

# Student Research Symposium



APRIL 26, 2025



# TERRITORIAL ACKNOWLEDGMENT

Capilano University is named after Chief Joe Capilano, an important leader of the Skwxwú7mesh (Squamish) Nation of the Coast Salish Peoples. We respectfully acknowledge that our campuses are located on the homelands of the x<sup>w</sup>məθk<sup>w</sup>əy̓əm (Musqueam), shíshálh (Sechelt), Skwxwú7mesh (Squamish) and Səlílwətaʔ/Selilwitulh (Tsleil-Waututh) Nations. We also teach on the homelands of the Lílwat nation at their Ts'zil Learning Centre.



# SRS SCHEDULE

<b>8:00-8:45</b>	<b>REGISTRATION</b>	<b>BIRCH CAFETERIA</b>
<b>9:00-9:45</b>	<b>WELCOME CEREMONY BIRCH CAFETERIA</b>	
<b>10:00-11:00</b>	<b>SESSION A</b>	Birch 162, 166, 205, 247, 321, 322, 323
<b>11:15-12:15</b>	<b>SESSION B</b>	Birch 162, 166, 205, 247, 321, 322, 323
<b>12:15-1:30</b>	<b>LUNCH AND AWARD CEREMONIES</b>	<b>BIRCH CAFETERIA</b>
<b>1:45-2:45</b>	<b>SESSION C</b>	Birch 162, 166, 205, 247, 321, 323
<b>3:00-4:00</b>	<b>SESSION D</b>	Birch 162, 166, 205, 247, 321, 322, 323
<b>4:00-5:00</b>	<b>CLOSING REMARKS AND CELEBRATION LB 322</b>	

# SRS 2025

Welcome to the ninth 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 102 students. The 2025 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

Bachelor of Kinesiology

Bachelor of Motion Picture Arts and Bachelor of Design in Visual Communication

Bachelor of Science

Bachelor of Tourism Management.





# SUPPORT FOR THE SRS

We would also like to extend our thanks to those who help fund the SRS.

Dr. Dawn Whitworth, *Associate Vice President, Creative Activity, Research and Scholarship*, and the CARS team which includes AJ Monk, *Research Grants Officer*, Andrea Heaney, *Project Manager (NSERC)*, and Jessica Lu, *Senior Manager for Research Assistant funding, Excellence in Research Award and overall SRS Funding*.

Maja Horgan and Yen Yuen, at the Career Development Centre, for Research Assistant funding.

The Cap U library including Dr. Christina Neigel, *University Librarian*, Jen Goerzen, *Public Services Librarian*, and Krystyna Nowak, *Library Coordinator* for additional SRS Funding and the Library Award.

The ABA, ECCE, CMNS, INTS, PSYCH, MOPA, SCIENCE, and TOUR departments for helping with award adjudication and additional funding.

Centre for Research and Childhood Studies for providing student prizes during the celebration session of the SRS.



# OPENING CEREMONY AND SPEAKERS





Bios from Meet the Elders at CapU

## ELDER ROSE NAHANE

Elder Rose Nahanee was raised on the Squamish territory by her father, who is from the Squamish Nation and her mother, who is from the Stó:lō Nation. Rose is a wife to Dr. James McLennan and a mother to two children and four grandchildren.

Rose was the first of her siblings not to attend residential school. Still, she did attend St. Paul's Indian Residential School as a day student where, like residential schools, the goal was to strip students of their language, culture, and connection with family.

Her father understood the importance of education and pushed Rose to pursue higher education. After graduating from Carson Graham Secondary, Rose pursued a Bachelor of Arts in English Literature and History from the University of Toronto before receiving an Instructor Diploma from Vancouver Community College. She taught English at the Nicola Valley Institute of Technology and Native Education College for many years before retiring with her husband to travel the world.

Her educator career and connection to the community have allowed her seamless transition as an Elder at Capilano University. Rose looks forward to guiding Indigenous students and supporting the campus community as it moves to Indigenize the university.

# KEYNOTE

## Zed-Ola Myers

### ***Humility, Authenticity and Community Leadership***

Zed is a recent graduate of a Psychology (Honours) Degree from Capilano. In his time here he was an instrumental leader in the community. His drive for fostering community connection by helping a diverse group of students to thrive here on campus has left an impactful legacy.

The campus Psychology Club he revitalized, *We're PSYCHED!* remains an invaluable space for students to collaborate on initiatives to express their passion for helping others. Zed has presented his research thesis on the value of student-led peer support at the Canadian Psychology Association Convention. He continues his work within the Canadian Psychology community furthering antiracist work within the discipline.

- Please tune into the podcast he is being featured on *Against the Tides of Racism* hosted by Dr. Gina Ko where he shares his story. Airing on May 6th for Asian Heritage Month on [www.againstracismpodcast.com](http://www.againstracismpodcast.com)

Bio provided by Zed







## OPENING CEREMONY SPEAKERS

Elder Rose  
MC: Kashish Khera &  
Nathaniel Lamb  
Zed-Ola Myers (*Keynote*)  
Dr. Tracy Penny Light  
Dr. Kym Stewart

## NOON SPEAKERS

Dr. Laureen Syles, *Interim  
President*  
Dr. Laura Kinderman, *Dean,  
Faculty of Business and  
Professional Studies*  
Dr. Ramin Shadmehr, *Dean,  
Faculty of Fine and Applied  
Arts*

## EXCELLENCE IN RESEARCH AWARD PRESENTERS

Dr. Annabella Cant (*ECCE*)  
Dr. Jeff Wahl (*TOUR*)  
Dr. Michael Thoma (*MOPA*)  
Dr. Rachel Baitz (*PSYC*)  
Dr. Richard Stock (*ABA*)  
Sandra Seekins (*INTS*)  
Dr. Ted Hamilton (*CMNS*)

## CAPU LIBRARY UNDERGRADUATE RESEARCH AWARD PRESENTER

Dr. Christina Neigel

# SRS SUPPORT

## CONFERENCE ORGANIZERS AND COMMITTEE

Dr. Kym Stewart  
Angus Thomson (*Research Assistant*)  
Kashish Khera (*Research Assistant*)  
Miranda Epp (*Research Assistant*)  
Nathaniel Lamb (*Research Assistant*)



## FACULTY SUPERVISORS

Adrienne Argent  
Dr. Alaa Al-Musalli  
Dr. Annabella Cant  
Dr. Bo-Sun Kim  
Caroline Dingle  
Caroline Soo  
Danielle Wills  
Dr. Douglas Alards-Tomalin  
Dr. Edward Hamilton  
Dr. Hilary Duke  
Jason Martens  
Dr. Jeff Wahl  
Dr. Josema Zamorano  
Julia Black  
Dr. Leah Bailly  
Dr. Lesley Schimanski  
Mahta Khosravi  
Mark Vaughan  
Masa Takei  
Dr. Michael Thoma

Nancy Van Groll  
Rachel Baitz  
Dr. Richard Stock  
Sandra Seekins  
Sarah Hennessy  
Dr. Sarah Yercich  
Dr. Sean Ashley  
Dr. Sylvia Kind  
Tatiana Zakharova-Goodman

## MODERATORS

Adrienne Argent  
Dr. Alaa Al-Musalli  
Alana Schick  
Dr. Annabella Cant  
Caroline Dingle  
Dr. Doug Alards-Tomalin  
Jiyeon Kim  
Julia Black  
Dr. Lesley Schimanski  
Mark Vaughn  
Dr. Michael Thoma  
Monika Karpinska  
Nancy van Groll  
Rachel Baitz  
Dr. Richard Stock  
Sarah Hennessy,  
Dr. Sean Ashley  
Shawna Carroll  
Dr. Sylvia Kind  
Tatiana Zakharova-Goodman  
Dr. Ted Hamilton

## **SPECIAL THANKS**

Elder Rose Nahanee

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

Paul Dangerfield, *President, 2016-2025*

Dr. Laureen Styles, *Interim President, 2025*

Dr. Tracy Penny Light- *Interim VP, Academic & Provost*

AJ Monk, *Research Grants Officer*

Andrea Heaney, *Project Manager (NSERC),*

Dr. Christina Neigel, *University Library*

Amal Varghese, *Food Services*

*CAP U Career Development Centre*

*Cap U Facilities*

*Cap U IT Services*

Dr. Cass Picken, *INTS Faculty*

Cassie Valenzuela Poon, *RA*

Erica Yeung, *Cap U Communications Officer*

*Florists Supply & Callia*

Graciél Bueza, *financial Services*

Jen Goerzen, *Public Services Librarian*

Jessica Lu, *Senior Manager*

Jo-Ann Cook, *CapU Groundskeeper/ Facilities*

Kristine Nyborg, *Photojournalist*

Krystyna Nowak, *Teaching and learning librarian*

Maja Horga, *Cap U Manager Career Development Centre*

Mayumi Izumi, *Florists Supply & Callia*

Mei Kawasaki, *Student Recruitment Advisor*

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

Sabrina Wong, *Scholarly Communications and Copyright Librarian*

Sermin Tatar, *DDA School of CMNS*

Shailesh Dalvi, *Food Service Director*

Shruti Karthikeyan, *photographer*

Stephanie Merinuk, *Community Engagement Facilitator, Indigenous Education & Affairs*

Tanya Bovenlander Vogt, *Marketing Operations Specialist*

Vanessa Massi Campanholo, *Events Specialist*

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

Wendy Nahanee, *Community Engagement Facilitator, Indigenous Education and Affairs*

Yen Yuen, *Cap U Career Development Centre*



# EXCELLENCE IN RESEARCH AWARD RECIPIENTS

FUNDED BY CARS AND NSERC

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

**Marielle Matawaran:** The Use of Video Modeling to Teach Safety Skills among Children and Adults: A Review of the Literature

**Thanh Nguyễn:** The use of differential reinforcement of alternative behaviour in the treatment of problem behaviours

## BACHELOR OF ARTS WITH A MAJOR IN INTERDISCIPLINARY STUDIES

**Queen Alexis:** Arts-Based Education Supports Children's Wellbeing



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

**Madeleine Ehinger:** Finding Calm in the Clay: How Art-Making in Nature Can Alleviate Stress in University Students

# BACHELOR OF COMMUNICATION STUDIES

**Laila Kasim-Parkinson :** Rethinking Human Identity in the AI Era: A Comparative Analysis of Humanism, Posthumanism, and Transhumanism as the Social Contexts of AI

# BACHELOR OF EARLY CHILDHOOD CARE AND EDUCATION DEGREE

**Emily Meers:** Documenting the Never Entirely Knowable

# BACHELOR OF MOTION PICTURE ARTS PROGRAM

**Sarah Bakker:** The Inconclusive Answers of the Mythological, Ideological, and Psychological in a Digital Culture

**Sophie Serendip:** Postmodernism and Online Worlds: Positive Opportunities for Identity

# BACHELOR OF TOURISM MANAGEMENT PROGRAM

**Wenjun Wang and Kana Okamoto and Yuho Tamura:** An Exploration of the Motivational Factors of Post-Secondary Students Visiting Korean Restaurants in Metro Vancouver

# **THE CAPILANO UNIVERSITY LIBRARY UNDERGRADUATE RESEARCH AWARD**

This award is funded by the Cap U Library

## **AWARD WINNERS**

- **LAILA KASIM-PARKINSON**
- **LOUISANE KANIKI**
- **OSHRAT ZEMEL & CANNICE RITCHIE**
- **QUEEN ALEXIS**
- **RACHEL HILLS**
- **SOS GATAMBIA**
- **KATELYN THICKETT**
- **LARA RAMIREZ & KIMBERLY SUEZO**

# STUDENT PANEL PRESENTATIONS







## Session A: 10:00 – 11:00 AM

Session A: 10:00-11:00am							
1	2	3	4	5	6	7	8
BR 205	BR 247	BR 321	BR 322	BR 323	BR 161	BR 162	BR 166
ABA	ECCE	ECCE	ECCE		prep room		
Richard Stock	Annabella <u>Cant</u> & Julia Black	Sylvia Kind & Tatiana Zakharova-Goodman	Sarah Hennessy, Nancy van Groll, Adrienne Argent	Lesley Schimanski		Alaa Al-Musalli	Caroline Dingle
Kassie DeWolfe	Kani Zhang	Sabreen Bassi	Amber Wilson	Katelyn Thickett		Jaryn Symons	Fatin Ishraq
Brittany Butt	Kate Berry- <u>deWynter</u>	Rachel Yang & Alice Tan	Mallory Boothroyd	Orlanda South		Devon Anderson	David Lisle
Franny Abdullah	Shannon Tames	Kaylie <u>McLewin</u>	Saila Deschamps	Wenjun Wang, Kana Okamoto, Yuho Tamura		Louisane <u>Kaniki</u>	Brian Ip
Mackenzie Dias	Sukhmani Uppal		Jayde Fong				

**BR 205:**

Kassie DeWolfe	From Rigidity to Flexibility: How RFT and ACT Transform Behaviour - A Literature Review
Brittany Butt	Evaluating the Effects Practical Functional Assessment and Skill-Based Treatment have on reducing problem behaviour
Franny Abdullah	Enhancing Communication and Behavior to Address Problem Behavior
Mackenzie Dias	Positive Behavioral Supports (PBS) in Schools: A Systematic Literature Review

**BR 247**

Kani Zhang	Melodic Mergence: Becoming Music Through Sound and Movement
Kate Berry-deWynter	Building a Community of Change: Nurturing Educator's Spirit and Living Generously Together
Shannon Tames	Where The Sidewalk Takes Us: Embracing the Journey through Walking
Sukhmani Uppal	Emergences as Educators Discuss and Think with Trauma-Responsive Practices

## BR 321

Sabreen Bassi	Reading difficult texts to co-create anti-racist pedagogy
Rachel Yang & Alice Tan	Place(ing) pedagogy: Reimagining play/ground possibilities within and beyond boundaries
Kaylie McLewin	Drawing as a social practice

## BR 322

Amber Wilson	Reciprocities & Relationalities within Place Encounters
Mallory Boothroyd	Time with Tea: To be steeped in relationality
Saila Deschamps	The mysteries of moss worlds: Child-place entanglements and multispecies coexistence in Serpent Park
Jayde Fong	Wit(h)nessing the Witnesses Through the Memories of Place

