	Birch 203, 205, 247, 263, 321, 323
4:15-5:00 pm	Wrap-up Celebration	Birch Cafeteria



SRS 2024

Welcome to the eighth 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 80 students. The 2024 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 Psychology](#), [Bachelor of Communication Studies](#), [Bachelor of Early Childhood Care and Education](#), and [Bachelor of Motion Picture Arts and Bachelor of Design in Visual Communication](#)

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.



OPENING CEREMONY AND AWARDS SPEAKERS



ELDER WELCOME



ELDER DELHIA NAHANEE

Elder Delhia is from the Nisga'a and Squamish First Nations. She has an extensive background in social work and has worked with First Nations Communities for many years. Her work is mainly with single mothers on the downtown Eastside. Her contributions are held with high regard in that she helps keep families together.

She is a Capilano University alumna and has two bachelor's degrees from UBC, bachelor's in social work and a bachelor's in psychology. She is part of a singing group and has over 20 years of experience sharing cultural songs and teachings.

We are happy she is joining Capilano University's Elders Circle. Her fun and caring nature has been a pleasure to have in the Kéxwusm-áyakn Student Centre.

ELDER LATASH NAHANNE

Latash is a member of the Squamish Nation and lives in North Vancouver. Latash has a Bachelor of Arts degree from Simon Fraser University and an Associate degree in Arts and Science from Capilano College. Elder Latash attended Capilano College from 1974-78.

Elder Latash enjoys singing and sharing important teachings with the younger generations. He is passionate about his culture and enjoys sharing his knowledge, especially with the younger generations.

Elder Latash is married to Dehlia, and they have two beautiful daughters who actively practice their cultural teachings. Elder Latash is the grandfather to Isaiah Rose and Wakaystn Campbell.

[Bios from Meet the Elders at CapU](#)

[Meet the Elders at CapU - Capilano University Employee Portal](#)

KEYNOTE

skel7áw's, SKEL7AWS, NAOMI NARCISSE

St'át'imc Nation; M.Ed, PhD UBC Student; Naomi is a proud Nicola Valley Institute of Technology (NVIT), Simon Fraser University (SFU), & University of British Columbia (UBC) Alumni. Naomi has over nine years of experience working in Indigenous Higher Education. Naomi is currently on her PhD journey in Education Studies at UBC within the Faculty of Education. Naomi has completed her MEd in Educational Administration & Leadership at UBC & NVIT in 2021, Bachelor degree at SFU in Indigenous Studies, and Associate of Arts Degree in Criminology at NVIT.

Naomi is passionate about student success, from recruitment to career guidance, and is a strong advocate for curriculum that is inclusive of Indigenous ways of knowing. As a lifelong learner, protecting & sharing traditional knowledges, Naomi is eager to support students and her teams. Naomi's traditional St'át'imc name is Skel7áw's and this means 'leader/education'. While experiencing firsthand

the barriers Indigenous learners face in higher education, she is a leader in sharing transition paths and backing academic success in post-secondary. Naomi Currently works at Capilano University as the Manger of Indigenous Education & Affairs. Tákem nsnekwúkw7a (All our Relations)

Bio provided by Naomi





OPENING CEREMONY SPEAKERS

Elder Delhia & Elder Latash

Dr. Lauren Styles

Naomi Narcisse (*Keynote
Speaker*)

Paul Dangerfield

Dr. Kym Stewart

EXCELLENCE IN RESEARCH AWARD

Dr. Cass Picken (*INTS*)

Dr. Doug Alards-Tomalin
(*PSYC*)

Brad Martin & Julia Black
(*ECCE*)

Dr. Laura Kinderman (*CMNS*)

Dr. Michael Thoma (*MOPA*)

Dr. Richard Stock (*ABA*)

CAPU LIBRARY UNDERGRADUATE RESEARCH AWARD

Dr. Christina Neigel

Sabrina Wong



SRS SUPPORT

CONFERENCE ORGANIZERS AND COMMITTEE

Dr. Kym Stewart

Megan Gerlach (*Research Assistant*)

Leyla Hajiyeva (*Research Assistant*)

Dr. Annabella Cant

Dr. Cass Picken

Dr. Michael Thoma

Dr. Richard Stock

FACULTY SUPERVISORS

Alison Dean
Dr. Annabella Cant
Anne Stone
Dr. Bo-Sun Kim
Charles Greenberg
Dr. David Matijasevich
Heather Jalbout
Jennifer Davis
Jiyeon Kim
Dr. Josema Zamorano
Dr. Ki Wight
Dr. Kym Stewart
Dr. Leah Bailly
Lesley Schimanski
Michael Laurence
Dr. Michael Thoma
Rachel Yu
Dr. Richard Stock
Dr. Sean Ashley
Susan Gardner
Dr. Sylvia Kind
Dr. Tom Flower

MODERATORS

Dr. Annabella Cant
Dr. Bo-Sun Kim
Dr. Doug Alards-Tomalin
Jane Ince
Jiyeon Kim
Dr. Ki Wight
Dr. Leah Bailly
Monika Karpinska
Rachel Yu
Dr. Richard Stock
Dr. Sean Ashley
Dr. Sylvia Kind
Dr. Ted Hamilton
Dr. Tom Flower

VOLUNTEERS

Aashreya Sharma
Abhiraj Singh Bhullar
Alaa Al-Musalli
Amrit Kaur
Anmol Singh
Arshpreet Kaur Gill
Arshveer Kaur
Ashish David
Behnaz Lotfi
Harmandeep Kaur
Harsh Arya
Jaismeen
Jasmeen Kaur
Jasmine Samra
Mannat Mahajan
Mayank Kumar
Meharvan Johal
Palakpreet Kaur
Ruchika Pundir
Ruhani
Sanchi Sethi
Sehajnoor Kaur
Srishti Gosain
Sukhmanjot Kaur

SPECIAL THANKS

Elder Delhia Nahanee and Elder Latash Nahanee,
Squamish Nation

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

Paul Dangerfield, *President Capilano University*

Dr. Dawn Whitworth, *Assoc. Vice President, CARS*

Alysha Monk, *Research Grants Officer CARS*

Chelse Kelso, *Designer, Marketing & Digital Experience*

Cheryl-Ann Henning, *Student Recruitment & transitional supervisor*

Dr. Christina Neigel, *University Library*

Diana Twiss, *Assistant Chief Steward, CFA Faculty*

Erica Yeung, *Communications Officer*

Jackie Selnes, *President's Office Assistant*

Josh Himelfarb Kerbel, *CapU IT Services*

Jo-Ann Cook, *CapU Groundskeeper/ Facilities*

Julia Gomes, *Scheduling Officer*

Katie Harris, *Manager, University Events & Ceremonies*

Krystyna Nowak, *Teaching and learning librarian & Library*

Mei Kawasaki, *Student Recruitment Advisor*

Monica Preda, *Payroll Specialist*

Rafaela Almeida Borges, *Student Recruitment Specialist, Recruitment & Transition*

Riley Bizzotto, *Community Engagement Facilitator, Indigenous Education & Affairs*

Sabrina Wong, *Scholarly Communications and Copyright Librarian*

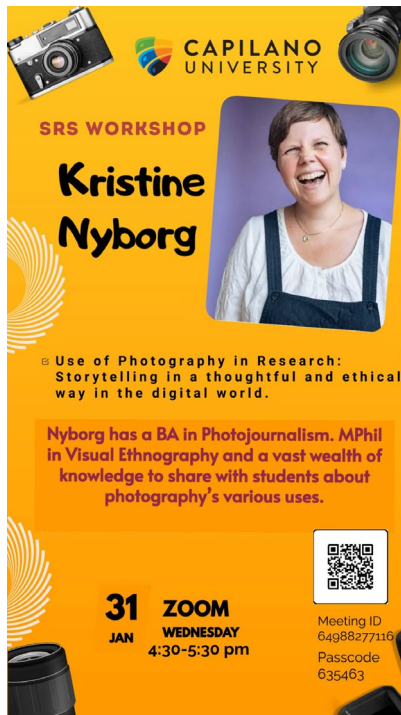
Shailesh Dalvi, *Food Service Director*

Vanessa Massi Campanholo, *Events Specialist*

Vedant Mehra, *Student Recruitment Advisor,*
Recruitment & Transition




SRS WORKSHOPS



CAPILANO UNIVERSITY

SRS WORKSHOP


Kristine Nyborg



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.

31 JAN ZOOM WEDNESDAY 4:30-5:30 pm



Meeting ID: 64988277116
Passcode: 635463



CAPILANO UNIVERSITY

SRS Workshop

Sabrina Wong

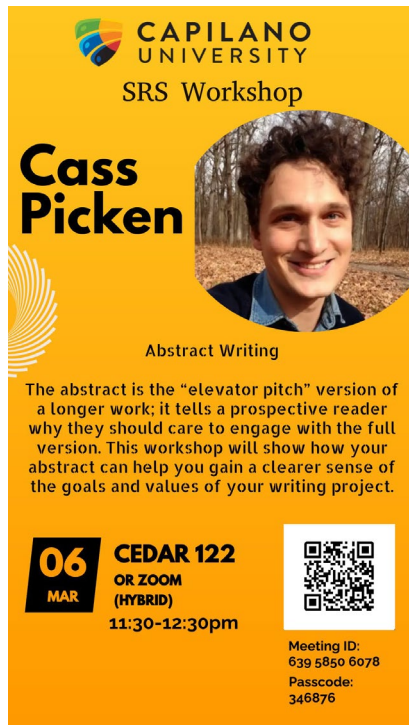


Sharing your Capstone research beyond the Symposium

29 FEB ZOOM THURSDAY 6:30-7:30 pm




Meeting ID: 63310484556
Passcode: 118496



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.

06 MAR CEDAR 122 OR ZOOM (HYBRID) 11:30-12:30pm



Meeting ID: 639 5850 6078
Passcode: 346876



CAPILANO UNIVERSITY

SRS Workshop

Jane Ince



"Public Speaking and Oral Presentation Skills!"

