



2023 INTERNATIONAL CONFERENCE

DIR[®] ADDRESSES VISUAL-SPATIAL PROCESSING

AN OVERLOOKED DOMAIN IMPACTING
FUNCTION ACROSS DEVELOPMENTAL
PATHWAYS

JAN 29 AND FEB 5, 2023
11:00 AM - 5:30 PM EST
LIVE VIA ZOOM

REGISTER TODAY





Greetings,

A warm welcome to our 2023 Winter Conference on visual-spatial processing.

Visual-spatial development occupies multiple areas of the brain and intersects the pathways of all sensory and motor processing as well as emotional and cognitive functions. This conference will help you think more broadly about this important and often overlooked domain: what these challenges look like, how visual-spatial capacities develop, how they work in parallel with the functional emotional developmental capacities, and what their intersecting pathways are. We will examine the impact of visual-spatial experience and processing on all developmental areas, as DIR® therapists of different disciplines illustrate how emotions can be used to harness each child's capacities to think and resolve visual-spatial challenges. This conference will "open your eyes" to the mind's inner world of visual-spatial knowledge with our renowned interdisciplinary experts, **featuring Temple Grandin**, illustrating how you too can add this dimension to your intervention goals.

You'll come away with the ability to:

- expand and deepen your practice to understand and address visual-spatial challenges in mental health, communication, movement and learning
- differentiate sight and vision and discern the differences in assessment and treatment
- describe the domino effect of intersecting pathways impacting autistic and other neurodiverse individuals
- define the functions of being visually bound, visual anchors, and repetitive behaviors
- identify visual-spatial challenges in various domains of functioning such as emotional development and attachment, daily adaptation and executive function, language, and symbolic abstract thinking
- recognize visual-spatial process' impact on attention, anxiety, mood regulation, and sense of self and agency
- understand how visual-spatial challenges impact learning and strategies to address these in the classroom
- apply individually tailored treatment and parenting approaches

Thank you, and we hope you enjoy the conference!

With appreciation,
Serena, Gil and the Conference Committee

Conference Committee: Carrie Alvarado, PhD, OTR; Cortney Grove, MA, CCC-SLP; Mehrnaz Green, OD, FCOVD; Maureen Karwowski, OTR/L; Bari Keller, PsyD; Karen McDowell; Ricki Robinson, MD, MPH; Traci; Swink, MD; Rosemary White, OTR/L

Serena Wieder, PhD

Profectum Foundation Clinical &
Conference Chair
Co-creator of the DIR® Model

Gilbert Foley, EdD, IMH-E

Profectum Foundation Sr. Faculty
Conference Co-chair

Profectum 2023 International Conference

Jan 29 & Feb 5, 2023

DIR® Addresses Visual-Spatial Processing: An Overlooked Domain Impacting Function Across Developmental Pathways

Visual-spatial processing is not a domain unto itself; rather, it has a dynamic role in the integration of multiple developmental pathways including movement, navigation, perception, sensation, and body scheme formation. It is also a force in the organization of symbolization, regulation, emotions, directional language, interpersonal distance, the construction of knowledge and a sense of agency and security.

This conference is an in-depth examination of this overlooked and under-addressed dimension of development in concept, implication and application to practice across disciplines and all developmental domains including, mental health, occupational and physical therapy, speech and language, education, creative arts, and developmental optometry, pediatrics, neurology, and neuroscience. DIR® embraces this complexity and diversity. It offers a comprehensive but unifying theory and integrated model that promotes foundational developmental areas of functioning, takes individual neurobiological differences in sensory and motor processes into account, and promotes the power of relationships to advance developmental progress and mental health.

This is your opportunity to understand various visual-spatial and movement strengths and challenges that are often missed. Learn practical strategies to apply at home, clinic, and classroom to realize individual potential and enhance developmental outcomes.