## BR 323

Katelyn Thickett	Increasing Awareness of Psychogenic Non-epileptic Seizures Using an Online Learning Module
Orlanda South	Humanizing the Homeless: The Impact of Dog Ownership on Societal Perceptions of Warmth, Competence and Humanness in Homeless Individuals
Wenjun Wang, Kana Okamoto & Yuho Tamura	An Exploration of the Motivational Factors of Post-Secondary Students Visiting Korean Restaurants in Metro Vancouver

## BR 162

Jaryn Symons	From Vivaldi to Taylor Swift. Music and Meaning Making
Devon Anderson	Help Step-Bro I'm Stuck in the Patriarchal Lens: Pornography and its Effects on Women in the Public Sphere and in Film
Louisane Kaniki	The Unpopular Culture of Online Fandom and Where to Find Them

## BR 166

Fatin Ishraq	Synthesis and Effectiveness of N-acyl homocysteine thiolactones in Biofilm Formation in Bacteria
David Lisle	Outdoor Recreation Activities as Vectors for Invasive Species in the Forest
Brian Ip	Assessing the Impact of Biochar and Compost on Soil Carbon Storage, CO <sub>2</sub> Emissions, and Microbial Activities in a Controlled Greenhouse Environment





## Session B: 11:15-12:15 PM

Session B: 11:15am – 12:15pm							
1	2	3	4		6	7	8
BR 205	BR 247	BR 321	BR 322	BR 323	BR 161	BR 162	BR 166
ABA	ECCE	ECCE	ECCE		prep room		
Richard Stock	Annabella Cant & Julia Black	Sylvia Kind & Tatiana Zakharova-Goodman	Sarah Hennessy, Nancy van Groll, Adrienne Argent	Ted Hamilton		Lesley Schimanski	Alana Schick
Liam Chong	Samantha Wong	Iris She	Amber Huo	Laila Kasim-Parkinson		Thomas Sheldon	Jessie Saunders
Megan Lee	Erinne Manipon	Nicole Clark	Emily Rink	Sarah Lynn		Matisse Jones	Corrine Kiberu
Leila Jones	Nana Kim	Kristal Gordon	Chloe Miller	Garreth Roberts		Jess Gold	Chia-Wei Chang
Kat Gubbets	Hannah Kim	Brittany Brown					

## **BR 205**

Liam Chong	Overcoming Picky Eating: Behavioral Strategies for Managing Food Selectivity
Megan Lee	Effectiveness of ABA interventions on Job readiness skills in young adults with autism and intellectual disabilities
Leila Jones	Literature Review of Sexual and Physical Health Interventions for Individuals with Developmental Disabilities
Kat Gubbels	Behavioural Interventions for Aggression in Adults with Acquired Brain Injuries

## **BR 247**

Samantha Wong	Musical Gateways: Unlocking Inclusive Possibilities
Erinne Manipon	Intra-Action with Worms: Stories of Relationality
Nana Kim	Co-Cultivating Reciprocity with the More-than-Human
Hannah Kim	Languages as Lived Entanglements

## **BR 321**

Iris She	Drawing as a Way of Living Together
Nicole Clark	Reading and Writing Dance with Young Children
Kristal Gordon & Brittany Brown	Drawing as a Social Practice

## **BR 322**

Amber Huo	Encounter with Fabrics
Emily Rink	Encounters with paint: a new materialist perspective on blue
Chloe Miller	Echoes of Water: A Story of Touch and Motion

## **BR 323**

Laila Kasim-Parkinson	Rethinking Human Identity in the AI Era: A Comparative Analysis of Humanism, Posthumanism, and Transhumanism as the Social Contexts of AI
Sarah Lynn	Learning Disabilities In Higher Education
Garreth Roberts	An Exploration of Internal Communications

## **BR 162**

Thomas Sheldon	Bridging Sustainability and Trade: An Interdisciplinary Approach to Environmental and Economic Resilience in British Columbia
Matisse Jones	Indigenous Women and Systemic Injustices: Uncovering the Ongoing Crisis in British Columbia's Criminal Justice System
Jess Gold	Beyond Land Management: Relational Approaches, Decolonial Refusals, and Settler Responsibility

**BR 166**

Jessie Saunders	Microplastic Accumulation in Coastal Sediments and the Influence of Human Activity
Corrine Kiberu	Investigating Microplastic Distribution in Water Along the Burrard Inlet and Comparing It to Surrounding Sediment
Chia-Wei Chang	Is it safe? Assessment of microplastics in drinking water across campus

# Lunch

**12:15-1:30 PM:** (BR cafeteria)

Award presentation at 1:00 PM







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



Session C: 1:45 – 2:45pm							
1	2	3	4	5	6	7	8
BR 205	BR 247	BR 321		BR 323	BR 161	BR 162	BR 166
ABA	ECCE	ECCE			prep room		
Richard Stock	Annabella Cant & Julia Black	Sylvia Kind & Tatiana Zakharova-Goodman		Mark Vaughn		Michael Thoma	Sean Ashley
Megan Day	Oshrat Zemel & Cannice Ritchie	Jan Miettinen		Ali Pourfatehian		Riley Sabot	Tina Salasel
Magdalena Spiewak	Aly Bendall	Shiva Elnicki		Sos Gatambia		Sophie Serendip	Amy Jean McElwain
Thanh Nguyen	Khezia Gibbons	Emily Meers		Elese Duncan		Rachel Hills	Victoria Wall
Elizabeth Irving		Tatiana Moraru		Emily Derrick			

## BR 205

Megan Day	Reducing Problem Behavior for Individuals With Autism Using Skills Based Treatment
Magdalena Spiewak	Functional Communication Training as treatment of challenging behaviours in preschool and school-aged children: A Review of the Literature
Thanh Nguyen	The use of differential reinforcement of alternative behaviour in the treatment of problem behaviours
Elizabeth Irving	Naturalistic Teaching Interventions for Enhancing Communication in Children with ASD: A Literature Review

## BR 247

Oshrat Zemel & Cannice Ritchie	Igniting Intercultural Transformations in ECE
Aly Bendall	Mealtime Rituals and Routines: Socially Constructing a Sense of Community
Khezia Gibbons	Vibrational Transcendence: The Pulses of Connection

## BR 321

Jan Miettinen	Shadow in the Making
Shiva Elnicki	Reimagining the Arts
Emily Meers	Documenting the Never Entirely Knowable
Tatiana Moraru	Engaging with paint as a lively material

## BR 323

Ali Pourfatehian	Reductive Amination of Piperonal
Sos Gatambia	A Hybrid Cellular Automata and Neural Network Approach for Wildfire Spread Prediction
Else Duncan	The Green Synthesis of Silver Nanoparticles (AgNPs) and Antimicrobial efficacy: Role of Biological Sources
Emily Derrick	<i>Pleurotus djamor</i> extract and development of bacterial resistance

## BR 162

Riley Sabot	Revolution of None: An Exploration of the Impact of Activist Media in a “Last Man” Society
Sophie Serendip	Postmodernism and Online Worlds: Positive Opportunities for Identity
Rachel Hills	Cerebral Palsy: An Overview and Guide to Better Care

**BR 166**

Tina Salasel

The experiences of student volunteers after taking a peer-support experiential training workshop, and delivering peer support through an on-campus pilot program

Amy Jean McElwain

Are Peers Prepared? Evaluating Training Workshops in a University Peer Support Pilot

Victoria Wall

The Impact Of Social Support On The Mental Wellness Of International Students



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

Session D: 3:00 – 4:00pm							
1	2	3	4	5	6	7	8
BR 205	BR 247	BR 321	BR 322	BR 323	BR 161	BR 162	BR 166
ABA	ECCE	ECCE	ECCE		prep room		
<a href="#">Richard Stock</a>	<a href="#">Annabella Cant</a> & <a href="#">Julia Black</a>	<a href="#">Sylvia Kind</a> & <a href="#">Tatiana Zakharova-Goodman</a>	<a href="#">Bo Sun Kim</a> , <a href="#">Jiyeon Kim</a> and <a href="#">Shawna Carroll</a>	<a href="#">Michael Thoma</a>		<a href="#">Rachel Baitz</a>	<a href="#">Doug Alards-Tomalin</a>
<a href="#">Shandus Smith</a>	<a href="#">Colleen Ha</a>	<a href="#">Lara Ramirez</a> & <a href="#">Kimberly Suezo</a>	<a href="#">Katrina Schmalz</a> & <a href="#">Kyle Peterson</a>	<a href="#">Andres Hernandez Barragan</a>		<a href="#">Everan Horwood</a>	<a href="#">Queen Alexis</a>
<a href="#">Marielle Matawaran</a>	<a href="#">Damla Akar</a>	<a href="#">Maddie Monahan</a>	<a href="#">Jenny Moon</a>	<a href="#">Sarah Bakker</a>		<a href="#">Madeleine Ehinger</a>	<a href="#">Emily Katral</a>
<a href="#">Jayden Easingwood</a>	<a href="#">Melissa Liang</a> & <a href="#">Victoria Li</a>	<a href="#">Angel Dai</a>	<a href="#">Lavina Tam</a> & <a href="#">Thy Vo</a>	<a href="#">Micah Estlin</a>		<a href="#">Kamiah Mulvihill</a>	<a href="#">Zoe MacDonald</a>
<a href="#">Nadia Gato</a>	<a href="#">Ligia Celleri</a>						



## **BR 205**

Shandus Smith	Treating Food Selectivity Without Escape Extinction: A Literature Review
Marielle Matawaran	The Use of Video Modeling to Teach Safety Skills among Children and Adults: A Review of the Literature
Jayden Easingwood	A review of reinforcement tactics in OBM
Nadia Gato	Using Behavioural Skills Training (BST) to Teach Intervention Implementation: A Literature Review

## **BR 247**

Colleen Ha	Hearing the Unseen: Communication Beyond Speech
Damla Akar	Enacting Nature Inquiries Through Ethical Encounters and Re-Storying
Melissa Liang & Victoria Li	Lunch Box Lessons: Community Empowerment through Children's Agency
Ligia Celleri	Building Community with Joy at the Lunch Table

## **BR 321**

Lara Ramirez & Kimberly Suezo	Movements, stories, and suggestions of paper
Maddie Monahan	Paint as an event
Angel Dai	Paper as Provocateur: Play, Process, Participation

## BR 322

Katrina Schmalz & Kyle Peterson	Entangled with Place: The Emerging Worlds of the Forest
Jenny Moon	Becoming a place (with/along) Shadow
Lavina Tam & Thy Vo	Ecologies of Making: Reimagining Place, Construction, and More-Than-Human Entanglements

## BR 323

Andres Hernandez Barragan	The Power of Film and Its Pathways: Against Immediacy - Exploring Truth, Artifice, and Memory in the Age of Story-Selling
Sarah Bakker	The Inconclusive Answers of the Mythological, Ideological, and Psychological in a Digital Culture
Micah Estlin	Crafting Stories Within the Simulation: What Comes After Postmodernism?

## BR 162

Everan Horwood	Facing the Future: The Impacts of Climate Anxiety on Future Planning Behaviours
Madeleine Ehinger	Finding Calm in the Clay: How Art-Making in Nature Can Alleviate Stress in University Students
Kamiah Mulvhill	Tiki Mulvihill: The Evolution of a Reluctant Nomad

## BR 166

Queen Alexis	Arts-Based Education Supports Children's Wellbeing
Emily Katral	Early Intervention: Improving Youth Mental Health Services in Elementary Schools
Zoe MacDonald	AI Literacy in the Information Age

# **CELEBRATION**

**4:00-5:00 PM**

**LB 322**





# ABSTRACTS



Presenter names

Title

Abstract

Ali Pourfatehian	Reductive Amination of Piperonal	<p>This research explores the reductive amination of piperonal with three different nitrogen sources—diethylamine, ammonium chloride, and ethylenediamine—to synthesize distinct amine derivatives. Reductive amination is widely used in organic synthesis, particularly in developing bioactive molecules and pharmaceutical intermediates. Each reaction proceeds via imine or iminium ion formation, then reduction to the corresponding secondary or primary amine. The resulting compounds will be characterized spectroscopically using techniques such as NMR and IR to confirm structural integrity and assess reaction efficiency. Further functionalization of these amine derivatives will be explored upon successful synthesis and characterization, including alkylation and other modifications to expand their chemical utility. This work aims to contribute to understanding piperonal-based amine synthesis, with potential applications in medicinal and materials chemistry. The findings from this study will provide insight into reaction selectivity, yield optimization, and structural modifications of piperonal-derived compounds, paving the way for future synthetic advancements.</p>
Alice Tan	Place(ing) pedagogy: Reimagining play/ground possibilities within and beyond boundaries	<p>Troubling the taken-for-granted narratives that claim that playgrounds are straight-forward spaces for free play with boundaries for protection of vulnerable children, the Place(ing) pedagogy project wishes to reimagining play/ground possibilities within and beyond boundaries. This presentation will take the attendees through the pedagogical project developed by educators who, for over six months, worked alongside young children at a preschool in the city of Vancouver. The project came about as a response to multiple restrictions placed upon the centre with respect to the use of playground, and wished to take up questions: Who/what inhabits this place: within and beyond the safety cones, fences and boundaries of the playground? How are we called into connection with this place, and in what ways do we respond to these calls? How do more-than-human others engage children in building relationships with(in) the playground? To explore these questions with young children, the educator-researchers thought with place pedagogy, common worlds framework, and transgressive play as they walked, mapped,</p>

		documented, moved, drew, played, and thought relational questions with children. The project draws attention to the major themes such as storying playground through unmapping, relationship with the more-than-human beings, fluid dialogues of water and movements, and transgressions between boundaries.
Aly Bendall	Mealtime Rituals and Routines: Socially Constructing a Sense of Community	This research project aims to highlight the significance of mealtime rituals and routines in ECE settings and how these rituals foster opportunities for bodily autonomy, a sense of belonging, and inclusivity. This inquiry is rooted in the theoretical framework of Social Constructionism, specifically psychologist Lev Vygotsky's idea that children learn through social interactions. The inquiry project takes place at an SFU Childcare Society program with twelve children ages 0-3 years. Out of the twelve children in our program, nine of them only just joined us this past September 2024. Due to the unique nature of having so many new children in the space, we are given the opportunity to observe how children and educators create a sense of community through co-creating rituals and routines at mealtimes. The significance of this inquiry is to highlight the importance of relationships and encounters. Through social construction, the children and educators in this program create mealtime rituals and routines that allow them to foster meaningful and engaging relationships with others.
Amber Wilson	Reciprocities & Relationalities within Place Encounters	Reciprocities & Relationalities within Place Encounters works with the Capilano University Children's Centre Cypress Room, investigating how reciprocal relationships are fostered between children, educators, and outdoor places on the North Vancouver campus. This inquiry takes up an orientation that all entities, human and non-human, are active participants in early childhood curriculum and practice. Situated within the theoretical framework of critical place-based pedagogy, this inquiry project explores the nuances and complexities of working outdoors with children within the current contexts of living in West Coast B.C. This inquiry challenges dominant, conventional practices that uphold settler colonial legacies, while discussing the limitations of remaining anchored in human-centered practice. This project amplifies how children live in relation with the world (Duhn, 2012), fostering an image of the educator and child as co-collaborators.