27 MAR BIRCH 126 OR ZOOM (HYBRID) 04:30-05:30 pm



Meeting ID: 681 6753 7065
Passcode: 986787

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

TBA

BACHELOR OF EARLY CHILDHOOD CARE AND EDUCATION DEGREE

TBA

BACHELOR OF MOTION PICTURE ARTS PROGRAM

TBA



THE CAPILANO UNIVERSITY LIBRARY UNDERGRADUATE RESEARCH AWARD

AWARD WINNES

TBA

STUDENT PANEL PRESENTATIONS





Session A: 10:15 – 11:15 AM

BR 263

ABA Verbal Communication

[Tim Cooke](#)

The effects of performance feedback on treatment integrity: A literature review

[Cassandra Gagne](#)

Effectiveness of Caregiver Training via Telehealth: A Review of the Literature

[Leilani Brown](#)

Establishing Derived Relational Responding in Children: A literature review

[Kailee Stowe](#)

Increasing the Accuracy of Collecting Interobserver Agreement (IOA) Data Through Training, Interventions, and Calculations

BR 203

[Inna Kozieva](#)

*Beyond the theory/practice divide:
Thinking with BCELf*

[Alyssa De Leon &
Jasnoor Rolay](#)

*Challenging the Dominant Narratives
and Exploring Alternative Practices in
Early Childhood Education*

[Yan Li Zhao](#)

*The Construction of Early Childhood
Educators: Gender, Power, and
Identity*

BR 205

[Jihye Kim & Lan Ma
& Mariana Cruz
Cerecedo &
Alejandra Serret](#)

Sound of Land

BR 247

[Darcy Schultz &
Kasumi Dyer](#)

*The Possibilities in the Expansion of an
Early Childhood Centre: Cultivating Us
Through Drawing*

[Kristen Forsyth](#)

Drawing as a Social Practice

[Mary Stockwell](#)

Drawing as a Social Practice

BR 321

[Maia Surtees](#)

*Habitat Connectivity in the Howe
Sound Biosphere*

[Anna Macdonald](#)

*Peatlands and Food Sovereignty,
Lessons from Indonesia and Canada:
Climate-Smart Agriculture?*

[Calum Izatt](#)

*Attitudes of Indigenous fish harvesters
and recreational anglers*

BR 323

[Christina \(Chris\)
Lennox](#)

*Miyo-atoskâta: Weaving Métis
Wisdom into Higher Education*

[Sara Mitchell](#)

*Combatting Ageism: Empowering
Seniors Through Photography and
Prose*

[Veronica Gadsby](#)

*Social Justice for Indigenous people -
who leads the journey?*



Session B: 11:30-12:30 PM

BR 263

[Kaitlyn Orban](#)

*Behavioural Strategies for Teaching
Joint Attention: A Literature Review*

[Summer Simon](#)

*Teaching Personal Hygiene Routines
to Individuals with Developmental
Disabilities Using ABA Strategies*

[Niruya Ninan](#)

*Behavioural Strategies for Teaching
Imitation: A Literature Review*

BR 205

[Mateja Dolnicar](#)

About Time

[Karen Chan &
Alexandra Fuentes](#)

*Children's Relationship with
Community*

[Ashley Barbera &
Sanali Ratnaweera](#)

Staying with the Tangles

BR 203

[Sammie Mercier](#)

*The Illusion of Inclusion: A Review of
'Inclusive Practice'*

[Jennifer Lee](#)

Unsettling Relations to Place

[Miko Tian &
Amanda Zhen](#)

*(Re)storying Gardens: Speculations into
Garden-Relations with Raccoons*

BR 247

[Bettie!](#)
[Ghebresslassie](#)

Paint as a lively material

[Jenny Jin](#)

Living with blocks

[Rachel Johnson](#)

*Movements with Materials: an Inquiry
into Paint*

BR 321

[Beth McCloy](#)

Using Strongman competitions to perform healthy and positive masculinity: How Strongman competitors resist toxic masculine stereotypes

[Chloe Gordin](#)

FEMPIRE Chronicles

[Sadie Edney](#)

Embracing the Abject: Salvation for Society and a Return to the Real

BR 323

[Jack Bradley](#)

Exploring the Structural Grammar of a Potential Vaporwave Cinema

[Sharmin Garcha](#)

Exploring the micro dog trend, understanding motivating factors through communication research

[Natasha Lee](#)

SoapBox – Presentation Game

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

Award presentation at 1:00 PM



Session C: 1:45-2:45 PM

BR 263

- [Alanya Davignon](#) *A Review of AAC: Comparing the Effectiveness of the Picture Exchange Communication System and iPad Communication to Increase Communication Skills in Individuals with Autism*
- [Elora Watts](#) *A Literature Review of the Early Start Denver Model for Autism in Preschoolers*
- [Khadija Diriye](#) *Teaching Social Skills To Children With ASD: A Review Of The Literature*
- [Amanjot Sidhu](#) *Exploring the Efficacy of Video Models and Social Stories in Teaching Social Skills: A Review of the Literature*

BR 205

- [Megan Johnson](#) *Exploring Toddler's Encounters with the More-Than-Human*
- [Alison Wick](#) *The Nature of Risky Play*
- [Jamie Muir](#) *The Agentic Lives of the More-Than-Human*

BR 203

[Filippa Hyvaerinen](#)

Connecting With the Life of the Forest

[Lynn Abe](#)

Children's Relationship to Place: Living Inquiries with the k'aykw (Eagle)

[Jacob Wagner](#)

Watery Relations: Following water through place-based pedagogies

BR 247

[Annelise Schwarz](#)

Clay Exploration Learning through Social Constructivism

[Sarina Bruno](#)

Engaging with charcoal as a social practice

[Zuyu Liang & Hannah Park](#)

Music as a social practice

BR 321

[Elishiva Phillips](#)

*Representation of Artificial
Intelligence in Science Fiction Films*

[Megan Hingson](#)

*The Revival of Walter Benjamin's
Aura in Synesthetic Cinema*

BR 323

[Mia Teodocio](#)

*Violent and Non-Violent Resistance:
Identity after Colonization*

[Shelby Atwood](#)

*Ultra-violence as an essential
element of filmmaking.*

[Theresia Moira Christy](#)

What We Do in the Mirror Plane



Session D: 3:00-4:00 PM

BR 263

<u>Heather Keble</u>	<i>Skill-based Treatment: A Review of the Literature</i>
<u>Trevor Bee</u>	<i>Functional Communication Training (FCT): Simple and effective behaviour Training</i>
<u>Elena Keith</u>	<i>Skill-Based Training and Functional Communication Procedures: A Review of the Literature</i>
<u>Souzy Khalil</u>	<i>Presentation: Effectiveness of self-management on students on academics</i>

BR 205

<u>Esther Karasenty</u>	<i>Deconstructing Void Places within Early Childhood Education</i>
<u>Wenxuan Song</u>	<i>Witness Growth</i>
<u>Xinyi Yang</u>	<i>The unknownness of drawing</i>

BR 203

[Sheena Venditti](#)

Does Collective Identity Encourage Environmental Behaviour?

[Nicolas Koch](#)

Gender Differences in Likability as Rated by University Students

[Sarah Lynn](#)

Strength and Resilience Approach to Intimate Partner Violence

BR 247

[Peace](#)

Report on the Human Rights Crisis in Iran

[Christina \(Chris\) Lennox](#)

Experiencing Uplift in Higher Education

[Nicholas \(Nick\) Sashaw](#)

Expanding Education through Philosophical Inquiry

BR 321

[Megan Guisse](#)

Compulsive eating, hunger and fullness cues in anorexia recovered patients

[Janine Palencia](#)

Reassessing health crisis communication for a generation dealing with crisis fatigue

[Zed-Ola Meyers](#)

Lean on Me: Establishing a Grassroots Peer Support Program on Campus and the Volunteer Experience

Br 323:

[Sheraz Khan](#)

The Port of Vancouver and the Future Outlook

[Theodore Abbott](#)

On Site Report: Vancouver, Neoliberalism, and The Global Necropolis

[Abhijit Ajitkumar](#)

Migration Displacement from North American to Dubai, United Arab Emirates

Thank you & Wrap-up Celebration

4:00-5:00 PM Birch Lower Cafeteria





ABSTRACTS

NAME	TITLE	ABSTRACT
Abhijit Ajitkumar	MIGRATION DISPLACEMENT FROM NORTH AMERICAN TO DUBAI, UNITED ARAB EMIRATES.	<p>Economic factors have been the main driving force behind the pattern of migrant displacement from North America to Dubai. This phenomenon contrasts the economic challenges faced in North America, particularly in Canada, where high taxes and living expenses prevail. Dubai's appeal lies in its significantly higher standard of living, reduced cost of living, and absence of income tax, which increase inhabitants' discretionary income. Additionally, Dubai leverages tourism and lifestyle promotion to attract migrants seeking a better quality of life. The city's modern infrastructure, international culture, and array of leisure opportunities enhance its reputation as a global center of opportunity. This essay analyzes the sociocultural and economic variables influencing North American migration to Dubai, shedding light on the dynamics shaping global migration patterns. It examines reasons for migration, encountered difficulties, and potential opportunities, as well as the socioeconomic effects on sending and receiving nations.</p>
Alanya Davignon	A Review of AAC: Comparing the Effectiveness of the Picture Exchange Communication System and iPad Communication to Increase Communication Skills	<p>This presentation will review the literature on the success of communication skills using either the Picture Exchange Communication System or iPad communication for individuals with Autism and/or intellectual or developmental disabilities. This review also aims to compare the benefits and disadvantages for each mode of communication using a single subject research design approach. Twelve total studies, 4 discussing PECS, 3 regarding iPad communication and 5 comparing or combining the two strategies, will be reviewed with a focus on which intervention is most successful on increasing functional communication. Social validity, implications, and the results of the studies will also be addressed.</p>

<p>Alexandra Fuentes & Karen Chan</p>	<p>Children's Relationship with Community</p>	<p>Early childhood care and education is a field full of multifaceted aspects that challenge many topics of concern in modern society. Our research project is about children's relationships with the community. It resonates with reconceptualist perspectives, focusing on how important children's intricate relationships are. Engaging with more-than-humans in their community invites them to acknowledge who is part of it. It highlights the world not as "static," "unaffected," or a commodity, but as a place to live alongside and share with others. The inquiry started with questions about ownership of land after finding non-human entities in "human spaces." Acknowledging human/non-human binaries, walks throughout the neighbourhood invite educators and children to reflect on how all beings are in constant intra-active relationships. The questions that guided the inquiry were: "How do we build a community?" "Who is in our community?" and "What does reciprocity look like within our community?". As the project is inspired by Common Worlds and place-based pedagogies, experiences and co-created knowledge with the children have challenged dominant ideologies that permeate everyday lives. The not-yet-known and the uncertainties created through tensions have helped children learn how to live with/in the world and strive towards meaning-making through lively storytelling.</p>
<p>Alison Wick</p>	<p>The Nature of Risky Play</p>	<p>At Upper Lynn Elementary School, working with Kindergarten students, working with the ideas of how children interact outside, well risk-taking. Asking the children What it means to be outside and working with their ideas, findings and explorations to guide my project.. This inquiry focuses on how children and the environment respond to each other. This inquiry will offer opportunities for alternative ways of engaging with risky play in outdoor environments. Exploring and engaging in outdoor environments, children will collaborate, respond, and create multiple ways to bring forth meaning-making outdoor environments. Another intention of this project is to disrupt dominant narratives that tend to avoid the use of risk in ECE. Working in a theoretical framework of Common Worlds working with the essence of risky play encourages</p>

		<p>children to learn more hands-on and experiential. To initiate the project, my starting points with the children will revolve around building a relationship of trust and curiosity. It will begin by responding and documenting how children communicate and respond to the environment, considering their emotions, curiosities, and dialogues through pedagogical documentation. To provoke initial engagements and encounters with an open dialogue about their experiences playing outdoors. These discussions will inform a deeper understanding of how children communicate their thoughts and feelings indoors and outdoors. Risky play has been something that worked with my beliefs, as being outside is so important for children to learn, grow, and be with nature.</p>
<p>Alyssa Breanne De Leon & Jasnoor Rolay</p>	<p>Challenging the Dominant Narratives and Exploring Alternative Practices in Early Childhood Education</p>	<p>Our inquiry explores neoliberalism encompassing Early Childhood Education (ECE), focusing on the ‘story of markets’ and ‘story of quality and high returns’ as dominant discourses that prevail within ECE. Being frequently commercialized, ECE is reduced to a service that may be either bought or sold, with a focus on outcomes that help prepare children for a head start within the competitive market economy. Our co-composed inquiry is a critical analysis of resisting the neoliberal approach by unpacking of DAP as a dominant discourse through group discussions with our fellow ECE student-educators at Capilano University. We use poststructuralism as a framework to explore ECE beyond the narrow idea of teaching based on the understanding of children only through developmental psychology. Throughout our series of in-depth conversations, we attempt to challenge/disrupt the commodification of education and childhood by actively resisting the neoliberal narrative of education. We also aspire to create a space where alternative narratives for education and childhood can flourish.</p>
<p>Amanda Zhen & Miko Tian</p>	<p>(Re)storying Gardens: Speculations into Garden-Relations with Raccoons</p>	<p>The purpose of this research project is to see places, specifically gardens, alternatively to the dominant to tell a different story about human-garden relations in early childhood education. In many traditions, gardens are constructed by humans for humans as a pure and innocent oasis for aesthetics, leisure, and resources. However,</p>