As a result of attending this conference, participants will be able to:

1. Define the meaning and parameters of visual-spatial strengths and challenges
2. Identify four developmental pathways derailed by visual-spatial challenges
3. Describe three visual-spatial strategies to apply in your practice to improve outcomes

Featuring

Temple Grandin, PhD

Professor of Animal Science, Colorado State University

International Presenters and Discussants

Australia, Barbados, Brazil, Canada, Israel, Ireland, Singapore, South Africa, United States

Thank you to our sponsors!



The Bracken Family

Sunday, January 29, 2023

11:00 AM to 5:30 PM EST

11:00 – 11:15 AM

Welcome - Lisa Reilly, Interim Executive Director

Mindful Moment

11:15 AM – 12:30 PM



Discovering a Child's Visual-Spatial Development in the DIR® Model

Serena Wieder, PhD

An under-addressed dimension of development, visual-spatial processing (VSP) has not received the attention it deserves. VSP is related to all dimensions of development, with intersecting pathways throughout the brain integrating sensations and motion embedded in our bodily experience. It captures the meanings of what we see, how we move, and how we think, relate and feel. Most of us have known the anxiety of being “lost in space”, the frustration of seeking objects “hidden in plain sight”, or had difficulty navigating; all of these are direct functions of visual-spatial processing. We have observed children who exhibit repetitive behaviors, are afraid of separation, avoid the playing field, line up their cars not knowing what direction to move in, have difficulty knowing what to do next as they play, and confuse language and communication sequences. Challenging behaviors and learning difficulties are often part of visual-spatial issues both off and on the autism spectrum, related to developmental gaps and the dynamic relationships between different developmental systems. These issues may be evidenced by the individual's becoming visually bound and dependent on visual anchors that impede comprehension and can become the precursors of panic, anxiety, and obsessive tendencies. Visual-spatial processes also impact cognition and mediate the construction of symbolic play, depending on the visualization in the “mind's eye”. Perhaps the greatest impact of visual-spatial processing challenges is on the sense of self and security in the world. This session will illustrate how the development of visual-spatial knowledge bridges the understanding of both spatial and temporal aspects of functional emotional developmental capacities in the DIR® model and their parallel developmental progressions.

As a result of attending this presentation, participants will be able to:

- 1) Identify three ways visual-spatial processing impacts the development of symbolization, abstract thinking, and emotional regulation
- 2) Compare the six parallel levels of DIR®'s functional emotional developmental and visual-spatial capacities
- 3) Describe how visual-spatial processes relate to adaptive living, behavioral, learning and emotional challenges

Sunday, January 29, 2023

11:00 AM to 5:30 PM EST

12:30 – 12:35 PM | Break

12:35 – 1:20 PM



Vision is More Than 20/20

Mehrnaz Azimi Green, OD, FCOVD

Routine eye exams are good for routine cases, primarily checking acuity. Vision, however, occurs in the “mind’s eye”, in many areas of the brain, and relates to other sensory and motor systems, as well as to emotional, social and cognitive functions impacting all pathways of development. This session will identify common visual-spatial challenges in typical and neurodiverse development (ASD, SPD), related to common maladaptive behaviors such as poor visual attention, difficulty finding objects in plain sight, and toe walking. Challenges related to eye movement control, binocular vision (eye teaming), central and peripheral vision, accommodative skills (eye focusing) and visual perceptual understanding (understanding what you see) will be explained. A visuo-cognitive examination, including spatial location, dynamic vision, vision's role in gait and movement in space, and visual perceptual skills will be previewed and demonstrated on Day 2 with illustrations of how visual therapy addresses these challenges.