		Overall, this curriculum inquiry project with children illustrates how place is co-lived and co-constructed through reciprocal relations between humans and Earth's entities.
Amber Huo	Encounter with Fabrics	An empty room, with fabric, becomes shared stories, storying and imaginative worlds. Using a new materialism theoretical framework, the space-fabric-child encounters disrupt a static, simplistic understanding of fabric. In this research, 3 to 5 years old children, with fabric and space, reinvent understandings of fabric as thing/object, instead fabric is a partner, active participant and appendage. Over four months, we considered question like: What are the stories between fabric and us? What happens if fabrics, the environment, and we work together? The pair of fabric and bodies and resulting flows became an unspoken language. Through this ongoing encounter, children and educators became attuned to the liveness of fabrics and paid attention to other perspectives. With new questions and explorations, children became more familiar with the materials' characteristics and became more confident to interact with the unknown.
Amy Jean McElwain	Are Peers Prepared? Evaluating Training Workshops in a University Peer Support Pilot	Peer support is a non-hierarchical, judgement free meeting of two people with shared experiences that is grounded in listening and empathy. The purpose of my study is to evaluate the effectiveness of a scenario-based training workshop for peer support volunteers with the goal of building resources and implementing a Peer Support Program at Capilano University. Volunteers previously attended training workshops covering ethical considerations and active listening. My project was centered around the addition of a scenario-based role-playing workshop meant to equip volunteers with practice providing support or referrals in difficult scenarios with an actor in a controlled environment. Immediately after the scenarios, volunteers received feedback from clinically trained Faculty in Psychology. After the workshop, volunteers were interviewed to examine the effectiveness of scenario-based training in general as well as to provide insight to shape future workshops. It is crucial that the training is thorough and effective, and volunteer feedback provides a level of analysis that can't be obtained from observation alone. Two main takeaways from the study were that the addition of a

		<p>scenario-based training workshop did increase volunteer confidence and we received insightful feedback on how to structure the workshops in the future.</p>
<p>Andres Hernandez Barragan</p>	<p>The Power of Film and Its Pathways: Against Immediacy - Exploring Truth, Artifice, and Memory in the Age of Story-Selling</p>	<p>This essay examines the evolving role of film as both an art form and a commercial product, exploring how commodification influences its ability to shape collective memory and meaning. Drawing from theoretical perspectives such as Byung-Chul Han's concept of "story-selling," Yuval Noah Harari's notion of imagined orders, and Michael Thoma's exploration of truth through illusion, this study investigates how contemporary filmmaking navigates the tension between truth and artifice. The analysis focuses on how the neoliberal market transforms narratives into consumable goods, thereby diluting their capacity for critical engagement and reflection. While film retains the potential to promote introspection and cultural dialogue, its increasing subjugation to commercial interests weakens its ability to challenge dominant ideologies. This study contributes to contemporary discourse on media, culture, and philosophy by advocating for a reawakening of film as a tool to provide meaning and guidance in an era of immediacy.</p>
<p>Angel Dai</p>	<p>Paper as Provocateur: Play, Process, Participation</p>	<p>This living inquiry project explores the role of paper as an active participant in early childhood education ("ECE"), drawing on the principles of the Reggio Emilia approach to ECE and new materialism. The project attends to the classroom encounters of children and educators that took place over a semester, capturing their evolving interactions with paper. As pedagogical documentation shows, rather than being a passive medium, paper actively shapes children's experiences, sparking inquiry, creativity, and critical thinking. This project challenges the traditional view that materials merely serve human intention. Instead, it highlights how paper invites gestures, curiosity, and unexpected discoveries. In early learning spaces, paper is not just a surface for drawing or writing—it bends, folds, resists, and transforms, engaging children in a dynamic process of exploration. Through documentation and reflection, the project illustrates how paper is a collaborator in learning. By recognizing the agency of materials, this project continues the legacy of reimagining early childhood education as a space of co-creation, where children, educators, and</p>

		materials co-construct knowledge together in meaningful ways.
Brian Ip	Assessing the Impact of Biochar and Compost on Soil Carbon Storage, CO <sub>2</sub> Emissions, and Microbial Activities in a Controlled Greenhouse Environment	Soil carbon sequestration is one of the essential techniques for reducing CO <sub>2</sub> levels in the atmosphere, but not all soil amendments contribute equally to long-term carbon storage. My experiment tests how two widely used amendments, biochar and compost, affect soil carbon sequestration, CO <sub>2</sub> emissions, and microbial activities in a controlled greenhouse environment, with an automated watering system to maintain consistent soil moisture levels. I will be using 16 pots, and they will be divided into 4 treatment groups (control, biochar, compost, and biochar & compost mix). Carbon storage will be measured using an elemental analyzer, and CO <sub>2</sub> emissions will be tracked with an Arduino-based SCD30 CO <sub>2</sub> sensor over 6 weeks. I will also be monitoring microbial growth using agar plates. The ultimate goal of this project is to determine whether biochar, compost, or a combination of both is more effective at storing carbon while minimizing CO <sub>2</sub> emissions. I predict that biochar will store more carbon overall as it resists decomposition and creates a stable environment where microbes can slowly colonize over time. Compost may show higher microbial activity in the short term due to its rich organic content, which could also result in higher CO <sub>2</sub> emissions from fast decomposition. Regardless, the findings of this study could provide significant insights into practical soil management strategies for enhancing carbon sequestration.
Brittany Butt	Evaluating the Effects Practical Functional Assessment and Skill-Based Treatment have on reducing problem behaviour	Practical functional assessment assists in being able to understand the function of problem behaviour, in order to effectively reduce the behaviour. Skill based treatment focuses on functional communication training, tolerance and denial training, delayed reinforcement as a way to reduce problematic behaviour in children, and adolescents with intellectual and developmental disabilities. The purpose of this literature resource paper is to summarize various research that has been conducted to support the impact PFA/SBT have on reducing problematic behaviour in children and adolescents with various disabilities.



<p>Brittany Brown</p>	<p>Drawing as a Social Practice</p>	<p>Working with drawing as a social practice. This research project aims to explore drawing as a social practice with children in an Early Learning Center. It investigates drawing as a means of thinking, interpreting, telling stories, and sharing ideas with others. It is working with the idea that drawing as a social practice allows children to bring their stories to life with materials and people. Creating possibilities for children to work and engage with others, space, and educators in a variety of ways. It demonstrates how children share their ideas and stories as well as how drawing can affect how children communicate with one another.</p>
<p>Cannice Ritchie</p>	<p>Igniting Intercultural Transformations in ECE</p>	<p>This inquiry project, Igniting Intercultural Transformations in ECE, documented weekly dialogues with five early childhood educators exploring antiracist pedagogies. Grounded in Adichie's (2009) <i>The Danger of a Single Story</i>, this work examined how singular perspectives shape understanding, reinforce systemic inequities, and influence pedagogy. Through critical dialogue, narrative, and media analysis, educators identified the pervasive impact of racism within early childhood education and broader society. Key findings revealed that dominant cultural narratives and singular media representations contribute to inequities in both educators' and children's daily lives. Educators recognized the need to disrupt these structures by deepening their commitment to resisting racism and fostering inclusivity. Through reflective practice, participants worked to reconceptualize their approaches, reinforcing advocacy for transformative early childhood education. This inquiry highlights the urgent need to integrate antiracist ideals into early childhood education settings. By positioning antiracist pedagogy as an evolving, relational practice, this work urges educators to engage in ongoing critical reflection to actively commit to justice, equity, and intercultural understanding.</p>
<p>Chia-Wei Chang</p>	<p>Is it safe? Assessment of microplastics in drinking water across campus</p>	<p>Investigating microplastic content in drinking water from on-campus sites such as water fountains and tap water sinks. Further investigation on microplastic content in plastic water bottles if given time. Microplastic contamination is everywhere—in the things we eat, the air we breathe, and the water we drink. To minimize our exposure, it is important to</p>

		<p>understand where microplastics are present and in what quantities. For this study, 3-liter samples of tap water will be collected from six locations on campus and filtered through 0.45-micrometer pore filter paper using vacuum filtration. Multiple replicates will be performed for better accuracy. The filter papers will then be oven-dried and examined under a dissecting microscope to identify and count microplastic particles. The recorded data will be analyzed and compared to previous studies. For instance, Mason et al. (2018) found an average of 5.5 plastic particles per liter in tap water, so a similar concentration is expected from our campus sources. This study hopes to contribute to a growing body of research on microplastic contamination in drinking water. The findings may help raise awareness about potential exposure on campus and highlight the need for further investigation into mitigation strategies.</p>
Chloe Miller	Echoes of Water: A Story of Touch and Motion	<p>Echoes of Water: A Story of Touch and Motion explores how water and children co-construct knowledge through relational encounters. Rooted in new materialism theory, this inquiry challenges traditional views of materials as passive, instead highlighting water’s agency in shaping learning. Through documented moments—children stomping in puddles, pausing at fountains, cupping water to their faces—this project reveals how water invites, resists, and transforms interactions. Inspired by Barad’s (2007) intra-action and Ingold’s (2011) material engagement, this study examines how water’s movement, containment, and transformation influence children’s gestures and perceptions.</p>
Colleen Ha	Hearing the Unseen: Communication Beyond Speech	<p>The purpose of this research project is to challenge dominant views of communication in early childhood education by exploring how children express themselves beyond spoken language. Traditional approaches often prioritize verbal communication, overlooking the richness of gestures, movement, drawing, and other nonverbal forms of expression. Grounded in the Reggio Emilia approach and drawing on scholars such as Loris Malaguzzi, Vea Vecchi, and Carolyn Edwards, this inquiry engages with pedagogical narrations and visual documentation to explore how children communicate, make meaning, and connect with others. This project takes place in a 3-5 preschool in East Vancouver where children’s</p>

		<p>diverse modes of expression are observed and reflected upon. This inquiry opens up possibilities for understanding communication as a multifaceted process that extends beyond words. By valuing multiple ways of knowing and expressing, this research contributes to broader discussions on inclusion, relationality, and the role of educators in listening to children’s many languages. Ultimately, this inquiry invites individuals to rethink communication as a dynamic process while also recognizing children’s visual and embodied expressions as languages of thought.</p>
<p>Corrine Kiberu</p>	<p>Investigating Microplastic Distribution in Water Along the Burrard Inlet and Comparing It to Surrounding Sediment</p>	<p>Microplastics (MPs) are becoming a major threat to marine ecosystems due to their harmful effects on marine organisms such as digestive blockages. Burrard Inlet is polluted with MPs because of heavy urban and industrial activity. Previous studies show that MPs are present in marine water and sediment with concentrations and composition varying depending on location. This study examined how microplastic pollution in water varies along the Burrard Inlet and compared these findings to surrounding sediment. Water and sediment samples were collected from four sites: Panorama Park, Cates Park, New Brighton Park, and English Bay. Water samples were filtered through a 0.3 mm sieve, dried, and visually analyzed. MPs were found in all samples, with films as the most common in water and fibers in sediment. New Brighton Park had the highest MP concentration in water, followed by Panorama Park. In sediment, English Bay had the highest MP concentration, followed by New Brighton Park. MP concentrations decreased further into the inlet but there were exceptions to this trend especially in water samples. The unexpectedly low MP count in English Bay’s water may be due to high winds displacing MPs into the sediment, while higher counts in Panorama Park, both in water and sediment, may be due to site-specific conditions like stream inflow. Microplastics are distributed in the environment in many ways due to factors like weather, distance from the open ocean, and land use. The interaction between these several factors may therefore influence microplastic pollution in highly impacted coastal areas like the Burrard Inlet.</p>