		<p>human-centric ways of seeing, thinking, and doing limits our understanding and being in the world. Therefore, we (re)turn to the gardens, working with place-based pedagogies and posthumanist frameworks, utilizing pedagogical narrations to question: whom and what creates gardens, whom and what are gardens for, and how do more-than-humans and humans coexist with(in) the gardens? This project takes place on Burnaby Mountain in the West Coast of Canada, within an infant and toddler program where we frequently encounter more-than-human others, such as birds, squirrels, and raccoons. Our collective speculations with raccoons bring us to find that gardens are not all about peace, but about survival and conviviality, requiring mutual response-ability and reciprocity. We believe that this project responds to educational questions of how we might live with others in a world of difference in the 21st century.</p>
<p>Amanjyot Sidhu</p>	<p>Exploring the Efficacy of Video Models and Social Stories in Teaching Social Skills: A Review of the Literature</p>	<p>This presentation provides a comprehensive review of ten articles focused on the efficacy of video models and social stories in teaching social skills to individuals with autism spectrum disorder (ASD). It examines how these interventions are implemented in Applied Behavior Analysis (ABA) and explores their impact on social competence among individuals with ASD. By synthesizing current research, this presentation not only provides valuable insights into the mechanisms underlying these interventions but also offers practical implications for educators, therapists, and parents working with individuals with ASD. Additionally, the presentation highlights gaps in current research and offers suggestions for future investigations to further enhance our understanding of these valuable teaching tools in promoting social skill development.</p>

Amrita Singh	Improving future work performances via performance feedback	<p>This presentation will explore the literature in regard to the effectiveness of performance feedback to improve and enhance employees' work performances. Performance feedback is a commonly used consequence-based intervention in performance management and can be used alone or along with other techniques, such as task clarification or goal setting. In this presentation, ten single-subject design studies will be compared and reviewed, as well as their social validity and reliability.</p>
Anna Macdonald	Peatlands and Food Sovereignty, Lessons from Indonesia and Canada: Climate-Smart Agriculture?	<p>Peatlands are, arguably, the most important on-land ecosystem for fighting global warming, yet many people overlook the importance of these 'desolate' landscapes. As peatlands are threatened and degraded by land use change, especially for agriculture, the once high carbon-storing capabilities of peatlands are diminished and peatlands become carbon sources instead. Sustainable agriculture can support peatland protection while providing food sovereignty for the communities surrounding peatlands.</p> <p>This paper explores how peatland protection and food security can be interwoven to create equitable, resilient, and climate-friendly food (eco-) systems, that can benefit local communities and help combat climate change. By examining how both Indonesia and Canada approach peatland protections and understanding the place food sovereignty relates to these protections in both countries, this paper highlights climate-smart agriculture on peatlands, like paludiculture and raising water buffalo. By reviewing existing literature these solutions are further explored within this paper. Peatland protection and food sovereignty may seem like two concepts at odds with one another, yet with sustainable solutions that can address both issues simultaneously, these two concepts can support each other in creating better food systems.</p>

<p>Annelise Schwarz</p>	<p>Clay Exploration Learning through Social Constructivism</p>	<p>This inquiry aims to fulfill the requirements for my graduating seminar.</p> <p>The project will take place at Peach Blossom Daycare, my worksite. It will happen in the 3–5-year-old room that has both part-time and full-time children. I am an educator in this room who leads and guides. There are sixteen children in total, with three main teachers. Children rotate, giving them the opportunity to participate in all activities; however, no child is forced to participate. This inquiry will center around the natural element of clay.</p> <p>I am situating this inquiry in the theoretical framework of Social Constructivism. When looking through this theoretical lens, we see that children do not learn in isolation. I anticipate that their ability to create understanding will be nurtured by the community of learners they interact with as they engage in the world around them, collaborating with the many members of the community they live in. These community members, both living and non-living, will work together to help the children create their own identities, constructing meaning and new perceptions as they interact.</p> <p>The significance of this work is the learning that takes place authentically. The children’s explorations and social interactions lead them to new understandings and perceptions. They are guided not only by their curiosities and social interactions but also by the connections they make with past experiences.</p>
<p>Ashiedu Baadi</p>	<p>The Effectiveness of PMI in Skill Development</p>	<p>The low level of social and communication skills presented by those individuals diagnosed with autism spectrum disorder (ASD) have called for a different therapeutic approach that will reduce these adaptation and learning problems. Peer Mediated Intervention (PMI) is considered one of the most supported and recommended evidence-based practices (EBPs) in applied behavior analysis (ABA) used to improve social and communication skills in children with ASD. This literature is aimed at providing answers to the following questions; (a) Is PMI an effective practice for increasing social skills and reducing learning challenges in children with ASD? (b) Does PMI have sufficient social validity records to support its</p>

		<p>documented effectiveness? (c) What are the future directions of applying PMI to increase social skills in children with ASD? In this review, 10 studies that represented various levels of using tutored peers to socially engaged individuals with ASD were selected. 8 of 10 studies either used a withdrawal or reversal experimental design to compare baseline data and the treatment phase showed that PMI can be effective in increasing social skills and learning abilities in children with ASD. The future direction of peer-mediated intervention in applied behavior analysis for children with autism holds promise for leveraging advancements in learning and social engagement, addressing challenges related to effective implementation, and providing opportunities for the social and academic development of individuals with autism spectrum disorder.</p>
<p>Ashley Barbera & Sanali Ratnaweera</p>	<p>Staying with the Tangles</p>	<p>Our pedagogical inquiry explores gathering attention towards the possibilities of movement that requires staying with uncertainty through the theoretical framework of Unswaddling and the Pedagogy of Listening. We intentionally decided to carry out this project in a kindergarten classroom as the school system carries a great pressure for static learning. In order to bridge this divide between learning and movement, we chose to work with fabric in an attempt to be with children at Cove Cliff Elementary, in alternative ways. As we, the children, educators, and families have immersed in this project, we found ourselves being guided by the pedagogical questions of how can fabric and its qualities, specificities, and offerings invite children to attune to bodies beyond their own? How can the literal and the figurative tangles of the fabric call for worthwhile collaboration amongst the children, educators, and families of the space? Throughout this inquiry, we have worked with pedagogical documentation to make visible how the various tempos and rhythms of movement can be provoked by the environment and context inviting children to listen attentively to others' feelings, and responses.</p>

<p>Beth McCloy</p>	<p>Using Strongman competitions to perform healthy and positive masculinity: How Strongman competitors resist toxic masculine stereotypes</p>	<p>In this paper, I will use auto-ethnography to illustrate my insights of extreme sporting events, and a critical discourse analysis to compare a World Wrestling Entertainment (WWE) show with a Strongman competition. This research examines how contemporary men who compete in professional and amateur Strongman events avoid toxic expressions of masculinity, thereby resisting and rejecting hegemonic masculinity. My analysis shows that WWE televised events, like The Royal Rumble, are spectacles of hegemonic masculinity which require participants to exhibit unbridled toxic masculinity by being violent, domineering, stoic, and self-absorbed, wrapped up in a hyper-muscular and sexualized body. On the other hand, I have seen how the participants of Strongman competitions, while displaying extreme masculine strength, embrace emotional intimacy, physicality, and inclusivity in their sporting practice. Findings in these areas demonstrate that not all extreme sporting events are framed by hegemonic masculinity, and this may point to a cultural shift which allows contemporary men to express their masculinity in diverse and healthy ways.</p>
<p>Bettiel Ghebresslassie</p>	<p>Paint as a lively material</p>	<p>The objective of my research inquiry is to explore paint and its agentic force; how it lives in environments with children and what entanglements can occur. The theoretic framework i will be working with is the materialistic perspective. This is the idea that humans and materials co-exist in the world and are active in shaping the world. Intra action and the agentic force of materials can fall under this term. Intra action is the relationships between materials and humans and how they may influence each other. The agentic force of materials provoke humans and materials to explore the encounters deeper. These forces bring questions, wonders, problems and conflicts that allow for participants to see things differently. As children work with paint, they will come across the characteristics in different surrounding. They will be working with it outside in different weather climates and other materials, like snow and sand, may join together to make a different paint. As they work inside, they may be hesitant to make splashes and explore the paint</p>

		<p>freely. Here is where I can sense that there may be a difference in freedom as they explore in different spaces.</p>
<p>Calum Izatt</p>	<p>Attitudes of Indigenous fish harvesters and recreational anglers.</p>	<p>This paper will investigate the attitudes Indigenous and recreational fish harvesters/anglers, in British Columbia, regarding the current state of their industry. As an angler myself I have witnessed tension between various groups regarding harvest methods however, when I look at online content I am seeing the various groups have many things in common, perhaps more than they know.</p> <p>Using a content analysis of fishing forums, news articles and social media posts I will seek to understand the language being used by Indigenous groups, sports fishing groups, biologists/marine scientists, and government groups like the DFO. I will focus on three general topics; pinniped management, nonscience influences in the DFO, and regulation frustration.</p> <p>My findings suggest that the language being used on various online platforms from these two groups, Indigenous fish harvesters and recreational anglers, have a common thread; their displeasure with DFO policies and reasoning.</p> <p>Research suggests that social media can create echo chambers that perpetuates negative emotions for seemingly opposite groups, however this investigation deduces that Indigenous fishermen and recreational anglers see eye to eye on more than they may want to, due to echo chambers of negativity being perpetuated and prevalent in day to day actions.</p>
<p>Chloe Grodin</p>	<p>FEMPIRE Chronicles</p>	<p>With the development of the internet and social media over the past fifteen years, many individuals can self-publish their work, generating conversations that deviate from common narratives within mainstream media. I dive deeper into this phenomenon, exploring women-led media in America that addresses current women's issues and uses</p>

		<p>non-traditional venues to reach their audiences. By researching a podcast, magazine, Tik Tok influencer, blog, and book, and conducting three interviews with media pioneers, I investigate fresh outlooks on women’s issues produced by women in current US culture. The issues discussed include a modern perspective on abortion rights, honest accounts by sex workers in New York, education on menstrual cycles, the need for media analysis, and deep dives into trends of popular culture. To discuss this media, I have created a blog called FEMPIRE Chronicles and written journalistic essays that navigate their cultural significance. Findings show that these non-traditional publications have engaged audiences, creating a community that is eager to discuss and learn. My findings call for increasing coverage on women-led, non-traditional publications in the US because they demonstrate multifaceted approaches to women's issues and are accessible resources for audiences.</p>
<p>Christina (Chris) Lennox</p>	<p>Experiencing Uplift in Higher Education</p>	<p>Theory and existing research emphasize the importance of instructor-student interactions in higher education space. The purpose of my exploratory research is to explore the lived experiences of higher education students that feel uplifted as an aspect of their education, and what events lead to this feeling. This research draws on the use of online surveys and reflexive thematic analysis in study design, processes, and dissemination. A sample of thirty current and past higher education students were asked to define what feeling uplifted in higher education means and to recall times when student-instructor interactions led them to experience this feeling. The following themes were identified: 1) relational engagement; 2) meaningful feedback; and 3) improved achievement. Participants described the importance of instructors demonstrating mentorship beyond learning outcomes as a way to build trusting relationships. Within these trusting relationships, instructors offered participants thoughtful reinforcement and validation. As a result of these interactions, students reported improved academic performance. It is evident that student-instructor interactions can strengthen the student experience.</p>