As a result of attending this presentation, participants will be able to:

- 1) Explain the difference between sight and vision
- 2) List three examples of visual-spatial processing challenges
- 3) Identify three accommodations related to visual-spatial challenges



Sunday, January 29, 2023

11:00 AM to 5:30 PM EST

1:20 – 2:05 PM



Broadening Perspectives to Optimize Development and Success in School Settings

Karen McDowell

Educational settings provide a lens into how a child is experiencing and deriving meaning and understanding from their world and integrating developmental pathways through the visual-spatial capabilities. The school curriculum and associated concepts, social and emotional advancement, and environmental navigation are broadly impacted by the synthesis of visual information. Assessment-driven instruction and support demonstrate positive outcomes and success in learning frameworks.

As a result of attending this presentation, participants will be able to:

- 1) Identify three examples of the impact of visual-spatial capacities on learning in classroom settings
- 2) Describe two developmental interventions through an educational lens, as demonstrated by the videos and example activities
- 3) List two strategies that will support a child's unique visual-spatial profile

2:05 - 2:30 PM | Mindful Moment & Lunch

Sunday, January 29, 2023

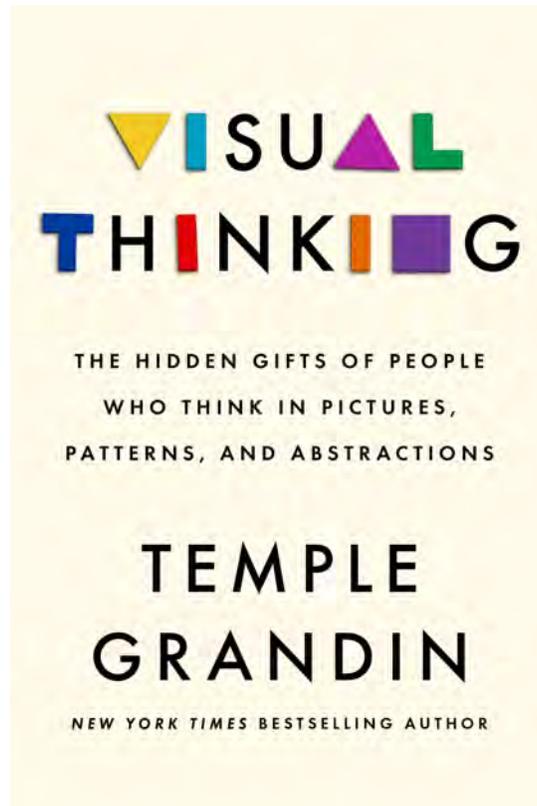
11:00 AM to 5:30 PM EST

2:30 - 3:30 PM



Temple Grandin, PhD

*Professor of Animal Science,
Colorado State University*



Great Minds Are Not All the Same

In the twenty-five years since writing *Thinking in Pictures*, Temple Grandin's observations and studies have further defined visual thinking, which like most traits, occurs on a spectrum where visual and verbal thinking exist along a continuum. Most people do not understand how their minds work, but use a combination of different modes of visual thinking and verbal sequential and linear thinking to navigate their world. As an advocate of all types of minds, Dr. Grandin emphasizes the importance of understanding how children think to know how they learn, and to look beyond labels and to see what visual thinkers and neurodiverse people can offer.

As a result of attending this presentation, participants will be able to:

- 1) Describe 3 ways to encourage the development of a child's visual thinking
- 2) Explain the difference between object and spatial visualizers
- 3) Identify their own place on the spectrum of visual and verbal learning

3:30 – 3:35 PM | Break

Sunday, January 29, 2023

11:00 AM to 5:30 PM EST

3:35 – 5:20 PM

Panel Discussion: The Spectrum of Visual-Spatial Pathways Across Developmental Domains

Carrie Alvarado, PhD, OTR; Mona Delahooke, PhD; Gil Foley, EdD, IMH-E; Mehrnaz Azimi Green, OD, FCOVD; Courtney Grove, MA, CCC-SLP, I/ECMH-C; Karen McDowell; Traci Swink, MD; Suzi Tortora, ED.D., BC-DMT, CMA, LCAT, LMHC; Rosemary White, OTR/L; Serena Wieder, PhD



Unlike other sensory-motor challenges, visual-spatial processing is not treated as a separate clinical or learning disorder or diagnosis, nor is it one. The body of visual-spatial knowledge is not a discipline unto itself, though it is claimed by many disciplines or the important role it plays in their approaches. In fact, visual-spatial has significant implications for all disciplines, including mental health, occupational and physical therapy, speech and language, education, creative arts, developmental optometry, pediatrics, neurology, and neuroscience. This panel will examine the spectrum of visual-spatial pathways across developmental domains in all the disciplines within the DIR® scope of practice.