<p>Damla Akar</p>	<p>Enacting Nature Inquiries Through Ethical Encounters and Re-Storying</p>	<p>My research explores the impact of ethical encounters and re-storying on how children enact inquiries with place and the more-than-human world. Grounded in post-humanist perspectives within reconceptualist early childhood studies, my inquiry challenges anthropocentric and extractivist pedagogies while seeking to decolonize children's relationships with place through ethical and relational engagements (Morrow &amp; Argent, 2021; Nxumalo, 2019). Drawing from theoretical contributions on more-than-human relationalities (Rose &amp; van Dooren, 2017), my study examines how re-storying fosters attentiveness to the entanglements of children, land, and multispecies worlds. Methodologically, it employs walking-with and situated storytelling as modes of inquiry, emphasizing children's embodied and ethical engagements with their surroundings (Morrow &amp; Argent, 2021). Anticipated findings are that when framed through decolonial and relational pedagogies, ethical encounters support children in disrupting extractive ways of knowing and foster more reciprocal engagements with place (van Groll &amp; Fraser, 2022). My research contributes to childhood studies by offering a reconceptualization of place-based learning that moves beyond human exceptionalism, highlighting the potential of re-storying to unsettle dominant narratives and cultivate pedagogies of response-ability within early childhood education.</p>
<p>David Lisle</p>	<p>Outdoor Recreation Activities as Vectors for Invasive Species in the Forest</p>	<p>Invasive species are generally regarded as a serious threat to forest ecosystems, however, the role that outdoor recreation plays in their spread remains understudied. This study looks at how the density of invasive plant species vary with distance from recreation trails categorized by high and low usage intensity. In this study, I used Strava global heat maps to determine high and low usage trails, and plotted perspective points on the Gaia GPS app. At each sampling location, I was observing the number of invasive plants in two quadrats close and far from the trail. Preliminary results indicate that the density of invasive species is not significantly different on high or low use trails. Further, there does not appear to be a significant difference in the density of invasive species close to, and far from trails. These findings suggest that humans may not have a role in the spread of invasive species along trails, and there may be other factors that affect the distribution in densities of</p>

		invasive plants. Despite this, the findings support the need for more public awareness, and targeted management strategies in areas that are the most affected.
Devon Anderson	Help Step-Bro I'm Stuck in the Patriarchal Lens: Pornography and its Effects on Women in the Public Sphere and in Film	This paper examines the influence of pornography on the representation of women in mainstream film, arguing that pornographic aesthetics reinforce gendered power dynamics and objectification. Drawing from feminist film criticism, including Laura Mulvey's theory of the 'Male Gaze' and Linda Williams' analysis of pornography's visual frameworks, the paper explores how cinematic portrayals of women align with pornographic tropes of sexualization, passivity, and commodification. Using Harley Quinn's characterization in <i>Suicide Squad</i> (2016) as a case study, it demonstrates how costume design, cinematography, and narrative choices reinforce voyeuristic pleasure and male fantasy, contrasting this with <i>Birds of Prey</i> (2020), which subverts these tropes through female-led storytelling. Additionally, studies by Edward Donnerstein and Neil Malamuth reveal how exposure to aggressive pornography normalizes violence against women, a phenomenon that filters into cinematic depictions and audience reception of the Horror genre. Finally, the concept of "torture porn" is analyzed in relation to contemporary horror films, illustrating how the fetishisation of female suffering perpetuates misogynistic frameworks. The paper calls for a critical re-evaluation of these portrayals to foster more complex and autonomous female representation in film.
Else Duncan	The Green Synthesis of Silver Nanoparticles (AgNPs) and Antimicrobial efficacy: Role of Biological Sources	The rise of antimicrobial resistance is an emerging crisis that has resulted in antibiotics having reduced efficacy against microbes. This requires immediate attention due to the impending threat it poses and calls for novel approaches to counteract this issue. Amongst these solutions are silver nanoparticles (AgNPs), which have a wide scope of biological applications due to their unique chemical and physical properties. This study investigates how the biological source used in the synthesis of AgNPs, those being: bacteria ( <i>Bacillus subtilis</i> ), fungi ( <i>Aspergillus niger</i> ) and plants (green tea extract) influences the antimicrobial efficacy against two strains of pathogenic bacteria: <i>Escherichia coli</i> and <i>Staphylococcus epidermidis</i> . The framework of the



		<p>study includes synthesis of the AgNPs using biological sources, characterization via UV-Vis spectroscopy and testing of antimicrobial efficacy using agar disk diffusion and minimum inhibitory concentration (MIC) assays. It is hypothesized that fungi derived AgNPs will exhibit the highest antimicrobial efficacy due to their high metal bioconcentration capacity and large number of metabolites. The findings of this study will contribute to the field by providing insight into optimization of AgNP synthesis via biological source, as there is currently a gap in knowledge for direct comparison of these biological sources and their antimicrobial efficacy.</p>
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<p>Elizabeth Irving</p>	<p>Naturalistic Teaching Interventions for Enhancing Communication in Children with ASD:  A Literature Review</p>	<p>This limited literature review examines the effectiveness of Naturalistic Teaching Interventions (NTIs) in promoting communication skills in children with Autism Spectrum Disorder (ASD). The research question guiding this review was: How effective are NTIs in improving communication outcomes for children with ASD across different settings and implementers? Ten single-subject research design studies were analyzed in this limited literature review, focusing on targeted communication behaviours, variations in NTI implementation, and reported outcomes. The findings indicate that NTIs consistently led to improvements in verbal initiations, social engagement, and augmentative and alternative communication (AAC) use. All studies met evidence-based practice standards, demonstrating high treatment fidelity and functional relationships between NTIs and communication skill development. However, limitations such as small sample sizes and limited formal assessments of social validity highlight the need for further research. Future directions include larger-scale studies and an increased focus on measuring social validity to ensure NTIs remain effective and practical in real-world applications.</p>
<p>Emily Rink</p>	<p>Encounters with paint: a new materialist perspective on blue.</p>	<p>Encounters with paint- materialist perspectives. The nature of paint as an agentic material. The research engages ideas of paint as a lively and fluid material with toddlers. Research reimagined the ideas of what a material is used for and stepping away from dominant discourses of how children are supposed to use paint. With a post humanist perspective, we ask</p>

		<p>questions like How does paint move? This research suggests that even children from the age of two are already conforming to ideas of paint and color and need the support to liberate from these and learn the full potential of what paint makes possible.</p>
Emily Meers	Documenting the Never Entirely Knowable	<p>With children aged 2-5 years old, we explored concepts around the ephemeral, temporal, and intangible aspects of artistic encounters and what these things do to us during an inquiry project. We entered into this with curiosity about the ways in which the unplanned and unknown aspects of an artistic encounter might push inquiry forward in ways that are often unexpected and yet always require some sort of response. Situated within a post-humanist perspective we explored some of the ways art as an event makes possible the ways art and curriculum can and should be considered co-constructors of inquiry and sense making practices in a way that resists binaries of 'art' and 'curriculum/inquiry.' A significant part of this project worked with the disruption of conventions of documentation or pedagogical narration and pushing myself (as well as the children and educators) to think of how we might incorporate documentation as a living, moving, active part of the process during artistic encounters and/or inquiry.</p>
Emily Derrick	<i>Pleurotus djamor</i> extract and development of bacterial resistance.	<p>Mushrooms have been used for their various medicinal benefits throughout history, with evidence showing antimicrobial/antibacterial properties, suggesting possible use as a natural alternative to commercial antibiotics. This study is focused on testing the efficacy of antimicrobial properties of <i>Pleurotus djamor</i>, known commonly as pink oyster mushrooms, and determining if bacteria can develop resistance to them. The most effective extraction method is tested with various solvents and the inhibition of <i>Escherichia coli</i> by mushroom extracts is measured using disc diffusion, including the measurement of possible bacterial resistance. Bacteria may develop some level of resistance to the antimicrobial properties of mushroom extracts but are expected to be more effective than commercial antibiotics. Determining the most efficient form of mushroom extraction will allow for more highly concentrated antimicrobial treatment to better target bacteria. With an increase in multi-drug-resistant bacteria, the option of mushroom extracts as a natural</p>

		alternative to commercial antibiotics is important for the future of treating bacterial infections. .
Erinne Manipon	Intra-Action with Worms: Stories of Relationality	In this inquiry, we explore the agentic lives of the more-than-human. How do children live and think with the more-than-human? How do these entities live and communicate? What does it mean to co-exist? We take inspiration from the Common Worlds and Posthumanist frameworks, prompting us to notice our interconnections with the more-than-human world through intentional acts of care and curiosity. This inquiry takes place with a small group of children aged 5-7, working with the in-centre worms who were introduced to create fertilizer. This project invites thinking about the more-than-human as complex beings with voices worth noticing. By interacting with worms using our bodies, dialogue, and materials, we co-create and share theories on the inner workings of the worm world. This shifts our time with the worms from a step-by-step routine to a dynamic, relational process. The inquiry highlights the interconnectedness of human and more-than-human entities, recognizing their agency in shaping children's learning where knowledge is shaped through mutual engagements.
Everan Horwood	Facing the Future: The Impacts of Climate Anxiety on Future Planning Behaviours	Climate anxiety, characterized by distress related to climate change, is increasingly prevalent among younger generations, with significant implications for mental health and daily functioning (Hickman et al., 2021; Ogunbode, 2021). Despite its growing recognition, there is limited understanding of how climate anxiety influences long-term future-oriented behaviors, such as housing and career decisions. This study explores this relationship among university students in British Columbia, Canada, using a mixed-methods approach. The Climate Change Anxiety Scale (CCAS) (Clayton & Karazsia, 2020) quantifies climate anxiety, while semi-structured interviews investigate its impact on future planning. Participants include current or recently graduated undergraduate students. Qualitative data will be analyzed using thematic analysis (Braun & Clarke, 2006) to identify patterns in decision-making. By integrating quantitative and qualitative insights, this study aims to provide a comprehensive understanding of how climate anxiety shapes long-term future-planning behaviors, contributing to the discourse on mental health and climate change adaptation among undergraduate

		students. Findings will inform strategies to support this demographic in navigating climate-related psychological and practical challenges.
Fatin Ishraq	Synthesis and Effectiveness of N-acyl homocysteine thiolactones in Biofilm Formation in Bacteria	This study investigates the synthesis and antibacterial potential of N-acyl homocysteine thiolactones (AHLs) against biofilm formation in bacteria, an important aspect in the persistence and resistance of pathogenic bacteria. Structurally similar to N-acyl homoserine lactones but incorporating a more hydrolysis-resistant thiolactone ring, these compounds are hypothesized to disrupt quorum sensing, which is a bacterial communication mechanism that regulates biofilm formation. N-acyl homocysteine thiolactones were prepared and tested against <i>Pseudomonas aeruginosa</i> , and <i>Chromobacterium violaceum</i> in biofilm culture and for quorum sensing disruption. The results demonstrated significant inhibition of biofilm development and disruption of quorum sensing activities, indicating the thiolactones' effectiveness in a concentration-dependent manner using Minimum Inhibitory Concentration (MIC) assays. Furthermore, the study utilized violacein production as a bio-indicator to quantify quorum sensing interference. The findings propose that N-acyl homocysteine thiolactones hold considerable promise as a therapeutic strategy to mitigate biofilm-related infections. Research on these compounds molecular interactions will continue in the future with the goal of enhancing their antibacterial capabilities and assessing their safety profiles.
Franny Abdullah	Enhancing Communication and Behavior to Address Problem Behavior:	This review explores the effectiveness of Practical Functional Assessment (PFA) and Skill-Based Treatment (SBT) for individuals with autism and behavioral challenges. Research demonstrates that SBT is successful in various settings, including classrooms and telehealth-based interventions. Performance-based assessment methods have been shown to enhance treatment outcomes, leading to meaningful behavioral improvements. Distance-based collaborations have also proven effective in addressing challenging behaviors, highlighting the growing accessibility of remote interventions. Studies further support the generality and long-term impact of PFA and SBT, reinforcing their applicability across diverse populations and environments. Systematic replications of functional assessments validate these

		<p>approaches, demonstrating their reliability in different contexts. Additionally, variations of SBT, such as the enhanced choice model, show promise for students with emotional and behavioral disorders. Collectively, these findings highlight the continued relevance of PFA and SBT in managing challenging behaviors and promoting adaptive skills, with telehealth and remote strategies expanding access to effective interventions.</p>
Garreth Roberts	An Exploration of Internal Communications	<p>This research project aims to explore the professional field of internal communications and analyze the roles, strategy and work processes that communication practitioners perform within organizations. The objective of this study is to provide future communications graduates with information and resources on key concepts and skills which are applied in internal communication positions. The methodology of this research features interviews with several communications professionals across organizations of various size, sector and structure. Results will be analyzed through a theoretical framework based upon prior communications research and exploratory discussions with current practitioners. Initial findings have found that internal communication teams and systems are largely built around the identity and values of the organization. The responsibilities, work, and strategies of internal communication teams are often informed by internal response initiatives within an organization such as change management or employee engagement. Additionally, internal communication teams often fall under various departments (HR, Marketing, People and Culture) which can also influence the direction and strategy of their work. As internal communications is a relatively new field of professional work and academic study, this project will serve as an informative resource for future communications research and private/public organizations.</p>
Hannah Kim	Languages as Lived Entanglements	<p>This inquiry project has been co-composed with 22 children and 3 educators at a childcare centre in Vancouver. The intention of this research was to enrich our understanding of what it might mean to nurture inclusive practices with a focus on language, identity, and a sense of belonging in early childhood education. Thinking with scholars including Michel Foucault (1977a, 1977b, 1980a, as cited in Mac Naughton, 2005), Gilles Deleuze and Félix Guattari</p>

		<p>(1987, as cited in McKay et al., 2014), and Karen Barad (2003), this research emphasizes that languages are cultural, societal, and complex, offering insights and multidimensional ways to engage with languages. By examining how an English- and orally-dominated environment influences and shapes our approach to and understanding of languages, and by paying attention to various subtle and nuanced forms of languages beyond direct and prominent ones, the collaboration between children, educators, and languages encourages shaping not only the educational environment but also individuals' holistic lives to be more inclusive, reciprocal, and intercultural. Lastly, this inquiry process seeks to be a lifelong journey, challenging the outcome-driven mindset in educational environments. By embracing the value of slowing down, pausing, reimagining, repeating, and reconstructing, it invites early childhood education to become more sensitive and caring.</p>
Iris She	Drawing as a Way of Living Together	<p>Drawing from the social constructivist perspective is a profound and dynamic practice for children to engage in social interaction and collaborative knowledge construction. Drawing is both a language and a relational activity, where children co-construct knowledge, share experiences, and navigate their social worlds through imaginative and poetic expressions. Through communication and observation, a deeper understanding of how drawing is deeply integrated into the daily life of this childcare center is gained. This project and journey of learning and exploration took place with children in a three- to five-year-old program. Through this project, we found that whether it was the challenge of drawing something hard or the play that took place in drawing, the process of drawing as a form of living together and thinking together allows children to make their own way of knowing themselves and this world.</p>
Jan Miettinen	Shadow in the Making	<p>This project was initially presented as a gift to the shíshálh Nation, as this art as event inquiry of ts' áts' íy-mín (shadow) was culturally guided in collaboration with knowledge and language keepers, educators, children, and community members. Working with posthumanist and materialist perspectives, we explored the life and materiality of Shadow. The agentic qualities of Shadow seep into the in-between,</p>

		<p>elusive, bold, intra-acting, co-composing with materials, with our bodies and the environment. The wonder and experience of being consumed by shadow in one moment or bathed in light in another, offer opportunities for children’s curiosities to experience through materials, experimenting with charcoal, fabric, and clay as they teased out the tactile qualities of shadow.</p>
Jaryn Symons	From Vivaldi to Taylor Swift. Music and Meaning Making	<p>Previous research suggests that anxiety increases your own beliefs, and a major belief that most people have is a just world, that good things happen to good people and bad things happen to bad people. So when people have anxiety, they are more likely to victim blame because that reinforces their belief—it reinforces that sense of meaning. Previous research by Martens found that analyzing art can decrease victim blaming because it gives people a sense of meaning. This research will seek to find out if music, which is a type of art, has the same effect when people find meaning in music.</p>
Jayde Fong	Wit(h)nessing the Witnesses Through the Memories of Place	<p>This inquiry takes place within a mixed age childcare centre situated within x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam) ancestral homelands with children 1-5 years of age. Guided by posthuman and anticolonial theories we enacted a pedagogical focus towards wit(h)nessing (Walsh &amp; Bickel, 2019) our entanglements within Pacific Spirit Park. Over time, we initiated slow practices of walking, (re)storying, and (re)visiting to deepen our connections with place, and wit(h)nessed frictions and uncertainties related to our presence on stolen Land. The project highlights the possibilities of troubling dominant settler-colonial paradigms and activating more response(able) relations to place within early childhood spaces.</p>
Jayden Easingwood	A review of reinforcement tactics in OBM	<p>This review explores various reinforcement tactics within Organizational Behavior Management (OBM). It examines the effectiveness of different strategies in enhancing employee performance and organizational outcomes. The analysis includes a discussion on positive and negative reinforcement, as well as their applications in diverse organizational settings.</p>
Jenny Moon	Becoming a place	<p>This living inquiry explores how young children engage with shadow as a material and relational force in early</p>