<p>Christina (Chris) Lennox</p>	<p>Miyo-atoskâta: Weaving Métis Wisdom into Higher Education</p>	<p>The underrepresentation of Indigenous voices in higher education research often leads to a homogenous and assimilated approach to Indigenous peoples. This study explores the experiences of diaspora Métis in BC’s higher education and suggests strategies to foster a culturally responsive learning space. Drawing on relational accountability, Beadworking, Indigenous ways of knowing, and narrative-style interviews, the experiences of diaspora Métis in BC’s higher education were explored. Narrative-style interviews revealed the following themes: 1) positive impact of validation; 2) reconcili-action in the learning space; and 3) communicating resources. Participants described the transformative experience of being recognized within Indigenous learning communities as Métis and highlighted the value of self-exploration assignments. Promoting reconcili-action requires wholistic pedagogy, and meaningful discussion of Métis communities. For Métis students to feel welcome accessing Indigenous resources, they need to be explicitly invited and welcomed into the space. The challenges faced by diaspora Métis within higher education is nuanced and intersectional—this research offers instructors and leaders insights to how this population can be recognized to promote empowered Métis representation in academia.</p>
<p>Caprie Clarke</p>	<p>Behavioral Interventions for Juvenile Delinquency</p>	<p>The topic of juvenile delinquency has been a pestering theme for many years within the North American society. Such delinquent behaviors have drawn the attention of many who seek to either advocate for the implementation of proactive measures to target pivotal behavioral deficits that allows delinquent behavior types to appear enticing, or to modify/ replace such behavior /thinking with those that are socially valid and encourages positive choices. The purpose of this paper is to conduct a review of the literature of ten research articles around the topic of behavioral interventions for juvenile delinquency. A diversity of treatment approaches has been trialed by a variety of researchers, like, Hains, 1989 who intervened upon the aggressive and impulsive behavior of four juvenile adolescents’ males using a multiple baseline treatment and an alternating treatment design. Alternate studies have used</p>

		<p>methods such as, cognitive behavior therapy (CBT), differential reinforcement (DRO) as employed by Pritchard et al., 2016, to address serious problem behaviors of an ASD male, reporting the absent of problem behavior once the independent variable (IV) was introduced. Another study used candidates with a comorbid diagnosed of an intellectual disability (ID), and hyperactivity disorder (ADHD), using an adapted dialectic behavior therapy (DBT), results illustrated that all participants met criterion of all seven questions in eight or fewer sessions, as reported by Sakdalan & Collier, 2012. The ages of the participants varied between 10 years old and the mid 30's. The older participants were those with an ID/ADHD diagnosis. This literature review sought to determine if specific types of behavioral interventions indeed affect juvenile's ability to manage their moods or cognitive processing, with focus on answering the following research questions. How do we define juvenile delinquency, what are the target skills/behavior, the types of interventions and their effects.</p>
<p>Cassandra Gagne</p>	<p>Effectiveness of Caregiver Training via Telehealth: A Review of the Literature</p>	<p>This study aims to investigate the effectiveness of caregiver training via telehealth for children with autism spectrum disorder (ASD). The research adopts a literature review approach to examine existing studies that have explored the impact of telehealth interventions involving caregivers in the context of ASD interventions. By synthesizing findings from multiple sources, the study seeks to provide insights into the outcomes, challenges, and benefits associated with telehealth-based caregiver training programs. Anticipated findings include evidence supporting the efficacy of telehealth interventions in improving outcomes for children with ASD, particularly in areas such as daily living skills, communication, and behavior management. The study also aims to highlight the significance of caregiver involvement in the treatment process and the potential of telehealth as a viable platform for delivering effective interventions to individuals with ASD.</p>

<p>Cheyenne Van Herwaarden</p>	<p>Behavior interventions- Feeding issues</p>	<p>This presentation focuses on the treatment of food refusal and food avoidance behaviours in Autistic children. Food refusal can affect up to 45-75% of children with or without disabilities, while prevalence rates within the autistic population are approximately 72%. If food refusal and food avoidance is not addressed it not only affects a child's health (i.e., growth and development) but it affects a family's quality of life (i.e., increased caregiver stress). This review included eleven single subject research design studies that all focused on behaviour analytic interventions in the treatment of food refusal and food avoidance (i.e., reinforcement, modeling, non-removal of spoon, preference assessments). Dependent variables measured included food textures, food variety, volume, independence, and parent interventions) for children under the age of 18. The results of this review found that behavioural interventions can support improvement in food refusal and food avoidance for autistic children. This presentation will also include conclusions of the interventions evaluated, directions for future research and implications for clinical practice.</p>
<p>Darcy Schultz & Kasumi Dyer</p>	<p>Envisioning Spaces & Places Through Drawing</p>	<p>As employees at the Capilano University Children's Centre, the expansion of our centre on campus has created many questions and wonders. Within this centre-wide curriculum, we have sought to highlight how pieces of our culture—what makes us, us—show up in our encounters with one another and in how we are subsequently envisioning aspects of the new centre. In this way, we have leveraged and combined the theoretical perspectives of a number of scholars who have investigated the significance, effects, and living of space, place, and architecture in an educational context to think about the significance and situatedness of the expansion of our centre. Given the broad scope of these perspectives, we have engaged with drawing as a social practice as a tool to investigate these topics in a way that is meaningful, contextual, and relevant. As follows, this inquiry with the children explores the possibilities that the new centre brings, as well as highlights how drawing presents itself as a speculative tool among the different age groups; taking its own form among the different ages yet still having a familiar echo as it connects ideas and relations</p>

		<p>among children and educators. Together we wonder: What creates and sustains a sense of us? How do we perceive a sense of us? What is it about our culture that creates a livable and lively space?</p>
Elena Keith	Skill-Based Training and Functional Communication Procedures: A Review of the Literature	<p>This literature review was conducted to understand the relationship between skill-based treatment, functional communication training, and the reduction of moderate to severe problem behaviour. The anticipated result is to find the connection functional communication and reduced problem behaviour have while using skill-based treatment interventions. Skill-based treatment was designed by Dr. Gregory Hanley, and there is increasingly more research being conducted on this intervention. Much of the research focuses on reducing severe problem behaviour, but it also highlights the impact functional communication skills has on an individual's life. These interventions are applicable to young children as well as adults with a wide range of developmental disorders including autism spectrum disorder. The significance of this literature review is an emerging intervention being more widely used and researched in the field. The review sought to understand the impact functional communication has on behaviour, not only as an alternative behaviour, but as a lifelong skill and behavioural cusp.</p>

<p>Elishiva Phillips</p>	<p>Representation of Artificial Intelligence in Science Fiction Films</p>	<p>The increased presence of artificial intelligence in daily life has led to uncertainty and fear regarding its implications for human society. This research aims to use science fiction films as a medium through which to examine cultural feelings about artificial intelligence. I conducted a discourse analysis of twenty-seven films from 1927-2017, examining how themes and language focused on AI have developed over time. The goal was to determine the relationship between these themes and real-world cultural feelings regarding artificial intelligence. Science fiction films were chosen as the field of study due to their interest in speculating on real world technology. I also used autoethnography by keeping a research journal of my own feelings as the research was conducted. Findings showed that artificial intelligence was seen through one of two lenses: as a benevolent expression of human brilliance, or as a destructive force that will lead to our downfall. At their core, these films were most interested in asking what it means to be human. Further research might take my findings and apply them to larger cultural surveys. By doing so, we can develop a sense of how the broader culture feels about AI and understand its place in society today.</p>
<p>Elora Watts</p>	<p>A Literature Review of the Early Start Denver Model for Autism in Preschoolers</p>	<p>An analysis of the Early Start Denver Model (ESDM) for preschoolers with autism is presented, emphasizing the role of parent involvement and telehealth adaptations. It has been increasingly recognized that ESDM has the potential to enhance cognitive, communicative, and adaptive behaviours in young children on the autism spectrum by combining Applied Behavior Analysis (ABA) techniques with developmental and play-based approaches. This review critically examines the evidence supporting ESDM's effectiveness, as well as its effectiveness in home and telehealth settings, using single-subject research designs. Parents' involvement as co-therapists, along with the use of telehealth services to overcome geographical and financial barriers, appears to be associated with significant improvements in children's developmental trajectory. ESDM delivered by parents or telehealth enhances not only the benefits for preschoolers with autism but also accessibility and family involvement. By incorporating</p>

		<p>family-centered and flexible intervention strategies into early intervention strategies, this synthesis aims to inform practitioners, researchers, and policymakers.</p>
<p>Esther Karasenty</p>	<p>Deconstructing Void Places within Early Childhood Education</p>	<p>This research explores the essence of the cubby area in an early childhood education setting, focusing on how meaning and knowledge are constructed within this environment. Ten children, aged three to five are co-inquirers participating in this research alongside myself. Drawing from poststructuralist perspectives of Deleuze and Guattari (1987), as well as Barad's (2003, 2007, 2012, 2018) feminist materialism, the research explores the intra-actions among humans, more-than-human, objects, and the environment in the process of meaning-making and knowledge construction. The cubby place, characterized by its segmented nature separating the indoors/outdoors and home/childcare life, remains largely unoccupied by children, educators, or parents. Thus, the cubby place's void-like quality and the capacity to constrict children's ability to act within its space seems to limit children's ability of meaning-making and knowledge-construction. Hence, this research sheds light on the significance of the cubby area in early childhood education, reconceptualizing void spaces as places with infinite possibilities for innovation and becoming, as well as highlighting the cubby place's implications for pedagogical practice and theory.</p>

<p>Filippa Hyvaerinen</p>	<p>Connecting With the Life of the Forest</p>	<p>This inquiry project seeks to shift our understanding of place, learning, and our position in the world by engaging with a particular forest on Burnaby Mountain and exploring what it means for us to live with the forest. Drawing on critical place-based pedagogy and using pedagogical narrations as a research method, this project follows the journey of a group of children at Simon Fraser University Childcare Society who have been actively engaging in weekly forest walks and exploring what it means to connect with one another to deepen their engagement with the concept of living together in a shared multispecies world. This exploration of connections became a means of grappling and living with otherness, affect, and recognizing our entanglements with others in shared commonworlds, allowing us to move beyond binary and romanticized framings of place. This project highlights the possibilities of building new ways of working with place in early childhood education that require different pedagogies and ways of engaging with and responding to the world.</p>
<p>Hannah Park & Zuyu Liang</p>	<p>Music as a social practice</p>	<p>This project focuses on Music and sound engagements as a social practice with eight children through the lens of social constructionism. Social constructionism draws from the idea that knowledge is something we socially and culturally construct and understand through interacting with others rather than transmitting knowledge. To inquire further about the perspectives of social constructionism, we explore how social practice emerges between sound and Music. It is a social process of how ideas move between ourselves and how we compose sounds with others. It is a shared practice where our ideas form and reform, make and remake to create Music. Music unites children as a social event, allowing them to share ideas and create learning environments. While we improvise Music through social engagements, we learn more about each other and how to work with different ideas. Music-making is a collective improvisation, leading us to experiment with sound drawing. Sound drawing is an inspiration and invention of seeing and knowing different perspectives and insights of the same sound. Sound is a daily engagement in our community. We update and revise our sound engagements</p>