The panel consists of mental health therapists, occupational therapists, speech and language pathologists, and educators, as well as a dance movement therapist, a pediatric neurologist and a developmental optometrist. Each panelist will describe how visual-spatial relates to their patients' navigation of their world, what the experts see as challenges, and how different disciplines use each other's knowledge to improve function and integrate development in a "team meeting" like no other.

As a result of attending this presentation, participants will be able to:

- 1) Describe the multiple pathways visual-spatial processes cross in relation to your work
- 2) Identify three challenges related to visual-spatial processing in your work
- 3) List three ways visual-spatial challenges impact emotions, sense of self and agency

5:20 – 5:30 PM | Closing Remarks



Sunday, February 5, 2023

11:00 AM to 5:35 PM EST

11:00 – 11:15 AM

Welcome - Lisa Reilly, Interim Executive Director

Mindful Moment

11:15 - 12:45 PM



Visual Anchors: An Occupational Therapist's Journey Investigating and Integrating Developmental Pathways

Stacy Rosello, MA, OTR/L

Discussants

*Cindy Harrison and
Alisa Vig*



This case will illustrate a seven-year treatment journey of a child who presented with over-responsivity to sound, low muscle tone, and challenges integrating vision and movement. His visual-spatial limitations impacted all developmental pathways, including sensory-motor processing, communication, language and speech, praxis and emotions. Postural and navigational insecurities contributed to apprehensions about mobility and physical safety, and fed anxiety. Comprehensive DIR® intervention, including visual training for exophoria and convergence insufficiency, aimed to support symptom reduction, climbing the developmental ladder and skill integration across domains. DIR® principles guided the intervention, harnessing his affect-driven intent, by creating play opportunities to deepen symbolic capacity and engage in socially responsive interactions with his mother in every session (and then, father and brothers).

As a result of attending this presentation, participants will be able to:

- 1) Identify this child's visual anchors across a longitudinal trajectory influencing and intersecting with developmental pathways and individual differences
- 2) List two DIR® principles used to investigate visual-spatial concepts through interactive play to advance emotional thinking and symbolic capacities
- 3) Describe the experience of longitudinal intervention dealing with the complexity of uneven development along multiple pathways

12:45 – 12:55 PM | Break

Sunday, February 5, 2023

11:00 AM to 5:35 PM EST

12:55 - 1:15 PM



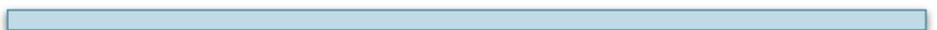
Passion Holds the Secret Path to Success

Brandon Harris - Introduced by: Ruby Salazar, LCSW, BCD

Brandon Harris grew up with IEP lists of long deficits and broken projects which often masked his passions that held the secret paths to success. Brandon struggled with the impact visual-spatial challenges had on executive functions, motor control, and movement as he labored through school. His list of diagnoses was too heavy to carry. But he found freedom and success through his family, DIR® therapy, and school. He continued to pursue his passions at the community firehouse, restoring cars with his father, and worked his way up as he sold cars and moved into management and political office. Today, Brandon drives his children in his car to school. These and other experiences revealed his strengths and potential capacities to value relationships and grow into the person he is today.