	(with/along) Shadow	<p>childhood spaces, emphasizing becoming with place and place as assemblage. Conducted at Acorn Daycare, this project unfolded through children’s embodied encounters with light, shadow, and materials, leading them to wonder: What is behind the shadow? What appears when the shadow disappears? What does it mean to ‘listen to place’ through the movement of shadows, light, and materials? Rather than treating shadows as passive effects of light, children engaged with them as dynamic presences that revealed and concealed elements of place, shaping their perception and experience. By slowing down and paying attention to our surroundings, we came to realize that place is not a static backdrop but something we create together. Shadows, light, and materials were not separate from us—they responded to our movements, transformed with our interactions, and invited us into a deeper relationship with space. Through an emergent, place-based pedagogy, we observed how children’s interactions—moving flashlights closer or further, tracing shadows with their hands—shifted their understanding of place, revealing its fluidity and responsiveness. This process reaffirmed that place is never fixed but continuously evolving through interaction. By resisting the urge for definitive answers, we sustained an inquiry grounded in curiosity, attunement, and co-composition with the environment. This project does not conclude here but remains an opening—an invitation to continue listening, wondering, and engaging with the ever-unfolding stories of place.</p>
Jess Gold	Beyond Land Management: Relational Approaches, Decolonial Refusals, and Settler Responsibility	<p>This research explores the role of storytelling in shaping a more holistic and culturally grounded approach to land “management”. Centered on unceded S̓k̓w̓x̓w̓ú7mesh and Lílwat territories, I analyze two land management plans, the S̓k̓w̓x̓w̓ú7mesh X̓ay Temixw Land Use Plan and the Joffre Lakes Park Visitor Use Management Strategy, through a heart-centered and decolonial framework. Rather than approaching land as a resource to be managed, I explore how these plans reflect or resist a relational worldview, in which land is a living being tied to story, spirit, and sovereignty. This interdisciplinary project blends archeology, anthropology, political theory, and Indigenous studies to ask: what does land management look like when guided by values dismissed in Western paradigms?</p>

Jessie Saunders	Microplastic Accumulation in Coastal Sediments and the Influence of Human Activity	Microplastics, defined as plastic particles smaller than 5 mm, are ubiquitous in the marine environment, persist for long periods of time, and are continuously released into waterways through human activities. Microplastics have been shown to be very harmful for the environment and can have a wide range of negative impacts on marine organisms and ecosystems. The goal of this research is to investigate how human impact influences the abundance and distribution of microplastics in beach sediments within the Burrard Inlet. To address this, several locations along the Burrard Inlet, with varying levels of human impact, were sampled and analyzed for microplastic abundance using density separation, optical microscopy, and Fourier-transform infrared (FTIR) spectroscopy. This research aims to investigate microplastic concentrations across various sites within the Burrard Inlet, assess variation between sites in relation to human impact, and identify the main types and potential sources of microplastics. The predicted findings of this research are that areas with greater human influence will have a higher abundance of microplastics in beach sediment due to the increased generation and release of microplastics from industrial facilities and urban developments. This research will hopefully build on existing studies on microplastics in the marine environment, highlight major sources of microplastic pollution, and help identify future conservation targets in the Burrard Inlet.
Kamiah Mulvihill	Tiki Mulvihill: The Evolution of a Reluctant Nomad	This research examines the artistic legacy of Tiki Mulvihill, focusing on the evolution of her practice from dance to installation and her lasting impact. Presented from the unique perspective of her daughter, Kamiah Mulvihill, the study draws upon research into Tiki Mulvihill's Art, Kamiah Mulvihill's memories, and other documented diverse artistic practices. These practices will include dance, movement, drawing, painting, and installation. This project offers a personal and scholarly perspective on Mulvihill's work, emphasizing the interplay between her artistic evolution, interdisciplinary influences, and the profound impact of her thematic explorations.
Kana Okamoto	An Exploration of the Motivational Factors of Post-Secondary Students Visiting Korean	Korean cuisine is very popular ethnic food category in Vancouver and other cities. However, little is known about what motivates people to dine at Korean restaurants. This study explores the motivational

	Restaurants in Metro Vancouver	factors that drive Gen Z post-secondary students to visit Korean restaurants in Metro Vancouver in the Fall of 2024. The research uses a qualitative approach and case study methodology, applying a theoretical framework to identify the factors influencing travelers' food consumption (Mak, 2012). Semi-structured interviews were conducted with eight post-secondary students, and secondary data was gathered from relevant online reviews and social media posts. The findings revealed that the motivations for visiting Korean restaurants are complex. Across five main themes adapted from the theoretical framework, 15 distinct factors were identified. The study also makes recommendations to inform ethnic restaurant management, and to guide future research in this area of tourism studies.
Kani Zhang	Melodic Mergence: Becoming Music Through Sound and Movement	This research explores the agentic qualities of music and sound in early childhood education, focusing on how music serves as a relational and transformative material. Working with children aged 3-5, we focus on how music enables children to co-create, engage in embodied learning, and develop meaningful connections within their environment. Grounded in relational materialism, and social constructivism, our inquiry challenges traditional views by centering children's participation in music-making as a form of meaning-making and communication. In this project, we use a pedagogical narration, observational documentation, and open-ended music encounters in both indoor and outdoor soundscapes. This research contributes to early childhood education by reimagining music as a participatory and emergent force rather than a structured teaching tool. Through this research, we advocate for multi-modal, sensory-rich learning experiences that emphasize curiosity, collaboration, and embodied engagement, offering new pathways for fostering children's agency, creativity, and sense of belonging.
Karina Gill	feeding intervention	This presentation will explore the effectiveness of feeding interventions for children with Autism Spectrum Disorder. The speaker will present a systematic literature review of various feeding intervention strategies, including behavioural approaches, sensory integration techniques, and parent-implemented interventions. The presentation will also assess the status of these interventions as

		evidence-based practices, discussing their social validity and practical implications for caregivers and practitioners.
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Kassie DeWolfe	From Rigidity to Flexibility: How RFT and ACT Transform Behaviour - A Literature Review	Psychological flexibility, the ability to adapt behaviour in response to changing environmental contingencies, is a key process in Acceptance and Commitment Therapy (ACT). Rooted in Relational Frame Theory (RFT), ACT aims to reshape rigid patterns of thinking and behaviour by altering relational responding and promoting values-based actions. This literature review explores the intersection of RFT and ACT, examining how these behavioural science frameworks enhance psychological flexibility across diverse populations. Studies indicate that interventions based on ACT and RFT effectively reduce challenging behaviours, such as avoidance and cognitive fusion, while increasing adaptive responses in individuals with anxiety, autism, obsessive-compulsive disorder, and other clinical concerns. Studies demonstrate that modifying relational responding and encouraging values-based actions can lead to meaningful and lasting behaviour change across various clinical populations. By understanding the role of RFT in ACT, clinicians can better utilize contextual contingencies and verbal behaviour to promote psychological flexibility. This review highlights how relational framing influences behaviour change and reinforces the importance of targeting rule-governed behaviour in therapeutic interventions. Continued research is essential to expanding the evidence base for ACT and optimizing its effectiveness in fostering adaptive and value-driven actions.
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Kat Gubbels	Behavioural Interventions for Aggression in Adults with Acquired Brain Injuries	Currently there are an estimated 1.3 million Canadians living with an acquired brain injury, and this number is only expected to rise as every year another 165,000 Canadians are diagnosed with a serious brain injury. Aggression (physical, verbal, or sexual) is a common behavioral consequence of acquired brain injuries, and studies show that anywhere from 11% to 34% of individuals will be affected. These behaviours can have many effects on the individual, such as employment and/or educational challenges, social isolation, a lower
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		<p>quality of care, or even living in restricted environments. This paper looks at the effectiveness of behavioural interventions for reducing aggressive behaviour in adults with acquired brain injuries, as well as the effects these interventions have for increasing positive social relationships, employment and/or education opportunities, as well as opportunities for living in less restrictive environments.</p>
<p>Kate Berry-deWynter</p>	<p>Building a Community of Change: Nurturing Educator's Spirit and Living Generously Together</p>	<p>This inquiry project explores the creation of a community of early childhood educators that focus on nurturing each other's spirit, fostering change, and promoting generosity. It aims to understand how small changes in community practices can lead to positive outcomes, particularly in supporting educators who feel overlooked and undervalued. The research adopts a qualitative approach by gathering data through participant observations and discussions. Foucault's governmentality and power knowledge concepts inform the theoretical framework, examining how power dynamics shape educators' roles and well-being within childcare centers and society. The research explores how these dynamics contribute to burnout and feeling undervalued and invisible. The findings suggest that nurturing educators through collaboration and generosity increases their personal and professional well-being, leading to a stronger sense of belonging in the field of early childhood education and creating a positive mindset for change and a foundation for action.</p>
<p>Katelyn Thickett</p>	<p>Increasing Awareness of Psychogenic Non-epileptic Seizures Using an Online Learning Module</p>	<p>Previous research has indicated that there is stigma and lack of knowledge and understanding towards patients with psychogenic non-epileptic seizures (PNES) on the part of the medical community. This can make accessing the correct medical treatment more challenging for patients with this type of seizure. One important factor in treating PNES is a supportive care team. A 15-20 minute module/webinar on PNES was designed to evaluate whether a brief intervention could increase awareness of PNES in Capilano University students. The module contained information regarding PNES including symptoms, diagnosis, a fictional case study, and additional resources. As a pilot study, we administered pre- and post-module tests with</p>

		<p>knowledge questions about PNES with a future goal of releasing the module/webinar to the general public, especially for those who have interactions with PNES. We predict that the knowledge question scores on PNES will increase after the completion of the online module. A secondary prediction is that negative attitudes and stigma associated with PNES will decrease after the completion of the module.</p>
Katrina Schmalz	Entangled with Place: The Emerging Worlds of the Forest	<p>Alongside children in a Kindergarten class at an outdoor, nature-based school, we sought to explore the forest as a dynamic entity, always in the process of becoming, shaped by our relationships and ongoing interactions. Our inquiry explores the transformations that unfold within the entanglements of place, deepening our understanding of what it means to live alongside the forest and our roles in the co-creation of place. As new knowledges emerge, they are woven into the fabric of place itself, fostering a reciprocal relationship where place and story continuously inform and transform one another. Through the lens of place-based pedagogy, our inquiry offers insights into how we are interwoven in the ongoing process of place-making, challenging dominant perspectives on the 'outdoors' and prompting reflection on what education, and our relationship with the world, can truly be.</p>
Kaylie Mclewin	Drawing as a social practice	<p>Drawing is a central way children can express their ways of thinking and collaboratively construct and make meanings together in early childhood environments. When working with infants and toddlers fulltime in a childcare centre, I notice many ways children use their body gestures to communicate with each other while drawing with charcoal. My central focus for my graduation project is to look more in depth at the many ways children meet the paper with their hands and bodies as they draw. I use inspiration from both the social and materialist perspective theories to assist with my inquiry. I highlight on how both these theories are intertwined into children's drawing practices. It is within drawing practices that we are able to view the world with different perspectives, and cultivate a generative place of wonders, curiosities and imagination to transpire. As early childhood educators, it is our responsibilities to create space that authentically supports children's multiple ways</p>

		of knowing drawing, and its essence.
Khezia Gibbons	Vibrational Transcendence: The Pulses of Connection	This inquiry explores early literacy practices that go beyond what the eye can see and rather attunes to how vibrations are felt, transcend and relate with young children’s bodies. Bodied knowledge as such has the ability to reconceptualize traditional early literacy approaches, which are often repeated in linear fashion based on developmentalism and skills. This poses concern as it neglects the opportunities for a holistic range of understandings and possibilities in literacy. Attempts to investigate vibrations are studied alongside a group of nine preschool children at Curiosity Grove Preschool, Township of Langley. Moving with an immersive pedagogy of listening, we explore vibrations as they form meaningful pulses of human and environmental connection. In registering vibrations through our bodies, self-awareness emerges and develops emotional regulation practices. Through extending the boundaries of early literacy practices, these collective vibrational patterns - of the tangible and invisible - uncovered a kaleidoscope of lived bodied knowledge transpiring in relationships of empathy and care.
Kimberly Suezo	Movements, stories, and suggestions of paper	Paper is often viewed as something that we draw on and write on— used for our own sake. In this inquiry with infants and toddlers, working with children ages 1-3, we seek to move away from this human-centred way of engaging with the material, paper, and really think about what it means to work with materials. In this inquiry project, through a new materialist perspective, we began to wonder what else paper can do and make possible? And what are the encounters between child and paper? As we worked with the same lengths of paper for the entirety of five months, its materiality morphed and transformed into a fabric-like material. We continue to ponder the flights, crinkles, and rips of paper, through our relationships with material alongside children. Through cultivating and enriching our relationship with paper, it made visible the interconnected relationships present, which really emphasized the movement of paper beyond human intervention.