		<p>daily through drawing when we hear something in motion rather than static. With the motion of sound drawing as a daily engagement, we write and rewrite musical notes to explore how sound characteristics transform into a piece of Music by borrowing ideas from each other</p>
<p>Heather Keble</p>	<p>Skill-based Treatment: A Review of the Literature</p>	<p>With the rise in awareness and diagnosis of neurodivergence in children, a remarkable increase in distressing or violent behaviours is being reported by caregivers and teachers across community environments(home, daycare, preschool and school). These behaviours negatively impact the learner, their home and learning environments and those who support them. Punishment and isolation are ineffective and undignifying approaches that do not support the learner's needs or stop the behaviours from occurring. Skill-based treatment (SBT), an intervention that uses the foundational underpinnings of applied behaviour analysis(ABA), has reduced these behaviours while teaching appropriate practical skills to parallel the function and intention behind exhibiting distressing behaviours. This paper, a review of the literature regarding SBT, sets its sights on answering the following questions: a) how effective and robust is the skill-based treatment in behaviour reduction? b) how easy is it to implement? c) what are the educational level requirements for a caregiver to implement this strategy effectively? d) does this intervention hold high social validity? e) does SBT exemplify the status of being an evidence-based treatment? Ten studies were selected for this review, representing the benefit of using SBT in increasing functional and appropriate communication skills and reducing distressing behaviours through a changing criterion research design. The review concluded that training stakeholders of varying educational levels in different environments on how to implement SBT and keeping the learner in a happy, relaxed and engaged mindset through teaching functional</p>

		<p>communication responses, tolerance responses, cooperation, alternative play, and waiting responses showed a significant positive impact on the learner, their caregivers as well as decreased the occurrence of distressing or violent behaviours.</p>
<p>Inna Kozieva</p>	<p>Beyond the theory/practice divide: Thinking with BCELF</p>	<p>This project aims to activate dialogues that invite early childhood educators to share what it means to engage in best practices as early childhood educators. The series of critical conversations throughout the project may bring light to the ways in which our theoretical understandings may influence/impact our work with young children and their families. The project also attempts to create opportunities for early childhood educators who may not be familiar with invitations from the BC ELF to deeply engage with the insights that the BC ELF has to offer.</p> <p>This project will closely work with post-structural perspectives offered by Michelle Foucault and his critical discussions on the dominant discourse around the best practice in ECE and analyze how early childhood educators may come to “govern ourselves according to” (Moss, 2019, p.94) the DAP principles as the only truth about best practice in ECE. Foucault’s concept of governmentality will be instrumental in our critical conversations as we come to deconstruct what it means for early childhood educators to engage with the ‘best’ practice. Moss provokes rethinking traditional approaches while promoting experimentalism and calling for reconsidering the ‘best practice’ paradigm. This theoretical approach would provide a more nuanced understanding of how educators work to possibly resist the dominant discourses in ECE, especially on Developmentally Appropriate Practices (DAP).</p> <p>The paper will use Foucault’s governmentality framework to analyze how educators are affected and likely restricted by institutionalized pedagogical norms. On the other hand, Moss’ views (Moss, 2017; 2019) seem to provide a critical outlook to this rigidity and sufficiency of these norms, particularly concerning developmentally appropriate practice. Combining Moss’s critical analysis of ECE</p>

		<p>practices with Foucault’s scrutiny of power dynamics, this inquiry will investigate and contest the clandestine assumptions underlying educator roles</p>
<p>Jack Bradley</p>	<p>Exploring the Structural Grammar of a Potential Vaporwave Cinema</p>	<p>The postmodern "vaporwave" art movement is a territory still relatively unexplored by audiovisual artists; while some experimentation has been made, the genre as a whole has yet to make the leap to film. The purpose of this paper is to explore the structure of vaporwave and how this language might be translated to cinema; an accurate, medium-specific translation would require alterations in construction due to inherent differences in syntax. Basic guidelines for the structure of such an experiment are outlined: deconstructive editing, hyperreal (sensory) collage, and intense, metatextual suture and de-suture. Some prior experimentation in both traditional narrative film and so-called collage-in-continuity film lay the foundation for what might be possible in this format. Ultimately, there is some tension between traditional structural conventions and a potential vaporwave screen-language. As such, further research and experimentation are needed in order to delineate firmer boundaries between audience connectivity and alienation, and ultimately, bring a potential vaporwave cinema into greater focus.</p>

<p>Jacob Wagner</p>	<p>Watery Relations: Following water through place- based pedagogies</p>	<p>This booklet follows children and educators as we immerse ourselves in place-based pedagogies through the vibrant relationships that emerge when we begin to pay attention to water's ability to gather. Gathering with water we become submerged in vibrant multispecies relationships that move beyond the humanist perspectives, that scratch at the surface of more-than-human relationships, diving into deeper situated multispecies relationships through posthumanist perspectives. Through prolonged regular visits to the forest near our classroom, we become entangled in a web of relationships with the plants, animals, and other more-than-human entities that gather near a season creek that runs through this place. Following water, we are drawn into relationships that tie us to the others we share places with, shifting our thinking away from our humancentric mindset and allowing us to be part of the world, rather than trying to control it. This shift in perspectives is an attempt to create a more equitable way of thinking with and about the world through situated place-based learning.</p>
<p>Jamie Muir</p>	<p>The Agentic Lives of the More-Than- Human</p>	<p>Auklet Daycare Centre has been exploring the theme of caring for the environment for some time. Questions that have led the inquiry are: Who can care? Who do we care for? What is care? The theory guiding this project is The Common Worlds Pedagogy. This framework prompts us to acknowledge our relationships with the more-than-human world and intertwinements within that world and with place and the messiness that comes with these interactions. Caring for the environment and using the lens of The Common Worlds Framework is an important topic for the field of education because of the need for a change in this world and how we view the environment. This project invites a new way of thinking about the more-than-human world, one where these beings are not "second class citizens" but rather, ones who have a voice that matters, is heard, and needed. As this project is explored, a key theme of animals, trees and their relationship to each other arose. In the exploration, trees are not seen as commodity; they are viewed as agentic beings in constant relationship with the world. The format of this project is Pedagogical Narration and it includes rich descriptions of the pedagogical</p>

		<p>moments that took place throughout the exploration, including conversations and photos of the events.</p>
<p>Janine Palencia</p>	<p>Reassessing health crisis communication for a generation dealing with crisis fatigue.</p>	<p>How does crisis fatigue affect a generation expressing declining trust towards public institutions? What would happen if another major health crisis broke out? How can public health cut through the noise in a media landscape saturated with misinformation? This paper seeks to understand how the Generation Z (Gen Z) experience of growing up with crisis media impacts interaction with health risk communications, and how to adapt existing frameworks to consider this emergent phenomenon. Building off research contextualized by the COVID-19 pandemic, the foundation of this study was built around concepts of information overload and message fatigue. Analysis was conducted on existing health risk communication frameworks, social media campaigns from public health authorities in British Columbia, online discourse around crisis fatigue, and survey data on Gen Z’s mental health and media consumption habits. This study hopes to open inquiry into current health risk communication frameworks, with the goal of reassessing guidance to consider novel phenomenon experienced by younger generations.</p>
<p>Jennifer Lee</p>	<p>Unsettling Relations to Place</p>	<p>Settler-colonial histories and ideologies are embedded in Western educational discourses. In the midst of the global climate crisis, there is an urgency that calls early childhood educators to reconceptualize educational pedagogies on Indigenous lands. Stories from both Indigenous and non-Indigenous community members are contributing to anti-colonialism by disrupting predominant settler-colonial discourses. Educators take up Robin Wall Kimmerer’s (2013) invitation to speak and think with a “grammar of animacy” through a co-composed inquiry with a group of Kindergarten children from a local elementary school on the Lands we now know as Burnaby. This lively discourse illuminates opportunities to value different perspectives and practise vital ways of relating to and living in reciprocity with the natural world. Prevalent settler-colonial paradigms are troubled and methodologies for thinking and learning</p>

		with children are reimagined when Indigenous knowledges and post-humanist theories are actively embraced in early childhood education.
Jenny Jin	Living with blocks	This research and inquiry project works with children aged 3- 5 in the daycare Centre. It focuses on materialistic perspectives and experiences of children and material relationships. The project emphasizes blocks and children. It anticipates finding the relationship between children and blocks. How children shape blocks is as much as how blocks shape children. Materialist perspectives give educators the opportunity to research the relationship between children and materials, not only in children's centres or materials centres but also in interactions and intertwining between both materials and children.
Kailee Stowe	Increasing the Accuracy of Collecting Interobserver Agreement (IOA) Data Through Training, Interventions, and Calculations	This presentation is a review of 10 peer-reviewed literature articles that seek to increase the accuracy and degree of agreement through training, interventions, and calculations for interobserver agreement (IOA). The goal of each study was to increase the accuracy and of at least two observers having agreed on all data collected of the target behaviors. Using a combination of single subject research designs including A-B designs such as and multiple baseline, was compared to see if the amount of data researchers are collecting is sufficient to make educated decisions regarding the target behavior(s). As most studies did not report on social validity, it is even more important that IOA is high to ensure integrity and fidelity of such studies in the past, present, and future.
Kaitlyn Orban	Behavioural Strategies for Teaching Joint Attention: A Literature Review	This presentation will review Joint attention and the behavioural strategies used to teach this skill. A number of single subject research designs were thoughtfully examined and compared to one another to search for the strategies best used to teach joint attention. The presentation will show evidence of social validity results, the best ways to teach joint attention and in fact how teaching joint attention can create a strong foundation for a variety of other skills needed to live a more meaningful, independent life.

<p>Khadija Diriye</p>	<p>Teaching Social Skills To Children With ASD: A Review Of The Literature</p>	<p>This presentation investigates the effectiveness of various interventions, including social stories, video modeling, and roleplay, in teaching social skills to children, with a focus on those with Autism Spectrum Disorder (ASD). Drawing upon a comprehensive literature review, the study examines the theoretical frameworks underpinning these interventions and their practical applications. Methodologies employed involve both theoretical analysis and review of empirical studies. Anticipated findings include insights into the efficacy of social stories, video modeling, and roleplay in facilitating social understanding and behavior among children with ASD. The presentation underscores the importance of evidence-based practice and considers aspects such as social validity and interobserver agreement in evaluating these interventions. Significantly, this study contributes to enhancing interventions aimed at teaching social skills, potentially leading to improved social outcomes and quality of life for children with ASD.</p>
<p>Kristen Forsyth</p>	<p>Drawing as a Social Practice</p>	<p>I began this inquiry wondering how children’s social construction and compositional processes in drawing would make themselves visible during these experiences. In thinking with a social constructivist framework, I aimed to create spaces where drawing could become a social event that allows for the sharing of ideas, and co-composition of knowledge. Drawing in education is generally thought of as a solitary event, with one’s drawings a representation of one’s inner thoughts. The social constructionist framework challenges this view and encourages the collaboration between children and educators, the sharing of ideas and further development of relationships. Drawings are the medium that enables stories to be shared and connections made. Children are a part of the world around them, and through shared experiences they learn from each other and share the knowledge that they bring with them. By bringing drawing as a social practice into the classroom the children were given opportunities to engage with one another in active reciprocity. Relationships were strengthened as children experienced a new relational way of being together, where they were able to compose and strategize together. Through interpreting and elaborating on</p>