1:15 - 1:45 PM | Special Presentation

1:45 - 2:15 PM | Lunch



Sunday, February 5, 2023

11:00 AM to 5:35 PM EST

2:15-3:45 PM

Developmental Pathways Through the Lens of Different Disciplines: Case Studies of Visual-Spatial Integration (1st Round)

Masterclass Session Presenters:

Carrie Alvarado, PhD, OTR; Tyler Choate, MS, CCC-SLP; Josh Feder, MD; Gil Foley, EdD, IMH-E; Mehrnaz Azimi Green, OD, FCOVD; Cortney Grove, MA, CCC-SLP, I/ECMH-C; Maureen Karwowski, OTR/L; Karen McDowell; Mary Ann O'Connell, MA, CCC-SLP; Monica G. Osgood, MA; Yana Peleg, PhD; Diane Selinger, PhD; Traci Swink, MD; Suzi Tortora, ED.D., BC-DMT, C.M.A., LCAT, LMHC; Rosemary White, OTR/L

These masterclass sessions will present illustrations of assessment and interventions through clinical and educational vignettes related to visual-spatial and functional emotional developmental strengths and challenges in the context of DIR® and visual cognitive profiles. The vignettes will be used to consider the intersection of multiple pathways, strengths and stressors, clinical reasoning and decision making, family dynamics, and reflections. Each session will include a discussant of a different discipline to explore interdisciplinary perspectives. Participants will be encouraged to join in these conversations to ask questions and share experiences.

As a result of attending this presentation, participants will be able to:

- 1) Identify three DIR® principles different disciplines employ in their interventions
- 2) List the pathways most relevant to presenting challenges and intervention planning
- 3) Describe why reflective practice is important in comprehensive intervention

3:45 - 4:00 PM | Break

4:00 - 5:30 PM

Developmental Pathways Through the Lens of Different Disciplines: Case Studies of Visual-Spatial Integration (2nd Round)

The same masterclass sessions that were presented at 2:15 PM will be presented at 3:30 PM so that participants have an opportunity to attend 2 of the 15 offerings.

5:30 - 5:35 PM | Closing Remarks



Masterclass Sessions

– MENTAL HEALTH –

The Spectacle of Attachment

Gil Foley, EdD, IMH-E - Clinical Psychologist

Discussants: Tal Baz, MS, OTR/L; Chithra Kathiresan, SLT

A secure attachment is a powerfully protective enduring emotional tie to a loved nurturer. It is more often associated with origins in contact comfort and soothing co-regulation, but less often linked to vision and visual-spatial processing. This presentation shines light on the affirmation of the baby's very "being" by seeing and being seen, the baby's discerning the uniqueness of mother by visual comparative scanning between her and "other", the security in visually finding and navigating back to the loved caregiver across space like a beacon beckoning baby back to base for affirmation and emotional refueling. The presentation also highlights the challenges and help DIR® affords when those systems work differently.



Visual-Spatial Processing, the Sense of Self and Continuation of Experience

Yana Peleg, PhD - Clinical Psychologist

Discussant: Michele Ricamato, MA, CCC-SLP

Within the DIR® model, visual-spatial processing is considered an important aspect of the child's individual profile. It affects not only the way the child perceives and processes the world, but also the way he/she interacts with the people around him and anticipates actions in his environment. This presentation will shed light on the impact of visual-spatial processing challenges on the development of the child's sense of self and interactions with others. Video case illustrations will highlight the ways in which awareness of visual-spatial processes informs psychotherapy with children as well as parent guidance.



Masterclass Sessions

The Interference of Visual-Spatial Challenges on Emotional Development

*Diane Selinger, PhD - Clinical Psychologist with Jennifer Hein, OTR/L
Discussant: Mari Caulfield, LCST, SLP, MIASLT, MRCSLT*

Many concepts considered under the mental health domain have visual-spatial underpinnings that are often overlooked. These concepts include the development of an internal containing function, object constancy, and an integrated sense of self and of autonomy, which are developed through the separation individuation process. The capacities for ego boundaries, mental representation and play also have visual-spatial underpinnings. When visual-spatial challenges impact development, anxiety may also increase. In this workshop, we will present vignettes which describe the impact of visual-spatial challenges on a child's emotional development and formation of early relationships, as well as describe DIR®'s relational therapy which incorporates visual-spatial understanding.