<p>Kristal Gordon</p>	<p>Drawing as a Social Practice</p>	<p>In this project I cultivated spaces that inquire into world around us through drawing as a social practice. It took place in the community of qathet, on the Traditional and Unceded Territory of the Tla’amin Nation with a class of 19 kindergarten students, one Teacher, three Early Childhood Educators, and one Educational Assistant in the forest classroom at Edgehill Elementary, in the qathet School District. We began this experiential project of drawing by cultivating a space where collaboration between students and educators could flourish. To do this educators worked with the pedagogy of listening. Through our inquiry we hope to activate the understanding that drawing is a generative method for curriculum making with children. We hope to encourage the view that drawing can be interdisciplinary in that it can open many doors to various parts of the curriculum through creating spaces that ignite the children’s interests and curiosity for learning.</p>
<p>Kyle Petersen</p>	<p>Entangled with Place: The Emerging Worlds of the Forest</p>	<p>Alongside children in a Kindergarten class at an outdoor, nature-based school, we sought to explore the forest as a dynamic entity, always in the process of becoming, shaped by our relationships and ongoing interactions. Our inquiry explores the transformations that unfold within the entanglements of place, deepening our understanding of what it means to live alongside the forest and our roles in the co-creation of place. As new knowledges emerge, they are woven into the fabric of place itself, fostering a reciprocal relationship where place and story continuously inform and transform one another. Through the lens of place-based pedagogy, our inquiry offers insights into how we are interwoven in the ongoing process of place-making, challenging dominant perspectives on the 'outdoors' and prompting reflection on what education, and our relationship with the world, can truly be.</p>
<p>Laila Kasim-Parkinson</p>	<p>Rethinking Human Identity in the AI Era: A Comparative Analysis of Humanism, Posthumanism, and Transhumanism as the Social Contexts of AI</p>	<p>The evolution of artificial intelligence (AI) is more than an emergent technological phenomenon, it is shaped by a complex interaction of social and philosophical interpretations and reactions that surface competing visions of what it means to be a human being as technology begins to emulate one of our most defining traits: our intelligence. But like any technology, AI does not develop in a vacuum. Rather,</p>

		<p>society constructs, interprets, interacts and redefines technology through a diversity of ideological, cultural, and ethical lenses that define its development contexts as social contexts. To understand AI trajectories and the necessary guiding principles that direct it, we must first understand the sociotechnical imaginaries that shape and construct it. My research explores the construction of AI development through the lens of humanism, posthumanism, and transhumanism- philosophical traditions that are reimagined as social contexts, examining how they shape our understanding of AI's impact on human identity, agency and ethics. This work critically analyzes competing visions of human-AI relationships, from the preservation of human values and agency (humanism) to the radical reimagining of human identity and cognition (posthumanism), and the potential for technological enhancement of human capabilities (transhumanism). This research aims to provide guiding questions and a comprehensive understanding of the social contexts surrounding AI to best understand how to ethically anticipate and regulate its integration into society.</p>
Lara Ramirez	Movements, stories, and suggestions of paper	<p>Paper is often viewed as something that we draw on and write on— used for our own sake. In this inquiry with infants and toddlers, working with children ages 1-3, we seek to move away from this human-centred way of engaging with the material, paper, and really think about what it means to work with materials. In this inquiry project, through a new materialist perspective, we began to wonder what else paper can do and make possible? And what are the encounters between child and paper? As we worked with the same lengths of paper for the entirety of five months, its materiality morphed and transformed into a fabric-like material. We continue to ponder the flights, crinkles, and rips of paper, through our relationships with material alongside children. Through cultivating and enriching our relationship with paper, it made visible the interconnected relationships present, which really emphasized the movement of paper beyond human intervention.</p>
Lavina Tam	Ecologies of Making: Reimagining Place, Construction, and More-	<p>This is a co-composed inquiry with the children and educators of Morningside, a centre within SFU Childcare Society located at the top of Burnaby</p>

	Than-Human Entanglements	Mountain. Together, we explore the complex intersectionalities of human and more-than-human relations as construction occurs throughout the campus and forest as a result of the children's concern for the lives within the forest. Using pedagogical documentation and narrations as a research method and working with a critical place-based lens, we began exploring these intersections as children encounter construction, the forest, and the life of others within these spaces. With the practice of slowing down to build our relationship to place, and constantly re-working our theories through discussions and drawing with the children, we begin to see place as more than just a fixed location for human use, but as a place in constant transformation with and for the life of others.
Leila Jones	Literature Review of Sexual and Physical Health Interventions for Individuals with Developmental Disabilities	This literature review session will focus on various sexual and physical health interventions that can be applied to teach individuals with developmental disabilities. The author conducted a systematic literature review of the available interventions and their outcomes/effectiveness and how they are socially valid when it concerns the physical wellbeing of people with developmental disabilities. Considerations for clinical practice and future research will be discussed.
Liam Chong	Overcoming Picky Eating: Behavioral Strategies for Managing Food Selectivity	This literature review session will focus on the use of behavioral treatments to resolve food selectivity in patients across a variety of disorders. The author conducted a systematic literature review of feeding interventions and will report on common procedural variations, outcomes/effectiveness, status as an evidence-based practice and offer an assessment of social validity. Considerations for clinical practice and future research will be discussed.
Ligia Celleri	Building Community with Joy at the Lunch Table	Guided by place-based pedagogy (Duhn, 2012), this inquiry examines how children, educators, and materials co-create relationships at the lunch table. It highlights the role of food, conversation, and material engagement in shaping shared experiences. The project suggests that small interactions, passing a spoon, noticing textures, or sharing a moment—help create a joyful, evolving community. It argues that materials are not passive but active participants

		<p>in these shared experiences. This work contributes to early childhood education discourse by demonstrating how mealtime rituals foster connection, meaningful interactions, and a sense of community, turning everyday moments into shared experiences that bring people together. As early educators, we must rethink mealtime beyond routine. Lunchtime is not just about eating; it is a moment to see, listen, and understand what shapes a child's day. The food in their lunch boxes carries the care and traditions of their families, and these connections extend to the daycare table. Recognizing this deepens our awareness of how mealtime can honour a child's experiences, relationships, and sense of belonging.</p>
Louisane Kaniki	The Unpopular Culture of Online Fandom and Where to Find Them	<p>This study examines the history of fan culture, with a focus on online fandom issues: (a) fanfictions impact on diversity, (b) representation in publishing, and (c) the influence of AI on fan practices. Literature in fan studies has yet to engage in race, regulation, and AI discussions within fandom. The popular view that fandom is inherently progressive dismisses the very human behaviours individuals carry into these spaces. The lack of diversity in fiction encourages fanfiction authors to close those gaps with diverse depictions, but fans who enforce the canonical text and its ideologies in fandom dictate what is and isn't allowed. Through conducting an online survey (n = 59) and online interviews (n = 2) this research showcases first-hand fandom experiences in online spaces and explains that fandom, however inclusive, deals with issues often discriminating BIPOC and LGBTQ+ communities. Research suggests acknowledging the lack of representation in fandom depends on scholars in fan being diverse recognizing its little diversity, which can promote diversity in publishing. Furthermore, while AI is innovative, it carries both positive and negative consequences on fan content. If authors "do not see colour", how can they understand the issues or concerns of their audiences?</p>
Mackenzie Dias	Positive Behavioral Supports (PBS) in Schools: A Systematic Literature Review	<p>This literature review session will focus on the use of Positive Behavioural supports (PBS) in various school settings with a main focus on class wide implementations for individuals that have behavioural or intellectual challenges. The author</p>

		<p>conducted a systematic literature review of the PBS procedures and will report on common procedural variations, outcomes/effectiveness, status as an evidence-based practice and offer an assessment of social validity. Considerations for clinical practice and future research will be discussed.</p>
<p>Madeleine Ehinger</p>	<p>Finding Calm in the Clay: How Art-Making in Nature Can Alleviate Stress in University Students</p>	<p>In university students, creative art therapies (CATs) have been shown to improve self-confidence, hopefulness and patience, decrease test anxiety and stress and instill feelings of relaxation and calm (Carsley &amp; Heath 2020; Mohamed et al., 2023; Soysal, 2023; Van Lith et al., 2022). Another promising intervention is spending time in nature which has shown to be effective in improving well-being and decreasing distress and mood disturbance amongst university students (Ibes &amp; Forestell, 2022; Payne et al., 2020). This mixed methods research study aims to find the difference between stress levels in university students when a 15 minute clay therapy activity is done in a natural location versus indoors. A pre and post-test of an adapted version of the Perceived Stress Questionnaire (PSQ) was used to measure stress levels. Participants were also asked to provide a long-answer to the question, “Describe your feelings of stress before and after the activity” as part of the post-test. I anticipate that participants will have a greater reduction in stress levels after completing the clay therapy activity in the outdoor condition. This research is important to the broader context because the wellbeing of university students is extremely important, and the findings may provide an opportunity for universities to plan future creative art therapy/nature activities for students.</p>
<p>Maddie Monahan</p>	<p>Paint as an event</p>	<p>Materials make up what we know about the world around us. It shapes our understanding, builds relationships and is constantly reforming. Using posthumanism and new materialism, this research focuses on the material interactions that unravel within the realm of paint-child-educators. This pedagogical narration project works closely with 3-4 year old children over 4-5 months. Paint itself is an agentic force that lures in and guides participants through an ongoing dialogue. This research creates a reality of the powerful role that paint guides instead of paint being guided. Paint itself is an agentic force, it is flexible, it spreads and leaves traces on every</p>

		<p>surface it encounters. It has many versatile, vibrant colors that leap, stick, and latch onto various surfaces—the movement of materials lives between the fingertips and the interactive process of material making. It allows us to move around the space curiously posing new ideas where it is continuously guiding us through its unchoreographed strokes and rhythms, through its exchange of movement.</p>
<p>Magdalena Spiewak</p>	<p>Functional Communication Training as treatment of challenging behaviours in preschool and school-aged children: A Review of the Literature</p>	<p>This literature review aims to summarize the application of Functional Communication Training (FCT) as an intervention designed to mitigate self-injurious behaviors in preschool and school-aged children diagnosed with Autism Spectrum Disorder (ASD) and Intellectual and Developmental Disabilities (IDD). This literature review paper aimed to answer the following questions: (a) Is FCT an effective method for reducing self-injurious and behaviours in preschool and school-aged children, (b) can FCT be effectively applied within an educational setting, (c) does it qualify as an evidence-based practice, and (d) can reliability of data support the outcomes? A total of ten articles were selected for inclusion in this review, all employing a single-subject research design. These articles were sourced from the Capilano University library database, Google Scholar, and ResearchGate, with a focus on studies conducted in educational settings and delivered by teachers or educational assistants. The findings across these articles indicate significant reductions in problem behaviors alongside an enhancement in the participants' capacity to utilize functional communication responses (FCRs) which led to less challenging behavior and increased engagement, suggesting FCT is an effective intervention in educational settings. While FCT is recognized as an evidence-based practice, it is essential for future research to explore its implementation in diverse environments throughout the intervention process while formally addressing aspects of social validity.</p>

<p>Mallory Boothroyd</p>	<p>Time with Tea: To be steeped in relationality</p>	<p>This inquiry is oriented by a new materialist perspective, exploring how intentional slowness in an educator's daily interactions with children fosters deeper relational engagements (Clarke, 2014). Rather than defining objects through a limiting belief, this</p>
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		<p>study embraces their endless possibilities, positioning them as active participants in the learning process. This approach challenges the idea of the educator as a technician or manager of bodies, instead the educator becomes a curious participant in Tea-time- one who lingers alongside children. Gatherings with tea, in this context, serve as a disruptive force, challenging habits that prioritize efficiency over relationality. Rather than squeezing meals into rigid schedules, this inquiry reframes tea and snack gatherings as co-constructive engagements—a dynamic process unfolding through slowness, shared attention, and embodied participation. By weaving together objects, movements, aesthetics and social interactions, this living inquiry generates new ways of thinking about relationships and everyday rituals in early childhood settings.</p>
<p>Marielle Matawaran</p>	<p>The Use of Video Modeling to Teach Safety Skills among Children and Adults: A Review of the Literature</p>	<p>This literature review will examine the use of video modeling to teach various safety skills to both children and adults. In addition, the author will report on the procedures used, the outcome of the studies, and the social validity of the interventions. Furthermore, the review will discuss the future implications for clinical practice and suggest directions for future research.</p>
<p>Matisse Jones</p>	<p>Indigenous Women and Systemic Injustices: Uncovering the Ongoing Crisis in British Columbia's Criminal Justice System</p>	<p>My project will examine the systemic oppression and lack of justice Indigenous women face in the criminal justice system. I will focus my research on major cases regarding missing and murdered Indigenous women and girls across British Columbia over the past 20 years. To do this, I will be analyzing the historical issues of colonization and systemic racism that have led to such a crisis. Discriminatory practices and institutional neglect, including underreporting these cases have caused this issue to be ongoing and escalated into a nationwide crisis. Although this is a broad topic, my research will primarily be focused on key events that have taken place in British Columbia such as the Highway of Tears and the Pickton Farm cases. The information from these cases is fundamental to understanding the oppression and stigmas associated with Indigenous women who have any interaction with the criminal justice system. These major cases illustrate how British Columbia has had some extreme</p>



		systematic failures that have cost Indigenous communities.
Megan Day	Reducing Problem Behavior for Individuals With Autism Using Skills Based Treatment	This literature review session will focus on the use of Skills-Based Treatment (SBT) and how it is used to decrease problem behavior for individuals diagnosed with Autism. The author conducted a systematic literature review of Skills-Based Treatment procedure, and will report uncommon, procedural, variations, outcomes/effectiveness, status of an evidence-based practice and offering assessment of social validity. Considerations for clinical practice in future research may be discussed. Additionally, multiple evidence based research studies will be compared in detail, providing participant descriptions, single subject research design methods, and overall parent/stakeholder satisfaction. The key components and steps of Skills Based Treatment will be discussed and different assessments that Skill-Based Treatment advises to have prior to the start of treatment.
Megan Lee	Effectiveness of ABA interventions on Job readiness skills in young adults with autism and intellectual disabilities	This literature review session will focus on t use of ABA interventions to support teens and young adults with autism and intellectual disabilities in entering the workplace. The author conducted a systematic review of interventions using ABA and will will report on common procedural variations, outcomes/effectiveness, status as an evidence-based practice and offer an assessment of social validity. Consideration on uses in clinic practices and future research possibilities will be discussed.
Melissa Liang	Lunch Box Lessons: Community Empowerment through Children's Agency	In this inquiry research project, we explore how children's agency can be empowered during lunchtime. The understanding of food 'rules' is complex and rooted in varying cultural and pedagogical beliefs. Reimagined mealtimes are practiced as shared acts that cater to a ritual of relaxation, agency, and togetherness while opening opportunities for difference, unpredictability, and joy. We deconstruct dominant platitudes such as, "Stop talking, more eating" and "Eat your main food before your treat." Amidst a fast-paced daily schedule, we delve into intentional moments of slowing down. As educators and researchers, we resist the urge to jump in and open the fruit cup ourselves. Instead, we