		<p>the ideas of others while engaging with artistic processes, a rich collaborative space was cultivated that fostered reciprocity, collaboration, and equitable relationships.</p>
<p>Leilani Brown</p>	<p>Establishing Derived Relational Responding in Children: A literature review</p>	<p>The purpose of this project was to examine single-subject research studies that implemented interventions based on Relational Frame Theory (RFT) that were designed to establish emergent, also known as derived, responding in children with and without language and cognitive delays. Relational Frame Theory is a concept that builds upon verbal behaviour principles to incorporate cognition into its framework and promote emergent relational responding. Emergent relations refer to contextually controlled responding between stimuli that occurs without explicit training or a history of reinforcement. Populations, such as people with autism, often emit rote responses which limit their ability to navigate new stimuli and experiences. Interventions that promote emergent responding establish more flexible and complex relations in children which leads to greater success in academic and social environments. Behaviour analysts incorporating RFT-based interventions into ABA sessions, as suggested in the research, amplifies the efficacy of language development. Peer-reviewed, single subject research studies that utilized RFT to promote responding according to the different relational frames in children with and without cognitive and language delays were examined for efficacy and social validity as an evidence-based practice.</p>

<p>Lynn Abe</p>	<p>Children's Relationship to Place: Living Inquiries with the k'aykw (Eagle)</p>	<p>This pedagogical research inquiry attunes to the situated cultural context of shíshálh (Sechelt) Nation to explore what it means to live well with k'aykw (Eagles), embodying the interconnectedness of place, the children, educators, and community of mem7iman Early Years Centre. As an outdoor-oriented centre rooted in shíshálh values, land/place is an integral aspect of curriculum and children's meaning-making processes. Engaging in the daily practice of walking invokes such shíshálh ways of knowing and being, fostering children's curiosity, thoughtfulness, and relationships when encountering and actively living with the life of the k'aykw. Rather than viewing k'aykw, humans, and place as disjointed, the children and educators start thinking and embodying k'aykw, us humans, and place as already-always living, in-motion, and of interconnected kinship. Thinking alongside critical place-based inquiry and shíshálh worldviews, we shift focus from separated observance to living and being in relation with the life of the k'aykw in embracing and restoring shíshálh culture and how children's lives are in deep-reciprocation of the place they are situated in (Somerville, 2010).</p>
<p>Maia Surtees</p>	<p>Habitat Connectivity in the Howe Sound Biosphere</p>	<p>Industrial activities including forestry and land development have resulted in reduced connectivity in the Howe Sound Biosphere (HSB). Work is being done to improve connectivity in the region, but there is a lack of wildlife and habitat data in the region. This project focuses on rectifying this gap by gathering more data in the area. The objective of our research is to create a system to rank ecosystems as high-value and identify features that make up important movement corridors to help preserve habitat connectivity within the Howe Sound Biosphere. We plan to use trail cameras to map out areas with the greatest volume of use by wildlife. We will then create a map combining our collected data with factors including seral stage, vegetation, water resources, slope, and elevation. This research will allow the assessment of existing connectivity models and potentially permit the government to change policies to protect these high-value areas and enable the forestry industry and land developers to operate in a way that will better conserve the region's biodiversity.</p>

<p>Mary Stockwell</p>	<p>Drawing as Social Practice</p>	<p>This research project explores drawing as social practice in a prekindergarten setting. In this inquiry process, there was a focus on thinking, wondering, and drawing together over about 12 weeks, one to two days a week, thinking about and with birds. Drawing was used as a vehicle to work together to go beyond what we know and do not know into what is possible. Themes emerged like borrowing ideas from others as ideas are all around us bringing to light the complexities of drawing allowing us to go beyond a dominant idea of drawing as a solo act as if inspiration is simply inside like a sort of reservoir but rather drawings are shaped by being with others. This inquiry is shaped by being inspired by our experiences and the world around us as the children added to and expanded drawings allowing drawing to nurture a culture of being together through sharing images and stories and the many ways of thinking and doing that are not just individual but co-created.</p>
<p>Mateja Dolnicar</p>	<p>About Time</p>	<p>This research project reconceptualizes a linear time that is situated in a current paradigm of early childhood education and deeply rooted in the concept of productivity. From a post-structural theoretical framework, the concept of time is more than just linearity that is always running out. What makes a classroom experience significant and excitingly intense? When the early childhood education environment is limited by linear time, it does not allow for the meaningfulness of sameness and abundance of time. Through the research, we engaged in theoretical concepts of ritual, nomadic disorder and ethics of care. The concepts are situated in dwelling, whiling and messy times that created magical moments for children and educators. Engaging in weekly rituals of being with time and cherishing ordinary moments of uninterrupted time allowed for meaningful classroom experiences where time became abundant; filled with intensity, worthwhileness and love.</p>

<p>Mariana Alejandra Serret & Jihye Kim & Lan Ma & Mariana Cruz Cerecedo</p>	<p>Sound of Land</p>	<p>Sound is all around us, yet we are so used to it, that we often take it for granted. For this project, we decided to focus on the sounds of the land, which include the sounds that surround us, the sounds that we ourselves create, and all the sounds we tend to ignore. As a group, we ventured outside and walked around in silence, tuning our ears and spirits to the sounds that were offered to us by nature. We call this a “sound walk.” The concept of our sound walk came from the idea that when we listen, we can create a relationship with the land that allows us to communicate with it. During our sound walk, we recorded the things we heard, and with that, we created a “sound escape,” in which we combined the sounds in a way that represented what we were left with. We included the sound of raindrops landing on different surfaces, the sound of water and its strength, the sound of wind transforming as it travels through all around us, the sound of children laughing, screaming, and talking, as well as the sound of birds communicating with each other and expressing their emotions. We all are part of the land and listening deeply to each other helps us learn about what each element contributes. We understand that by communicating, we honour the land, and we provide a space in which we prioritize our relationship with it. Our main objective for this project was to find meaning in the world around us through what it tries to tell us, as well as explore the relationship between our pedagogical practice and the environmental messages the land gives us.</p>
<p>Megan Guisse</p>	<p>Compulsive eating, hunger and fullness cues in anorexia recovered patients</p>	<p>Compulsive eating, hunger a fullness cue in anorexia recovered patients research aims to find differences of interoceptive signals between people recovered and a control group (individuals without anorexia nervosa). Even after 2+ years of recovery, anorexia recovered patients’ hunger and fullness cues may persist dysregulated. Therefore, one of the goals for this research was to find a more wholistic approach while raising awareness of this particular situation to be considered as part of people’s recovery journey.</p> <p>I used a quasi-experimental approach that incorporates a 13-item questionnaire. Both quantitative and qualitative methods were used to explore the research question, does</p>

		<p>compulsive eating impact interoceptive hunger and fullness cues in anorexia recovered patients? After recovery, some people can be unaware of their hunger and fullness cues, leading them to compulsive eating, and then to a potential restriction-binging cycles.</p> <p>The primary goals of this research was to learn from anorexia recovered patients (at least 2 years of recovery) about how hunger and fullness cues are distorted due to the disordered eating patterns.</p> <p>A second goal was to increase awareness by pointing to the need for a more nuanced approach to manage hunger and fullness cues in anorexia recovered patients.</p>
<p>Megan Hingson</p>	<p>The Revival of Walter Benjamin's Aura in Synesthetic Cinema</p>	<p>Film is arguably one of the most sensory-immersive art mediums that exists, but the persistence of a film's aura in our world of mass reproduction is questioned by many. In this essay, I explore Walter Benjamin's concept of the aura, and argue that the synesthetic qualities of cinema allow the aura to be maintained and enhanced rather than diminished. I delve into the distinctions between artistic synesthesia and the neurological condition of synesthesia to discuss how film can emulate a similar neurological synesthetic perspective for any spectator. By examining Michael Haverkamp's theories about the interconnectedness of human senses and the role of mirror neurons in emotional reactions, I suggest that the aura has not been lost through reproduction of visual art but rather is constantly evolving through the editorial and technological capabilities of the cinematic medium. Insights from film theorists Bela Balazs, Jean d'Udine, and Sergei Eistenstein support the idea of film providing a heightened emotional and sensory experience. As new technology and Augmented Reality continue to parallel our everyday lives, this essay seeks to provide an optimistic perspective on the future direction of cinema as it transcend's Walter Benjamin's concerns about the loss of aura in the age of mechanical reproduction.</p>

<p>Megan Johnson</p>	<p>Exploring Toddler's Encounters with the More-Than-Human</p>	<p>This inquiry project examines the happenings between children and more-than-humans and how knowledge is co-constructed. Tiny more-than-humans like Insects tend to be ignored and unappreciated. The children at Sequoia Children's Learning Centre exhibit incredible excitement and curiosity when interacting with insects and other more-than-humans. What is happening in these moments, and what does living well with more-than-human species mean in a time of environmental crisis? The theoretical framework that guides this inquiry is a common worlds framework. As the inquiry began to take shape, a ritual began to emerge. Rituals are described as how one makes themselves at home in the world (Han, 2020). They provide meaning, structure, and connection for individuals and social groups (Wen et al., 2016). At Sequoia, the children show a strong-willed attitude towards searching for insects, and that we must return together to specific places each day. In the Western world, humans tend to view themselves as separate from nature (Taylor & Pacini-Ketchabaw, 2015). Yet humans are just a part of nature as insects are. The children at Sequoia display a deep curiosity and care for more-than-human others, and in a time of severe environmental crisis, we must reimagine our relationships with others.</p>
<p>Mia Teodocio</p>	<p>Violent and Non-Violent Resistance: Identity after Colonization</p>	<ol style="list-style-type: none"> 1. To compare violent and non-violent resistance strategies during the combat against colonization, and how either option impacts a nation's identity after independence. 2. Comparing the strength, resiliency, and identity of nations after independence (sustainable government, strong current cultural identity/hegemony, recovery of culture and history after colonization). 3. Violent resistance introduced an emergent culture of instability, corruption, and violent practice into everyday life. Non-violent resistance shares similar virtues of violent resistance, but provides a better foundation for cultural rehabilitation - one that is based on collective action, moral practice and a strong cultural resilience. Sublimation can be used as a tool for non-violent resistance and as a form of cultural rehabilitation. Independent nations that utilized

		<p>violence correlate with a cultural and economic reliance on their colonizer state.</p>
Natasha Lee	<p>SoapBox – Presentation Game</p>	<p>1. To learn more about why students find public speaking so challenging and how to promote more practice and learning through gamification.</p> <p>2. Methodologies: Primary research through interviews with professional coaches, teachers and students, as well as observational research. Secondary research through papers, articles and videos.</p> <p>3. Results: The creation of a brand, app and promotional material for a public speaking game that uses the findings and fundamentals from my research.</p> <p>4. Significance: Initial development for a product that could benefit many high school and university students in their public speaking skills and confidence. Artistically, this project melded illustration, motion, character design, branding and game design into the final product.</p>
Nicolas Koch	<p>Gender Differences in Likability as Rated by University Students</p>	<p>Previous research has found that women tend to score higher than men in traits associated with likability. I am extending this research by exploring likability differences between women and men. Participants, Capilano University students in Spring 2024, included adults, nine females, five males, and one other. A between-subject design with random assignment to two groups was used. One group read three paragraphs of three men, the other of three women, introducing themselves. The paragraphs between groups were the same, except for the person's gender and name (e.g. Robert vs Roberta). The Reysen Likability Scale was</p>