– SPEECH-LANGUAGE THERAPY –

Binocular Dysfunction from an Adult Perspective: Personal Stories and Implications for Communication

*Tyler Choate, MS, CCC-SLP
Discussant: Laura Jendusa, MOT, OTR/L*

It can be difficult for clinicians to understand the lived experiences of young children with visual processing challenges. This session will highlight a dual perspective—clinician and patient. A speech-language pathologist will describe their own personal journey living with binocular dysfunction, including difficulties in early childhood, school-based learning, and significant complications in adulthood and vision therapy. Finally, the clinician will highlight some personally informed perspectives regarding communication development interrupted by visual processing difficulties.



Masterclass Sessions

I See What You Mean: Observable in Students with Visual-Spatial Challenges

Cortney Grove, MA, CCC-SLP, I/ECMH-C

Discussants: Helena Gueiros, PT/OT; Steve Glazier, MA]

While speech language pathologists (SLPs) are trained extensively in the assessment of language and communication, many are not made aware of the ways in which visual-spatial skills and challenges shape the child's ability to engage in linguistic and social learning. This session will focus on case examples, language samples, and audio recordings to highlight the ways in which vulnerable visual-spatial skills reveal themselves in the process of language and social communication assessment. These patterns allow us to tailor case formulation and intervention plans to support the interrelated relationship between body foundations and cognitive-linguistic skills. This relationship is best examined through the use of close transdisciplinary collaboration to determine the right balance in addressing skills across domains at each phase of a child's unfolding development.



Discovering the Visual System's Dynamic Influence on Developmental Capacities through Speech and Language Therapy

Mary Ann O'Connell, MA, CCC-SLP

Discussants: Ruby Salazar, LCSW, BCD; Georgina Ahrens, BAppSc

This breakout session will compare and contrast two pre-adolescent neurodivergent students who are similar in age but experience distinct visual-spatial profiles. One student is visually impaired, and the other has visual perceptual challenges. Despite their contrasts, both demonstrate related struggles within areas of communication and social-emotional development. This session will illustrate clinical work through the lens of communication and language development when variances in visual capacities are part of a student's individual differences.



Masterclass Sessions

– OCCUPATIONAL THERAPY –

Early Intervention in Autism: A Case Study in Coaching Caregivers to Optimize Shared Visual Attention, Visual Flexibility and Visual Intention

Carrie Alvarado, PhD, OTR

Discussant: Caroline Ferguson-Walsh, MS-LP(C), CCC-SLP

In toddlers under surveillance for ASD, visual-spatial differences impacting visual attention and flexibility as well as early communicative intent, involving the visual modality as driver, are some of the first developmental deviations noted. This breakout session will dive deep into the variations in neurophysiological functioning that impact early regulatory, relational, communicative, spatial, and visual-motor capacities in a toddler with autism. Participants will journey along with the toddler's family as they uncover their child's neurodivergent profile and as they become empowered, through teletherapy-based DIRFloortime® and Pediatric Autism Communication Therapy (PACT), to use key evidence-based strategies to better understand and support their child's visual-spatial profile and overall developmental, relational competencies.



A Sensory Affective Approach to Supporting Regulation and Visual-Spatial Skills

Maureen Karwowski, OTR/L

Discussant: Noemi White, MSc, (Psych)

This case describes the early stages of a therapeutic journey of a child who craves intense visual input but struggles. Initially, he most often used his ambient vision, looking at far off airplanes out the window that no one else saw, seeking play with linear objects such as ropes, and sought small spaces - not always safely. Episodes of intense sensory triggered dysregulation- precipitated self-injurious behaviors. Therapy focused on providing graded sensory experiences in the context of regulated exchanges. He is now using visual gaze to re-engage and initiate an activity with his mother or therapist. His progress vacillates, his nervous system is out of synch, yet his visual system is most accessible and is beginning to support his progress. The case illustrates the importance of finding the channel a child uses to cope with the bombardment of the sensory-motor world, and the disorganization he experiences that profoundly impacts on his development and challenges the therapy.