		<p>create opportunities for children to embrace their agency and independence which builds a shared sense of purpose, cooperation, and belonging. Through rethinking traditional mealtime notions based on efficiency and control, we delight in the fluid and dynamic nature of the community. As educators, we can create space that empowers children to take an active role in their development and autonomy during mealtimes.</p>
Micah Estlin	<p>Crafting Stories Within the Simulation: What Comes After Postmodernism?</p>	<p>Postmodernism has been the dominant force for more than half of Film’s existence. However, we are now entering a new era as a result of the Information Age. When all recorded information is readily available, and slews of content are being thrown at every individual with or without their consent, film and television react by becoming more self-aware. By analyzing theories such as “Simulation and Simulacra” by Jean Baudrillard and “The Work of Art in The Age of Mechanical Reproduction” by Walter Benjamin, and applying them to contemporary film and television such as “Everything Everywhere All At Once” (2022) and “Succession” (2018-2023) that have developed a new relationship with audiences and reality, we can start to unravel the effect of the Information Age on film and television. Doing so will allow us to better understand this new epoch we are entering, one that is beyond Postmodernism.</p>
Nadia Gato	<p>Using Behavioural Skills Training (BST) to Teach Intervention Implementation: A Literature Review</p>	<p>Behavioural Skills Training (BST) is a widely recognized method for training implementers—including staff, parents, teachers, and paraprofessionals—in the effective application of Applied Behaviour Analysis (ABA) interventions. The aim of this literature review is to consolidate findings from ten single-subject research design studies examining BST across various contexts, evaluating its effectiveness, implementation fidelity, inter-observer reliability, and social validity. The literature review includes studies with participants diagnosed with Autism Spectrum Disorder (ASD), neurotypical individuals, and mixed groups, with sample sizes ranging from 4 to 13 participants. Findings indicate that BST consistently enhances intervention fidelity and implementation accuracy, making it a reliable training approach across diverse ABA applications, including discrete trial training, functional communication training, and naturalistic</p>

		<p>interventions. Additionally, research supports BST’s adaptability to remote and telehealth-based training, providing effective alternatives for individuals lacking in-person support. However, while BST facilitates initial skill acquisition, challenges remain in ensuring long-term maintenance and sustainability of learned skills. Future research should focus on strategies to reinforce and extend the effectiveness of BST beyond initial training, including the use of technology-driven approaches and remote supervision models. Board Certified Assistant Behavior Analysts (BCaBAs) should explore how emerging technologies can enhance training delivery, particularly for underserved or geographically isolated populations. Strengthening ongoing feedback mechanisms and post-training support will be critical to maintaining high-quality intervention implementation over time.</p>
<p>Nana Kim</p>	<p>Co-Cultivating Reciprocity with the More-than-Human</p>	<p>On Burnaby Mountain, we are embraced by nature, and it is a part of children's everyday encounters. In our surroundings, we have the opportunity to encounter others, like raccoons, fish, and birds that come and visit us. The purpose of this project is to explore how we notice the outdoors in the more-than-human world. How do we respond, how do we build relationships with, and how do we construct knowledge with the others around us? This project was guided by the Common Worlding framework. This framework prompts us to acknowledge our relationships with the more-than-human world, our interactions with places, and the messiness that comes with these interactions. This living inquiry took place in an Infant and Toddler program at SFU. With the exploration and engagement, we constructed knowledge together through storytelling and drawings, allowing space to build relationships with others.</p>
<p>Nicole Clark</p>	<p>Reading and Writing Dance with Young Children</p>	<p>This inquiry seeks to better understand dance as both a language and a form of multimodal literacy practice in early years settings through careful attention to the ways we create and interpret meanings with other human and more-than-human dancers. Our research is situated in a post-structuralist perspective focusing primarily on the theory of artistic languages, which is set within a social-constructivist framework. Using video- and photography, as well as pedagogical narrations as research methods, this project provides</p>

		<p>a glimpse into the work of a group of children at Simon Fraser University Childcare Society as they actively co-construct a culture of movement ideas and engage with the ideas of writing, reading, and doing dance. Guided by the broad pedagogical question of “What can dance do?”, we come to know how movements are co-created, between children or considering their past lived experiences; the agentic forces of fabric and what it makes possible in dance; and, rather meaningfully, that dance can be recognized for its literary potentials. Dance opens us up to the opportunities to explore novel ways of thinking and being together and attunes us to experiences that are only possible, for us, in these contexts.</p>
Orlanda South	Humanizing the Homeless: The Impact of Dog Ownership on Societal Perceptions of Warmth, Competence and Humanness in Homeless Individuals	<p>The ways in which people express prejudice against members of outgroups, such as the homeless, over members of ingroups, is often measured in terms of dehumanization as well as decreased levels of competence and warmth as theorized by the Stereotype Content Model (Fiske et al., 2002). However, in spite of the known ‘pet effect’ of animals acting as social lubricants, little research to date has looked at the impact that dog ownership by homeless people (a relatively common phenomenon) has on other’s perceptions of them. In an online survey, university students were shown a photograph of a homeless man in one of three (alone; with a stereotypically non-aggressive dog breed; with a stereotypically aggressive dog breed) and asked to rate the homeless person on various dimensions. Our prediction was that dog ownership may increase positive perceptions towards the homeless in terms of warmth, competence and humanization, as well as increase donation intention towards charities benefitting homeless populations. In addition, breed type of dog was examined to ascertain whether some breeds have a more beneficial effect than others. The aim of this work is to provide insights into how people evaluate homeless individuals and what factors may mitigate various prejudices.</p>
Oshrat Zemel	Igniting Intercultural Transformations in ECE	<p>This inquiry project, Igniting Intercultural Transformations in ECE, documented weekly dialogues with five early childhood educators exploring antiracist pedagogies. Grounded in Adichie’s (2009) The Danger of a Single Story, this</p>

		<p>work examined how singular perspectives shape understanding, reinforce systemic inequities, and influence pedagogy. Through critical dialogue, narratives, and media analysis, educators identified the pervasive impact of racism within early childhood education and broader society. Key findings revealed that dominant cultural narratives and singular media representations contribute to inequities in both educators' and children's daily lives. Educators recognized the need to disrupt these structures by deepening their commitment to resisting racism and fostering inclusivity. Through reflective practice, participants worked to reconceptualize their approaches, reinforcing advocacy for transformative early childhood education. This inquiry highlights the urgent need to integrate antiracist ideals into early childhood education settings. By positioning antiracist pedagogy as an evolving, relational practice, this work urges educators to engage in ongoing critical reflection to actively commit to justice, equity, and intercultural understanding.</p>
Queen Alexis	Arts-Based Education Supports Children's Wellbeing	<p>This research explores how arts-based education supports children's well-being by using creative expression as a tool for cognitive and psychological development. It highlights the benefits of art, supported by psychology, academic research, case studies, and provides actionable strategies for educators to integrate art into curricula in the form of a research paper and hands-on art workshops to help students express emotions, promote mindfulness, and enhance overall wellness. The study aims to address the ongoing reduction of arts programs in schools, which can lead to higher anxiety and hinder performance. By demonstrating the importance of arts education, the research advocates for art's role in fostering academic success, emotional intelligence, and mental health. By exploring the intersection of art, mental health, and development, the project seeks to inspire educators to embrace arts-based strategies, contributing to a broader movement for children's development and well-being.</p>
Rachel Hills	Cerebral Palsy: An Overview and Guide to Better Care	<p>Cerebral Palsy is a non-progressive and non-fatal, life-long condition. It is caused by a neurological disturbance to the developing brain either in utero or up to age two. Though the most notable symptom of</p>

		<p>Cerebral Palsy is decreased motor function due to damage to the pyramidal systems in the brain, one of the most common symptoms that is severely under-researched is that of Chronic Pain. This systematic review paper identifies the most recent research on non-pharmaceutical interventions for managing chronic pain using PRISMA guidelines. It also analyzes the current systems of care for people with Cerebral Palsy in British Columbia. Through the completed research, it was discovered that dietary and massage interventions have potential for supporting the pain-reduction of individuals with Cerebral Palsy, but unfortunately, the current system of support in British Columbia does not provide equitable access to such interventions. In order to reduce the degeneration of quality of life for individuals with Cerebral Palsy, it is imperative that better systems of support, such as the Family Health Teams model and Interdisciplinary Care model, are put into place.</p>
<p>Rachel Yang</p>	<p>Place(ing) pedagogy: Reimagining play/ground possibilities within and beyond boundaries</p>	<p>Troubling the taken-for-granted narratives that claim that playgrounds are straight-forward spaces for free play with boundaries for protection of vulnerable children, the Place(ing) pedagogy project wishes to reimagining play/ground possibilities within and beyond boundaries. This presentation will take the attendees through the pedagogical project developed by educators who, for over six months, worked alongside young children at a preschool in the city of Vancouver. The project came about as a response to multiple restrictions placed upon the centre with respect to the use of playground, and wished to take up questions: Who/what inhabits this place: within and beyond the safety cones, fences and boundaries of the playground? How are we called into connection with this place, and in what ways do we respond to these calls? How do more-than-human others engage children in building relationships with(in) the playground? To explore these questions with young children, the educator-researchers thought with place pedagogy, common worlds framework, and transgressive play as they walked, mapped, documented, moved, drew, played, and thought relational questions with children. The project draws attention to the major themes such as storying playground through unmapping, relationship with the more-than-human beings, fluid dialogues of water</p>

		and movements, and transgressions between boundaries.
Riley Sabot	Revolution of None: An Exploration of the Impact of Activist Media in a “Last Man” Society.	This research is an attempt to reveal and study the realities of activism in our digital culture and “Last Man” society, specifically through social media, which has had a significant impact on how information is received and attempts at mass change. Looking at this through the lenses of Nietzsche’s “Last Man”, Gramsci’s cultural hegemony, mass psychology and Postler’s theories on hyperreal spaces, allows for deeper understanding of cultural and social influences of media and revolution. We’ve accepted the “Last Man” aspects of society and we’ve become apathetic and overwhelmed. Instead of rallying together, we think of ourselves as individuals and our efforts are put into shaming and questioning a person’s authenticity because a system has been fabricated where convenience is prioritized over sincerity. This is a developing concept that will either end in complete apathy or a historical revolution, but the issue is whether or not we’re too far gone. Ultimately, this topic must be researched so the future of our society can be helped and the people will become empowered once again. Acknowledging the behaviours that have been adopted since the rise of social media and performative activism is a key factor in starting that change.
Sabreen Bassi	Reading difficult texts to co-create anti-racist pedagogy	This presentation details a pedagogical inquiry project undertaken with a small group of early childhood educators and students of the Bachelor of Early Childhood Care and Education Degree program at Capilano University. The project focuses on disrupting racial discourse in early childhood education and modern education systems by exploring and responding to racism as a systemic issue thinking with critical methodologies and concepts such as collective reading and speculative fabulation. For four months, the participants gathered together to read and share with one another their thoughts on the science fiction story “Bloodchild” by Octavia E. Butler (1995). The key themes that emerged from this project include discomfort and defensiveness, internalized dominance and oppression, performative allyship, assimilation, the powerful influence of social media,



		<p>manifestations of oppression, and the importance of seeking multiple perspectives. The project also addresses the generative possibilities of collaboratively exploring difficult texts alongside the complexities of the real world by creating opportunities for educators to unpack claims of neutrality within narratives of education and to actively recenter their practice by highlighting how colonial norms may be perpetuated within curriculum, power relations, and institutional structures.</p>
Saila Deschamps	<p>The mysteries of moss worlds: Child-place entanglements and multispecies coexistence in Serpent Park</p>	<p>Within a childcare centre situated near a second-growth coastal forest in the lower mainland of BC, we engage in an ongoing living inquiry with the intention of noticing and responding to our embeddedness within local ecologies. Thinking with postman theory, we are interested in recognizing our situatedness within a complex interspecies web of relations - challenging a curriculum centred only on children's interests, towards a curriculum of entanglement, where more-than-human life are seen as collaborators and co-creators of knowledge, rather than passive backdrops for learning. The ecologies and relations of moss became a central focus of our work, and drew us into mysterious and speculative imaginings about their unseen lifeworlds. We wonder together: How do we notice our entanglements with(in) Serpent Park? How might we get to 'know' moss beyond a scientific paradigm, in relational, messy, speculative, mysterious ways? What are the tensions, frictions, or contradictions in attending to our entanglements with moss?</p>
Samantha Wong	<p>Musical Gateways: Unlocking Inclusive Possibilities</p>	<p>This project focuses on the possibilities that music brings for inclusion. Music not only allows young children to share ideas and create a culturally safe space in the learning environment, but also invites many possibilities for our inclusive practices. During our musical engagements, we interact with music coming from children's funds of knowledge. In other words, we dance and respond to music coming from children's personal and daily experiences. We engage with music through interculturalism. Working with this approach allows us to recognize children's identities while fostering their understanding about each other's cultures. This project works with Foucault's concept of governmentality.</p>

		<p>Governmentality explores how dominant discourses has shaped the governance of individuals and how it has led to exclusive practices, including children’s music engagements. Through the lens of governmentality, we explore how music is both a language and a gateway for children’s inclusive practices. Music is a universal language where children can express themselves in ways that go beyond words. It is a gateway that brings children together socially and culturally despite their different backgrounds. With such ways of thinking, children can be open and expressive in their musical experiences while building inclusive complexities in their self and cultural identities.</p>
Sarah Bakker	The Inconclusive Answers of the Mythological, Ideological, and Psychological in a Digital Culture	<p>In the current media-saturated age, a growing confusion between reality and unreality is emerging. A blurring of the lines between science and pseudoscience, between fact and fiction, is increasingly apparent. There is a major historical shift occurring: there is now a greater emphasis on the unreality than on the reality. This is impacting how communities form and function and is pulling communities farther apart. This paper will examine this shift through three aspects of culture: the mythological, the ideological, and the psychological. According to Aristotle, humans have an innate desire to create community, and yet the systems humans build seem to bring society farther from this goal. Despite centuries of philosophical thought, humanity is no closer to achieving community than in Aristotle’s time. In the digital age, a unifying idea is more necessary than ever to create unity. The mythological, ideological, and psychological only provide inconclusive answers on the ultimate philosophical question of how to live well, but they provide clarity on ways to build community, and this is not through bare truth. The Ancient Greeks may have been onto something when they created myths to explain the unexplainable – perhaps the “lies” create community where the bare truth cannot.</p>
Sarah Lynn	Learning Disabilities In Higher Education	<p>This study explores the lived experiences of students with learning disabilities (LDs) in higher education through a strength-based approach, challenging the dominant deficit-based approach to characterizing learning disabilities– one that decontextualizes, problematizes, and individualizes a person's</p>