		<p>used to measure the perceived likability of the people introducing themselves. The intention was to create one introduction low, one medium, and one high in generally likable traits, to protect against ceiling and floor effects. A two-independent samples t-test compared the two groups on the measure of likability, which indicated no significant differences between them. However, a bigger and more representative sample size might yield different results. Being disliked can have negative impacts on an individual, it's associated with increased aggression and general negative effects on one's mental and physical health. Thus, the possible existence of gender differences in likeability justifies research into this area.</p>
<p>Nicholas Sashaw</p>	<p>Expanding Education through Philosophical Inquiry</p>	<p>In this age of divisiveness, every individual and every society could benefit from better communicative and reasoning skills. Over 50 years ago, Matthew Lipman argued that learning these skills, as well as acquiring the propensity to utilize them with one another, ought to be at the center of all education. To that end he created the educational initiative called Philosophy for Children (P4C), which is now in 64 countries and taught in 24 languages. The pedagogical anchor of P4C is the Community of Philosophical Inquiry (CPI) which invites participants to "objective" dialogue on relevant topics under the tutelage of a trained facilitator. Using Matthew Lipman's Philosophy for Children as a guide, this project is about promoting respectful dialogue in the community. This CPI pilot program was to engage seniors in authentic dialogue, with the goal of alerting them to the benefit of being open to opposing viewpoints. If education is about encouraging democratic ideals of dialogue, reason, and equality, as argued by John Dewey, it needs to adapt to the changing demographics of our aging society; seniors need to be introduced to the concepts that academia is producing, while students and teachers could benefit from more inclusion of our elders.</p>
<p>Niruya Ninan</p>	<p>Behavioural Strategies for Teaching Imitation:</p>	<p>The young of all living species develop and grow by imitating their elders. However, children with autism spectrum disorder display a significant delay in grasping this skill set. Intervention programs like Discrete Trial</p>

	<p>A Literature Review</p>	<p>Teaching (DTT) and Video Modelling Imitation Programs (VMIP) were introduced to the children to observe their skill development. Secondary learnings concerning other by-product skills like conversational skills were also noted. With minimal training, these videos were recorded on an iPad for the children. The visual repetition helped the children grasp the concept with minimal environmental disturbances. The literature review is written on single-subject research articles with participants to target imitation skills. Varying levels of development were observed but all children displayed growth from their original standpoint.</p>
<p>Peace</p>	<p>Report on the Human Rights Crisis in Iran</p>	<p>This report aims to provide a well-rounded report on the human rights crisis in Iran. This report will cover the historical background of Iran, state the current human rights escalations, and discuss Canada’s response/action taken as well as the challenges and opportunities in addressing these human rights concerns. The report will conclude with an overall analysis and personal suggestions for moving forward. The purpose of this report is to help educate and inform those who are not part of the Iranian diaspora, and perhaps those who are but aren’t as informed on the matter, about the political state of Iran. When reading this report, I hope that the reader can better understand the events leading up to the current state of the nation, and to help facilitate discourse and collective action on the matter. Those in positions of power and change, especially those in national politics and international organizations, may read this report and use it to help push for policy changes and collective action on a larger scale, which is direly needed. The report aims to break down these issues that are occurring within Iran and analyze them in an easily-consumable fashion.</p>
<p>Rachel Johnson</p>	<p>Movements with Materials: an Inquiry into Paint</p>	<p>The purpose of this inquiry is looking into what paint is able to enable and make possible alongside children, ranging from ages three to five. This inquiry uses the theoretical framework of New Materialism, where paint is thought of as an active participant that moves, changes, and responses as its worked with. Paints has a presence in the inquiry provoking children to move with it. This inquiry does not have a set outcome rather it is paying particular attention to paint and children’s movements together. With time spent</p>

		and attention given to paint the more movements and responses occur. Significance of this work reimagines the typically and assumed relationship between children and paint within an early childhood centre setting. This goes beyond just the idea that paint is only present in the classroom for something to be made and sent home, rather paint inquiry's can be taken up as a curriculum with children
Sadie Edney	Embracing the Abject: Salvation for Society and a Return to the Real	As the world becomes consumed by a manufactured reality consisting of representational images, society has lost its grasp on "the real". Driven by the patriarchy, society is on the way to its' demise and we are all going down with the ship unless something is done. Through implementing Julia Kristeva's theories of abjection and the chora, film holds the power to redirect the world toward a social revolution. Embracing the abject and welcoming a return to the maternal space may be the only way for society to find its way back to the real. Through the analysis of Kristeva's theories, the understanding of the view of women's roles in a patriarchally dominated society, and a comparison to the 2009 Andrea Arnold film, Fish Tank, it will become clear just how impactful the implementation of these theories can be.
Sammie Mercier	The Illusion of Inclusion: A Review of 'Inclusive Practice'	This project investigates the complexities of defining inclusion within Early Childhood Education (ECE) and the rise in misconstruing exclusion by engaging in segregation and integration practices. Normative discourses continue to dominate our society, affecting ECE and how educators and children interact with one another by engaging in dichotomic practices of the normal/other, based on deep-rooted belief systems and biases. The project reflected with Foucault's concept of governmentality, exploring how authoritative structures have shaped the governance of ourselves and others, and how it has led to various exclusionary practices. Any research in regards to inclusion tends to avoid discussions on ableist discourses which immediately poses disability as something that is lacking and a condition to be resolved. The insights used in the inquiry are from conversations with educators who've engaged in dialogue about the correlation between

		<p>neoliberalist motives and Developmentally Appropriate Practices which contributes to perpetuating and maintaining the dominant view on inclusion. The project has indicated that educators are finding fewer opportunities to discuss the issues around ableist discourses openly and challenge dominative discourses rooted in our own historical biases, making it more challenging to recognize issues within their own practices.</p>
<p>Sarah Lynn</p>	<p>Strength and Resilience Approach to Intimate Partner Violence</p>	<p>The purpose of this project is to examine the under-researched topic of the strength and resilience of survivors of Intimate Partner Violence within the COVID-19 and Canadian contexts, with particular attention on the experiences of survivors who are Indigenous, Black, and women of colour. The aim of the project is to aid in the advancement of Strength and Resilience based approaches to supporting and working with people who have survived Intimate Partner Violence, as well as aiding in reduction and prevention. Literature from the disciplines of sociology and psychology were reviewed using a critical and intersectional lens. A deficit based approach to IPV that lacked the lived experiences of survivors was found in the literature review both in both disciplines.</p>
<p>Sara Mitchell</p>	<p>Combatting Ageism: Empowering Seniors Through Photography and Prose</p>	<p>My project examines the negative effects of ageism on seniors, and counters them with positive representations. Combining photography, prose, and research, I aim to challenge ageist stereotypes by shifting viewers' conscious or unconscious discrimination toward elders. To help achieve this, I photographed each subject in a way they felt best "seen." I accompany each image with a text panel to share their experience with age-based prejudice. Research reveals that feeling misrepresented, unseen, or discriminated against due to older age can have detrimental physical and mental side effects; such as depression, isolation, and lack of motivation, leading to ill health and a shortened life span. My goal is to engage in a visual conversation with relatable and powerful accounts so that viewers consider their role in perpetuating harmful stereotypes. I hope this discovery contributes to critically empowering seniors, enhancing their quality of life.</p>

<p>Sarina Bruno</p>	<p>Engaging with charcoal as a social practice</p>	<p>My project takes place over the course of January- March, in a 3-5 centre in North Vancouver, BC. Working with the material Charcoal, this project observes how children come together to engage and tell stories with the material Charcoal, and how it strengthens their bonds with one another in the classroom space.</p>
<p>Shaghayegh Mozafari</p>	<p>Directed studies in Applied Behaviour Analysis</p>	<p>This presentation will review the literature on ABA-based behaviour interventionist (therapist) training and the methods used to teach new skills to train behaviour interventionists (BC term) to implement the ABA plans for our clients. Ten studies will be reviewed, and the results of the concluded studies will be examined to prove or disprove the effectiveness of ABA-based training as a teaching/training approach to behaviour interventionists providing services and implementing ABA plans for children with autism. Social validity and implications also will be discussed.</p>
<p>Sharmin Garcha</p>	<p>Exploring the micro dog trend, understanding motivating factors through communication research</p>	<p>There has been a significant the rise of micro dog owners as social media influences and even micro-dog influencers. This study investigates the factors shaping the escalating trend of micro dog ownership with a focus on understanding the motivations that drive individuals to choose these micro companions.</p> <p>Utilizing a mixed-method approach, the research employs in-person interviews with six people who are current micro dog owners to delve into their decision-making processes, lifestyle considerations, perception of micro dogs and unique challenges and advantages associated with micro dogs. Simultaneously, ethnography is employed to observe the behavioural differences between micro dog owners and owners of usual-sized dogs, spotlighting the interplay between the different sizes, breeds and dynamics of human and dog interactions, conducted at three diverse dog parks within my city.</p>

		<p>The study findings would unfold curiosity about the ever-evolving realm of pet preferences, particularly focusing on the rise of micro dogs, like lifestyle compatibility with micro dogs, economic factors driving micro dog acquisition, urbanization and its impact on pet size preferences and the role of social media on their choices to own microdogs..</p>
Shelby Atwood	Ultra-violence as an essential element of filmmaking.	<p>This research paper explores the intricate relationship between cinema and the portrayal of ultra-violence on screen, examining its motivations and implications on broader audiences. Through the analysis of various filmmakers' works including David Cronenberg, Julia Ducournau, Brian De Palma, and Stanley Kubrick, the paper demonstrates how ultra-violence serves as more than mere shock value, but rather as a powerful tool for creating public discourse, offering cathartic reflections of the real world, and providing authentic portrayals of history and potential futures. By delving into specific films such as Cronenberg's "Crash," Ducournau's "Raw," and Kubrick's "Full Metal Jacket" and "A Clockwork Orange," the paper highlights cinema's capacity to confront societal complexities, challenge norms, and prompt thought-provoking discussions. Additionally, it addresses the global variations in societal responses to ultra-violence in cinema, emphasising the ongoing dialogue needed to navigate censorship, societal attitudes, and the transformative power of cinematic portrayals of violence. Ultimately, this paper underscores cinema's role as a mirror to humanity, inviting audiences to confront the darkest aspects of existence while grappling with the complexities of the human experience.</p>

<p style="text-align: center;">Sheena Venditti</p>	<p style="text-align: center;">Does Collective Identity Encourage Environmental Behaviour?</p>	<p>Humanity faces one of its greatest challenges in encouraging collective action on the climate crisis. Understanding and activating the constructs which motivate us to engage in behaviours that inspire the mitigation of environmental harm is crucial to our survival. The hypothetical theory SIMPEA, the social identity model of pro-environmental action, describes the person variables considered most relevant to activating such motivation and claims that superordinate identities may be crucial to the process. Correlational research data regarding collective identity has provided some evidence that a sense of belonging to the abstract group of all of humanity can be observed in individuals who are more likely to engage in pro-social behaviours. This study aims to develop casual evidence supporting these claims. An experimental condition that provided a prototype of effective superordinate environmental actors through a media stimulus was followed by participants' self-reported intention to engage in future pro-environmental behaviour to measure the effect. It was predicted that participants given a prime for a collective identity would be more willing to participate in pro-environmental behaviour than those who were not. Initial survey responses from 11 participants show that the person variables suggested by SIMPEA may accurately predict pro-environmental behaviours in individuals and that exposure to a cue of collective identity significantly increases willingness to act environmentally ($p=0.008$). This rudimentary work suggests that additional testing must be executed at a larger scale, as more generalizable findings may assist in developing successful strategies to provoke climate action.</p>
<p style="text-align: center;">Sheraz Khan</p>	<p style="text-align: center;">The Port of Vancouver and the Future Outlook</p>	<p>In the scope of this research project, my focal point is the Port of Vancouver, with a particular emphasis on the maritime shipping and logistics side. The investigation delves into the inefficiencies in supply chain management that were starkly evident amidst the COVID-19 pandemic. The research proposes tangible solutions to enhance port operations. Amidst looming global challenges and crises, my study scrutinizes the strategic approaches adopted by the Port, alongside its supply chain affiliates and stakeholders,</p>