Masterclass Sessions

Visual-Spatial Processing Over the Years – The Strengths and the Challenges

Rosemary White, OTR/L

Discussants: Griffin Doyle, PhD; Jehan Shehata-Aboubakr, BA, CCC

This session will highlight early DIR® occupational therapy Sessions with a child and their caregiver as we embrace the child's strengths in spatial processing and how this is reflected in their response to the sensory input from their own body, the environment and their social interaction and behavior. I will discuss how early treatment developed over time now relates to current capacities as a young adult, having found their passions and navigated challenges in life. The presentation will include video of treatment and reflective discussion of the therapist's experience in the work over time.



– EDUCATION –

Visual-Spatial Processes are at the Heart of School Success

Karen McDowell - Lifespan Educator

Discussant: Linda Cervenka, MA, CCC-SLP

Through the use of classroom videos we will illustrate how educational settings provide a lens into how a child is experiencing and deriving meaning and understanding from their world and integrating developmental pathways through visual-spatial capabilities. The school curriculum and associated concepts, social and emotional advancement, and environmental navigation are broadly impacted by the synthesis of visual information. Assessment-driven instruction and support demonstrate positive outcomes and success in learning frameworks.



Masterclass Sessions

The Influence of the ASD Visual Experience on the Development of Motor Control and Communication

Monica G. Osgood, MA

Discussant: Sherri Cawn, MA, CCC-SLP

Prominent research in the autism community identifies sensory and motor differences at the core of developmental challenges in ASD individuals. While there is research on the visual processing differences in the ASD population, there is little connection made between these differences and how they influence experience and overall development. This workshop will use case studies and new research to look specifically at how the ASD visual experience informs motor capacities, including communication. The impact on emotional well-being, sense of self, and behavior will be incorporated throughout the presentation.



– CREATIVE ARTS THERAPY –

Embodied storytelling: Using movement, play and storytelling to support visual-spatial processing, self-expression and develop sense of self

Suzi Tortora, ED.D., BC-DMT, CMA, LCAT, LMHC - Dance/Movement Therapist

Discussant: Kate Bailey, MSc OT

Young children tell us about their experiences through their behaviors. The way they hold and move their bodies and how they react to their surroundings, is communicated through nonverbal expressions. Challenging behaviors including being over- controlling, engaging in repetitive actions and having sudden inconsolable outbursts are often misread as willful actions that need disciplinary action, rather than signs of underlying difficulties in multisensory processing. Focusing specifically on visual-spatial processing using the principles of nonverbal observation, Tortora's *Ways of Seeing* dance/movement therapy method, and the DIR® model, case studies in this presentation will illustrate how to support children to use their own unique movement style, play, and storytelling to expression their experiences, and develop their body schema and self-agency within the context of a caring social relationship.



Masterclass Sessions

– MEDICAL –

Visual-Spatial Challenges: to Medicate or Not?

Josh Feder, MD - Child Psychiatrist

National Medical Dir., Positive Development; Editor in Chief, Carlat Child Psychiatry Report

Discussant: Beth Osten, MS, OTR/L

Children with visual-spatial and related challenges often have difficulties with regulation, attention, overactivity, and anxiety. Clinicians often prescribe medication to these children, hoping to alleviate these problems. Is that ever the right thing to do? Dr. Josh Feder, will use case examples to present a newly published algorithm, a general map for supporting children that prioritizes safer treatment and places the 'usual' medications into their proper perspective.