		<p>experience. often associated with LDs. Through in-depth interviews, participants shared their experiences of what it is like to navigate the higher education system with a learning disability. The interviews were analyzed using reflexive thematic analysis. Key themes included the value of reciprocity and mutual humanization in educational environments, and the impact of supportive accessibility, internalized stigma and ableism, and academic gatekeeping. Taking an empowerment and strength-based approach to understanding the lived experience of students with learning disabilities in higher education provides a more holistic understanding of experience.</p>
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Shandus Smith	Treating Food Selectivity Without Escape Extinction: A Literature Review	<p>This literature review examines interventions for addressing food selectivity in individuals with Autism Spectrum Disorder (ASD) that do not rely on escape extinction (EE). Food selectivity is a prevalent and persistent issue in ASD, often leading to negative outcomes in socialization, nutrition, and family functioning. While EE has proven effective, it is associated with undesirable side effects that limit its applicability, particularly in natural settings, with older individuals, or as a first-line treatment. This review explores alternative antecedent- and consequence-based interventions that have shown promise in treating food selectivity. Some interventions evaluated include simultaneous and sequential presentation, stimulus and demand fading, and differential reinforcement. The effectiveness, social validity, and feasibility of these interventions are discussed, emphasizing their potential to improve mealtime behaviors and increase food variety without the risks associated with EE. The review concludes with recommendations for future research.</p>
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Shannon Tames	Where The Sidewalk Takes Us: Embracing the Journey through Walking	<p>This inquiry project explores walking as a social practice, examining how it fosters togetherness, serves as a form of curriculum, and disrupts conventional ways of traveling, communicating, and learning. By reimagining walking as an intentional, reflective act, the project aims to provoke curiosity and deepen connections with the environment, encouraging awareness of the more-than-human</p>
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		<p>world. Using a qualitative, participatory approach, the research is grounded in social constructionism and the common worlds approach. It involves building relationships with educators and children at a preschool, engaging them in discussions about walking, and documenting experiences through observations, conversations, and children's reflections. The findings suggest that walking not only creates opportunities for collaboration and shared learning but also challenges traditional forms of communication and education. The environment itself becomes an active participant in the learning process, turning walking into a dynamic and embodied curriculum. to be used as a powerful pedagogical tool, offering new ways to integrate everyday practices into education.</p>
Shiva Elnicki	Reimagining the Arts	<p>In this project, I worked with five educators; most teachers were or are students at Capilano University. This Inquiry's main effort was to reimagine the arts in early childhood education. This group discussed different approaches to art in early childhood education, including artistic development, social constructivism, artistic languages, materialist perspectives, and art as event. During this project, it is apparent that the child-centred approach is a sedimented and dominant discourse in art in early childhood education. That needs to be disrupted for other possibilities to take place.</p>
Sophie Serendip	Postmodernism and Online Worlds: Positive Opportunities for Identity	<p>In our hyperconnected world, who are we? Our physical selves, or our curated online personas? Although social media's negative effects on identity are of growing concern, there also lies a great opportunity for the exploration of a non-fixed and fluid identity. Is it possible that digital spaces offer new opportunities for self-expression, community building, and identity exploration free from preconceptions of in-person interactions? Mark Poster's piece called Postmodern Virtualities, argues that new communication technology enhances a postmodernist diffused identity. Online spaces allow for marginalized groups like LGBTQ+ individuals to find community, support, and inspiration for self-expression, especially when geographically isolated. Social media's immediacy enables users to reconstruct identity quickly through their visual online presentation and create dynamic hybrid identities.</p>

		<p>There are negative aspects to how social media reflects and constructs identity, like a disconnection from reality, self-commodification, and unhealthy self-comparison. On the other hand, there may be benefits of identity expression and the dismantling of stereotypes online which restructure how we use these online spaces for the better.</p>
Sos Gatambia	<p>A Hybrid Cellular Automata and Neural Network Approach for Wildfire Spread Prediction</p>	<p>Wildfires are increasing in frequency and intensity, posing significant ecological and economic threats. Accurately predicting wildfire spread is crucial for effective mitigation and emergency response. This research explores a novel hybrid modeling approach that integrates Cellular Automata (CA) with Convolutional Neural Networks (CNNs) and Recurrent Neural Networks (RNNs) to improve wildfire spread prediction. The CA framework simulates fire propagation based on local environmental conditions, incorporating variables such as wind direction and precipitation. Meanwhile, the neural networks analyze historical fire spread patterns and meteorological data to refine predictions. The model employs a four-state CA grid—representing unburned, dry, burning, and burnt terrain—allowing dynamic fire behavior simulation. By combining data-driven learning with rule-based spatial modeling, our approach aims to enhance predictive accuracy over traditional CA or deep learning models alone.</p>
Sukhmani Uppal	<p>Emergences as Educators Discuss and Think with Trauma-Responsive Practices</p>	<p>This research inquiry documents weekly dialogues with seven early childhood educators as they reflect on the need, implementation, barriers, and possibilities of trauma-responsive practices in early childhood education. Situated within a reconceptualist framework, this project is grounded in ethics of care (Dahlberg &amp; Moss, 2005), postmodern (Dahlberg &amp; Moss, 2005), and post-structural (Mac Naughton, 2005) perspectives to challenge dominant interventionist models within trauma-responsive care. Using pedagogical narration and the use of metaphor to capture the educator’s evolving understandings of trauma-responsive practices, key themes emerged, including the significance of relational ethics, and attunement. A primary recommendation is the advocacy for the integration of trauma-responsive practices in pre-service teacher education as essential pedagogical</p>

		<p>knowledge. Key limitations include the lack of existing research on trauma-responsive practices within a reconceptualist framework and the insufficient integration of trauma-responsive education in early childhood education training programs. This work contributes to early childhood scholarship by positioning trauma-responsive care as an ongoing, reflective practice rather than a fixed set of interventions, urging educators to rethink care as dynamic, relational, and deeply situated within ethical and pedagogical commitments.</p>
Tatiana Moraru	Engaging with paint as a lively material	<p>This research inquiry works with paint as a lively material in a classroom that offers 16 childcare spaces for 3-5 years old children. Through this project we engage in conversations about painting and how other materials live in the world and in educational space. With the posthumanism and new materialist perspective in mind, we bring into this inquiry discussions about the agentic form of paint and other present forces, materials and movements, as intertwined active agents, challenging the way of living and thinking with humans and non-human beings through a material potential and relationships, activating new ways of being, moving, and becoming together. We capture moments of what is happening in the middle of the events with children, paint and to the ideas in formation that are shaping paint as a lively material within its variations of ongoing movements through choreographies, following and rhythms. We create improvisations; to challenge our thinking and to keep ideas in movement, bringing new provocations in discovering the agentic force of paint and materials, paying attention to how movements and their various ways activate together with paint correspondences and rhythms of participation, assemblages and transformations of the pedagogical practices with young children.</p>
Thanh Nguyen	The use of differential reinforcement of alternative behaviour in the treatment of problem behaviours.	<p>This literature review session will focus on the use of differential reinforcement of alternative behaviour in treating problem behaviours among children. Ten peer-reviewed studies, including a total of 38 participants from 3 to 17 years old who presented with challenging behaviours such as aggression, inappropriate vocalization and behaviours, self-jury and disruptive behaviours, were reviewed. The author will review the use of differential reinforcement of</p>

		<p>alternative behaviours with and without extinction to reduce challenging behaviours and increase appropriate behaviours (functional communication, on-task engagement, and compliance). Additionally, assessment of social validity and status as evidence-based practice will be discussed. Finally, implications for future research and practice application will be offered.</p>
Thomas Sheldon	<p>Bridging Sustainability and Trade: An Interdisciplinary Approach to Environmental and Economic Resilience in British Columbia</p>	<p>Sustainability requires an interdisciplinary approach to address the environmental and economic challenges facing British Columbia. This project aims to explore the sustainable solutions and incentives to trade within Canada. Interprovincial trade barriers often hinder sustainable industries, but by implementing strategic tariffs and tax incentives can promote eco-friendly practices and green technology. Inefficient trade policies often discourage sustainable practices, limiting economic and environmental progress. Implementing sustainable tariffs can help address these issues by incentivizing businesses to adopt greener operations and facilitating the exchange of environmentally responsible products between provinces. We must also reform environmental practices like fish farming while incorporating Indigenous knowledge to guide sustainable solutions for the future. The collaboration between provinces is essential to standardize sustainability regulations, in order to create a more cohesive and effective approach to environmental policies. By reforming trade policies and incorporating sustainable practices, Canada can enhance both economic and environmental outcomes.</p>
Thy Vo	<p>Ecologies of Making: Reimagining Place, Construction, and More-Than-Human Entanglements</p>	<p>This is a co-composed inquiry with the children and educators of Morningside, a centre within SFU Childcare Society located at the top of Burnaby Mountain. Together, we explore the complex intersectionalities of human and more-than-human relations as construction occurs throughout the campus and forest as a result of the children's concern for the lives within the forest. Using pedagogical documentation and narrations as a research method and working with a critical place-based lens, we began exploring these intersections as children encounter construction, the forest, and the life of others within these spaces. With the</p>

		<p>practice of slowing down to build our relationship to place, and constantly re-working our theories through discussions and drawing with the children, we begin to see place as more than just a fixed location for human use, but as a place in constant transformation with and for the life of others.</p>
Tina Salasel	<p>The experiences of student volunteers after taking a peer-support experiential training workshop, and delivering peer support through an on-campus pilot program</p>	<p>This research project focuses on the experiences of the peer support volunteers being trained in peer-support and later taking part in a pilot peer-support program. Following the workshops to providing volunteers with a chance to enact what they've learned in a safe/guided environment this, the volunteers had a chance to be a part of a pilot program that rolled out in Spring 2025 where they were available to meet with students on-campus in CSU's Maple Lounge and deliver peer-support to them. The method used for data collection is the following: After running of the pilot program the volunteers have received an online survey that will feature both closed and open-ended questions to learn about their experiences. The goals of my research project are: 1. to provide students with experiences that can be applied towards future careers in helping professions (social work, clinical psychology, psychiatry); and see how valuable the experience was for them in terms of deciding on a career path or future academic programs. And 2. Based on their opinion, how much do they think their professional and interpersonal skills improved after the training workshops and delivering peer-support.</p>
Victoria Li	<p>Lunch Box Lessons: Community Empowerment through Children's Agency</p>	<p>In this inquiry research project, we explore how children's agency can be empowered during lunchtime. The understanding of food 'rules' is complex and rooted in varying cultural and pedagogical beliefs. Reimagined mealtimes are practiced as shared acts that cater to a ritual of relaxation, agency, and togetherness while opening opportunities for difference, unpredictability, and joy. We deconstruct dominant platitudes such as, "Stop talking, more eating" and "Eat your main food before your treat." Amidst a fast-paced daily schedule, we delve into intentional moments of slowing down. As educators and researchers, we resist the urge to jump in and open the fruit cup ourselves. Instead, we create opportunities for children to embrace their agency and independence which builds a shared</p>



		<p>sense of purpose, cooperation, and belonging. Through rethinking traditional mealtime notions based on efficiency and control, we delight in the fluid and dynamic nature of the community. As educators, we can create space that empowers children to take an active role in their development and autonomy during mealtimes.</p>
Victoria Wall	The Impact Of Social Support On The Mental Wellness Of International Students	<p>The number of international students living and attending Canadian universities has steadily grown since the early 2000s. In 2019, Canada welcomed over 250,000 international students, bringing diversity and new cultural perspectives into the Canadian education system. Studying abroad can be a life-changing experience, allowing students to learn about different cultural values and social norms, form friendships, and expand their academic knowledge. However, leaving support systems, family, and friends can be challenging. Research has shown that international students are more prone to depression, anxiety, and isolation. To help ease their transition, universities have implemented support services where students can receive assistance and learn about their host country. However, social support has been found to significantly improve mental wellness and overall experiences while studying abroad. This study seeks to investigate the impact of social support on international students' mental and emotional wellness while living in Canada. It aims to examine the various sources of social support students rely on and explore how nationality, religion, and gender influence how they seek, receive, and perceive social support.</p>
Wenjun Wang	An Exploration of the Motivational Factors of Post-Secondary Students Visiting Korean Restaurants in Metro Vancouver	<p>Korean cuisine is very popular ethnic food category in Vancouver and other cities. However, little is known about what motivates people to dine at Korean restaurants. This study explores the motivational factors that drive Gen Z post-secondary students to visit Korean restaurants in Metro Vancouver in the Fall of 2024. The research uses a qualitative approach and case study methodology, applying a theoretical framework to identify the factors influencing travelers' food consumption (Mak, 2012). Semi-structured interviews were conducted with eight post-secondary students, and secondary data was gathered from relevant online reviews and social media posts. The findings revealed that the</p>

		<p>motivations for visiting Korean restaurants are complex. Across five main themes adapted from the theoretical framework, 15 distinct factors were identified. The study also makes recommendations to inform ethnic restaurant management, and to guide future research in this area of tourism studies.</p>
<p>Yuho Tamura</p>	<p>An Exploration of the Motivational Factors of Post-Secondary Students Visiting Korean Restaurants in Metro Vancouver</p>	<p>Korean cuisine is very popular ethnic food category in Vancouver and other cities. However, little is known about what motivates people to dine at Korean restaurants. This study explores the motivational factors that drive Gen Z post-secondary students to visit Korean restaurants in Metro Vancouver in the Fall of 2024. The research uses a qualitative approach and case study methodology, applying a theoretical framework to identify the factors influencing travelers' food consumption (Mak, 2012). Semi-structured interviews were conducted with eight post-secondary students, and secondary data was gathered from relevant online reviews and social media posts. The findings revealed that the motivations for visiting Korean restaurants are complex. Across five main themes adapted from the theoretical framework, 15 distinct factors were identified. The study also makes recommendations to inform ethnic restaurant management, and to guide future research in this area of tourism studies.</p>

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