		<p>in pursuit of their collective progression and refinement towards sustainable operational efficacy. As Canada's preeminent seaport, the imperative for maintaining uninterrupted and optimal functionality at the Port of Vancouver is paramount, impacting not just proximate and regional localities but exerting influence on a national scale. The critical issues at hand and the strategies for addressing them have been gathered directly from interactions with the Port authorities, their logistical partners, and invested stakeholders.</p>
<p>Souzy Khalil</p>	<p>Presentation: Effectiveness of self-management on students on academics</p>	<p>1—The purpose of the research is to determine the effectiveness of self-management on students with and without autism in terms of academic engagement and achievement.</p> <p>2- The research discussed the different types of self-management techniques used -high and low tech in the classroom and at home. The question is whether self-management can be the sole technique to increase on-task behavior or needs to be combined with other techniques. And what is the social validity of self-management intervention on students with and without disabilities</p> <p>3- Self-management procedures have been found to be effective in increasing attention, academic productivity and accuracy, reading comprehension, and on-task behavior in students with learning disabilities and behavioral disorders, moderate to severe intellectual disabilities, and mild disabilities (Rutherford et al.1986)</p> <p>4- Self-management is evidence-based practice. The literature proved the effectiveness of self-management on students across different ages in academics.</p>
<p>Summer Simon</p>	<p>Teaching Personal Hygiene Routines to Individuals With Developmental Disabilities Using ABA Strategies</p>	<p>Applied Behaviour Analysis (ABA) is an evidence-based practice that is often used to teach individuals with developmental/intellectual disabilities (DD/ID) new skills. One skill that individuals with ID/DD's often struggle with are daily living routines that involve personal hygiene care. Personal hygiene includes routines such as bathing, washing hands, brushing hair, clipping nails and toothbrushing. This presentation will review 10 single subject research designs (SSRD) to determine if ABA practices can increase the tolerance and independence of personal hygiene routines for</p>

		<p>individuals with ID/DD. The ABA practices that will be reviewed in this presentation include: video modelling, stimulus prompt fading, differential reinforcement, preference assessments, social stories and activity schedules. Each study used one or more of these techniques to teach individuals how to complete the personal hygiene routines. The main routine that will be looked at in this presentation will be toothbrushing, however, there are a few other routines (e.g., bath time, nail clipping) that will be mentioned.</p>
<p>Theodore Abbott</p>	<p>On Site Report: Vancouver, Neoliberalism, and The Global Necropolis</p>	<p>A new approach to urban development has transformed Vancouver from a once small-town city to a global metropolis. Over the past forty years this change has been initiated by an embrace of free market ideology that has resulted in the emergence of a city that is simultaneously one of the most liveable, and unlivable places in the world. The objective of this research project is to detail the nature of how Vancouver’s rise to global notoriety has been coupled with a civic bifurcation that carries with it various issues that are plaguing the urban condition. Situated in the same conceptual framework of what is referred to as ‘Dracula urbanism’, this project focuses on some of the most significant instances of convergence and divergence within the city’s built environment. It is my hope that this research project serves as a partial mapping of Vancouver’s newly acquired and carefully polished identity, while also highlighting the dangers of building urban spaces that serve primarily as products.</p>
<p>Theresia Moira Christy</p>	<p>What We Do in the Mirror Plane</p>	<p>With the understanding that an individual’s being is their mundane existence, and that their capital “B” Being is their higher level existence , perhaps there exists a dissatisfaction or disappointment towards our being, which encourages us to take our Being to a different plane, a plane that exists upon our will in the space beyond our reality: a hyperreality. Going further, this essay will present the possibility that our willingness and enthusiasm to be represented is the portrayal of the human instinct to recognize themselves in symbols and images. This instinct dates back to a child’s pivotal memory of their first exposure to their reflected image in the mirror. Moreover,</p>

		<p>the aim of this essay is to realize that that instinct is the seed that fruits the problem of over-consumption related to commodified ideologies, especially in a digitalized age. However, this paper also wishes to explore the use of representations or symbolisms in art and media as an example of how the hyperreal can be an appropriate space to explore the questions of Being.</p>
<p>Tim Cooke</p>	<p>The effects of performance feedback on treatment integrity: A literature review</p>	<p>Performance feedback is a popular method for improving the performance of staff members or employees on specific tasks. Treatment integrity is a key area of concern when implementing behavioural procedures. It is required to ensure that treatment outcomes and procedures can be evaluated effectively. The paper being presented is an examination of what the current literature says about the efficacy and effectiveness of performance feedback on treatment integrity. The search for single-subject research that utilized performance feedback to improve treatment integrity resulted in a total of 24 papers that met the inclusion criteria for this paper. The most common participants across the literature were school teachers and ABA therapists. Participants had different educational backgrounds and varying levels of experience within their role. The results of the meta-analysis suggest that performance feedback is a reliable and socially acceptable method of improving treatment integrity.</p>
<p>Trevor Bee</p>	<p>Functional Communication Training (FCT): Simple and effective behaviour Training</p>	<p>The original purpose of my research was to look into the effective use of Functional Communication Training in the treatment of aggressive behaviour of individuals on the autism spectrum. The purpose shifted to the treatment of a variety of behaviours, from self-stimulating to self-injurious behaviours. The research shows that FCT is a versatile treatment and is easily integrated with a several other methods. The research is behavioral analytic in nature and follows the single-subject research design. FCT when used correctly can be used alone and/or used alongside other behaviour change methods to make significant behaviour change in individuals on the autism spectrum and neurotypical persons.</p>

		<p>FCT is an effective tool that can be easy to use when used correctly. When the foundation is laid out properly, the function has been identified and the environment has been laid out accordingly, parents and school staff can use the method to support meaningful behaviour change.</p>
<p>Veronica Gadsby</p>	<p>Social Justice for Indigenous people - who leads the journey?</p>	<p>The purpose of this research and inquiry is to investigate what social justice looks like from an Indigenous perspective. The main focus was how does social justice from an Indigenous perspective contribute to the process of truth and reconciliation. The perspectives that were used were post- colonial theory and two- eyed seeing. An intersectional perspective was always used. A substantiated conclusion is this research shows highlight the need for society to move away from the white settler idea of what social justice should look like or should be, and instead begin a process of active listening and collaboration with Indigenous communities to discuss what their idea of social justice looks like.</p>
<p>Wenxuan Song</p>	<p>Witness growth</p>	<p>This project invites a group of 3- to 5-year-old children from Centreview Daycare in North Vancouver. The pedagogical intention of this journey is to experience and witness the growth process of plants from a Common Worlds perspective, emphasizing human interconnectedness with non-human entities. The project is positioned within a posthumanist lens by de-centring human dominance and recognizing the active role of the material world. The project highlights the importance of how children and environmental entities such as seeds, soils, and roots communicate, build reciprocal relationships, and embrace and respect differences. As Nelson et al. (2018) posit, the learning journey from a seed to a plant carries memories, histories, emotions, and imaginations.</p>

<p>Xinyi Yang</p>	<p>The unknownness of drawing</p>	<p>This inquiry project aims to reimagine drawing as a collective culture, as a constructive process, and as a responsive artist event. Thinking with social constructionism and inspired by Moss (2018) and Kinds' (2010, 2016, 2018) works, this project engages with an inquiry about drawing through encountering drawing its mysteries unknowns and unseens. This project takes place at Willowbrae Childcare Academy located in the lower mainland BC with a group of 3-5-year-old children. This inquiry delves deep into the connections among objects of drawing, bodily sensations, unusual drawing matters, such as onions and lemons juice, environment, and ideas. The project takes us beyond what is already seen and known. It also reconceptualizes the conventional images of drawing by proposing a social construction of this process.</p>
<p>Yan Li Zhao</p>	<p>The Construction of Early Childhood Educators: Gender, Power, and Identity</p>	<p>This project focuses on critically examining the construction of early childhood educators' identities through the lens of a poststructuralist perspective. In particular, this project deeply engages with the work of Michel Foucault. Poststructuralism challenges traditional views of language, power, and knowledge by rejecting the idea of fixed truths or objective realities. Instead, it emphasizes the ways in which language and discourse shape our understanding of the world. In the context of education, the poststructuralist perspective examines how power operates through language and discourse to shape educational practices, spaces, and identities. It highlights the ways in which knowledge is influenced by power dynamics and social structures, challenging dominant discourses and hierarchies within education. This project specifically explores how societal expectations and entrenched gender norms have led to the feminization of the early childhood education profession. By deconstructing traditional gender norms and expectations, this project aims to provoke critical reflection on the implications for the experiences and identities of early childhood educators. Through an exploration of power relations, truth, and knowledge, this project aims to challenge the dominant discourses perpetuating gender assumptions, advocating for early childhood educators, and</p>

		calling for a more inclusive and equitable vision of the early childhood education field.
Zed-Ola Meyers	Lean on Me: Establishing a Grassroots Peer Support Program on Campus and the Volunteer Experience	<p>Background: The current data on the prevalence of anxiety disorders, in addition to a host of other various disorders amongst university students is staggering. WHO survey data (2018) of students aged 18-22 from 21 countries indicated that 20.3% were suffering from a twelve-month minimum mental health disorder, 14.7% were experiencing some degree of anxiety and 10.1% reporting a lifelong anxiety disorder. This age cohort are the least likely to seek professional support.</p> <p>Method: A qualitative investigation was conducted through semi-structured interviews with volunteers to get an understanding of the meaning they experienced through the training. Participants were 13 peer-support volunteers who are current Undergraduate Psychology students attending Capilano University, who completed the peer support training program on topics related to: personal growth and clinical skill development, perceived program impact, level of student engagement, community-building. The data was analyzed using thematic coding by applying a hermeneutic phenomenological approach to the transcripts. Ethnographic methodologies were also applied to "gain access" into the lifeworlds of the participants within the contexts that they are experienced.</p> <p>Results: Some preliminary themes from the interviews completed so far: Need for connectedness, belonging, in-person engagement on campus, accessibility and a focus on healing through sharing lived experiences within a post-secondary student community.</p>
Zuyu Liang	Music and Sound Engagements as a Social Practice	This project focuses on Music and sound engagements as a social practice with eight children through the lens of social constructionism. Social constructionism draws from the idea that knowledge is something we socially and culturally construct and understand through interacting with others rather than transmitting knowledge. To inquire further about the perspectives of social constructionism, we explore how social practice emerges between sound and Music. It is a

	<p>social process of how ideas move between ourselves and how we compose sounds with others. It is a shared practice where our ideas form and reform, make and remake to create Music. Music unites children as a social event, allowing them to share ideas and create learning environments. While we improvise Music through social engagements, we learn more about each other and how to work with different ideas. Music-making is a collective improvisation, leading us to experiment with sound drawing. Sound drawing is an inspiration and invention of seeing and knowing different perspectives and insights of the same sound. Sound is a daily engagement in our community. We update and revise our sound engagements daily through drawing when we hear something in motion rather than static. With the motion of sound drawing as a daily engagement, we write and rewrite musical notes to explore how sound characteristics transform into a piece of Music by borrowing ideas from each other.</p>
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