Peak into a Visuo-Cognitive Eye Examination

Mehrnaz Azimi Green, OD, FCOVD - Developmental Optometrist

Discussant: Michele Parkins, MS, OTR

Routine eye exams are good for routine cases, primarily checking acuity. Vision, however, occurs in the "mind's eye", in many areas of the brain, and relates to other sensory and motor systems, as well as to emotional, social and cognitive functions, impacting all pathways of development. This session will illustrate, using cases including pictures and videos, what is uncovered in a visuo-cognitive eye examination. Learn how to recognize a vision problem for referral as it relates to sensory, motor, movement and emotional/behavioral problems. Understand vision within a developmental and cognitive framework.



Masterclass Sessions

Visual-Spatial Attention as an Individual Difference: The View From a Multidisciplinary Lens

Traci Swink, MD - Pediatric Neurologist

with Jayme Corry, OTD, OTR/L, CEIM and Sally Schmidt, MS, CCC-SLP

Discussant: Christine Seminario, MEd

Attention is the brain's ability to actively select and modulate specific information in the environment and then connect us to the outside world. The brain uses many different pathways and mechanisms to select, sustain, alternate, limit and focus attention. Visual-spatial (VS) attention is a resource we use to find our way to a destination or to accomplish a goal, and in acts of experience that are open and undirected - taking a stroll, exploring a museum, etc. Join our panelists in an interactive discussion on VS attention as an individual difference. Each clinician will share their perspective on identifying and strengthening VS attentional capacities.



Registration

2 Day Registration Rates:

- Early Bird: \$275. (\$60 savings) Dec 1 - Jan 9
- Pay it Forward: \$375
- Standard: \$335
- Community Supported: \$150
- *Parent: \$75 (CEs not available)
- Group of 5+: \$295

1 Day Registration Rates:

- Early Bird: \$195 (\$40 savings) Dec 1 - Jan 9
- Pay it Forward: \$275
- Standard: \$235
- Community Supported: \$125
- *Parent: \$75 (CEs not available)
- Group of 5+: \$205

Refund Policy

Written cancellation or change notifications must be received no later than Friday, January 20, 2023 via email to emily.mohr@profectum.org. A cancellation/change processing fee of \$25 will be charged. After January 20, 2023, no refunds or credit for future events will be given. Substitute attendees are welcome, but we must be notified with their name and contact information. Please understand that if you do not attend you are still liable for full payment.

Cancellation Policy

Registrations and payments must be received no later than Friday, January 27, 2023. Confirmations and receipts are furnished by email. We DO NOT invoice for our events. All attendees or groups must have a paid registration prior to the event. Written cancellation or change notifications must be received no later than Friday, January 20, 2023 via email to emily.mohr@profectum.org. A cancellation/change processing fee of \$25 will be charged. After January 20, 2022, no refunds or credit for future events will be given. Substitute attendees are welcome, but we must be notified with their name and contact information. Please understand that if you do not attend you are still liable for full payment. In the unlikely event that this program is cancelled, you will be notified immediately via email and a credit will be issued toward a rescheduled conference, or the entire submitted registration fee will be refunded without further liability on the part of the organizer.

Sliding Scale Registrations:

Profectum is committed to providing equitable access to our conferences across a wide span of constituencies, including across our many international stakeholders and attendees. In an effort to remove barriers to attendance, we are pleased to offer a sliding scale of registration fees. The “**Community Supported**” fee is available for anyone with financial or other hardships. The “**Standard**” fee is the set cost. The “**Pay It Forward**” fee enables you to assist in covering costs for others. There are no separate forms or processes; each registrant should choose the amount they are comfortable paying, and register at that price.



Continuing Education

Continuing Education Credits

This conference program is pending CE approval for occupational therapy, speech-language therapy, psychology, social work, mental health counseling, and marriage and family therapy. Credits will only be available for learners who attend via Zoom and attend the full scheduled program. No partial credit will be available.