



2023 INTERNATIONAL CONFERENCE

# DIR<sup>®</sup> 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!**



positive development



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# 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**



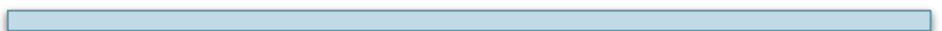
## **Vision is More Than 20/20**

Mehrnaz Azimi Green, OD, FCOVD

Routine eye exams are good for routine cases, primarily checking acuity of sight. 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. They also allow us to investigate how the child is integrating developmental pathways to advance learning, social and emotional development, and navigation of the environment. In this session, examples and videos of the impact of visual-spatial capacities in classroom settings illustrate how developmental based interventions that support a child's unique visual-spatial profile can be translated into the educational curriculum. This session sets the stage for Day 2's masterclass session, where we will delve into comprehension and concept formation and the building blocks of visual-spatial processing.

### **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

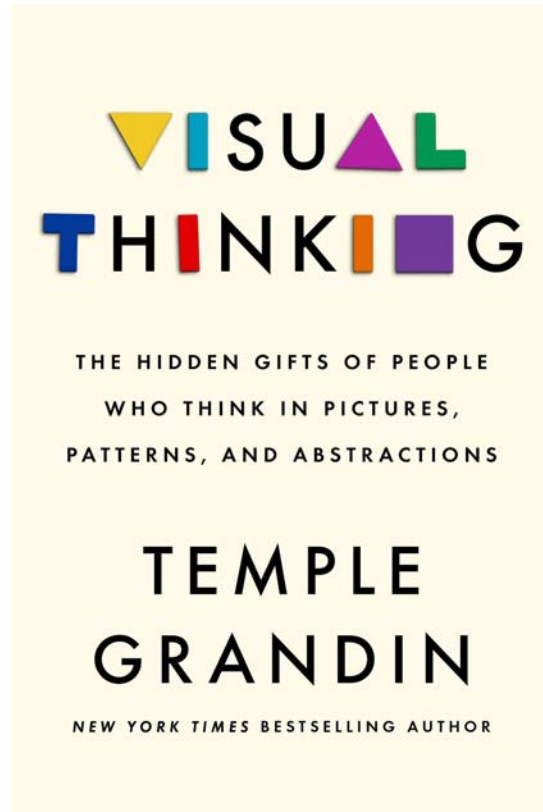
11:00 AM to 5:30 PM EST

**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**

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# 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; Ricki Robinson, MD, MPH; Suzi Tortora, ED.D., BC-DMT, CMA, LCAT, LMHC; Rosemary White, OTR/L; Serena Wieder, PhD



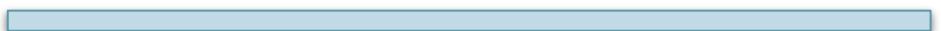
Unlike other sensory-motor challenges, visual-spatial processing is not treated as a separate clinical or learning disorder or diagnosis, nor is it one. The body of visual-spatial knowledge is not a discipline unto itself, though it is claimed by many disciplines or the important role it plays in their 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**

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# 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**

*\* These 2 sessions are not offered for Continuing Education credits*

# 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; 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

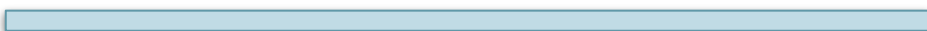
**3:45 - 4:00 PM | Break**

**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.



*\* This session will only be presented in the first round of presentations from 2:15 - 3:45 pm*

# 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 Communication Differences in Individuals 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*

*Discussants: Christine Seminario, MEd (Education); 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*

Explore the complexities of the visual-spatial world in educational settings and learn about the impact on comprehension and concept development, environmental navigation, and the direct connection to success in core curriculum content areas. This session helps us recognize the building blocks of visual-spatial processing such as attention, regulation, discrimination, and visual memory through observation of daily processes and semi-structured activities. We can see how the visual system interfaces with other cognitive and motor processes such as problem solving, memory, imagery, language, and reasoning to support higher intellect and deeper understanding. Video and anecdotal examples illustrate the broad implications of integrating visual processing strategies into the daily demands of academic tasks and ways to strengthen the underlying mechanisms.





# 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.



### **Peek into a Visuo-Cognitive Eye Examination**

*Mehrnaz Azimi Green, OD, FCOVD - Developmental Optometrist*

*Discussant: Michele Parkins, MS, OTR*

Learn to understand vision within a developmental and cognitive framework and how to recognize a vision problem for referral as it relates to sensory, motor, movement and emotional/behavioral problems. This session will illustrate what is uncovered in a visuo-cognitive eye examination through videos and pictures of 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). It will include spatial location, dynamic vision, vision's role in gait and movement in space, and visual perceptual skills. Case based examples of how visual therapy addresses these challenges, using DIR® principles, will also be illustrated through videos and pictures and how a Visual Cognitive Profile helps monitor progress.



# Registration

## 2 Day Registration Rates:

- Early Bird: \$275. (\$60 savings) Dec 1 - Jan 16
- Pay it Forward: \$375
- Standard: \$335
- Community Supported: \$150
- \*Parent: \$75 (CEs not available)
- \*Student: \$75 (CEs not available)
- Group of 5+: \$295 / per person

## 1 Day Registration Rates:

- Early Bird: \$195 (\$40 savings) Dec 1 - Jan 16
- Pay it Forward: \$275
- Standard: \$235
- Community Supported: \$125
- \*Parent: \$75 (CEs not available)
- \*Student: \$75 (CEs not available)
- Group of 5+: \$205 / per person

## Refund Policy

Written cancellation or change notifications must be received no later than Friday, January 20, 2023 via email to [emily.mohr@profectum.org](mailto: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](mailto: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

[Click here for Presenter Bios & Disclosures](#) | [Click here for more information on Continuing Education](#)

## Occupational Therapy

For learners that have signed up for continuing education credit for Occupational Therapy (AOTA), you are required to complete the following course requirements:

- Learners must attend the Conference Day for the full scheduled time. Credit will only be awarded for learners who attend the entire day.
- Complete post Conference Quiz with 80% or better score.
- Complete Conference Evaluation (per day)
- Submit Learner Identification Information (AOTA)

If you have any questions or concerns regarding the process for AOTA CE credits, please contact Profectum Foundation 973-531-4376 or email [emily.mohr@profectum.org](mailto:emily.mohr@profectum.org). 267 Main St., Ste 2B, Chester, NJ 07930



Profectum Foundation is an AOTA Approved Provider of professional development. Course approval ID# 06043. This Distance Learning-Interactive is offered at .55 CEUs on January 29 and .45 CEUs on February 5, 2023. Intermediate level, OT Service Delivery/ Professional Issues / Foundational Knowledge. AOTA does not endorse specific course content, products, or clinical procedures.

## Speech Language Therapy

For learners that have signed up for continuing education credit for Speech Language Therapy (ASHA), you are required to complete the following course requirements:

- Learners must attend the Conference Day for the full scheduled time. Credit will only be awarded for learners who attend the entire day.
- Complete Conference Evaluation (per day)
- Complete an ASHA participant sheet



**Easterseals DuPage & Fox Valley**

Intermediate Level

.95 ASHA CEUs

ASHA Continuing Education credits co-sponsored by Easterseals DuPage & Fox Valley

# Continuing Education

## Psychology, Social Work, Mental Health Counseling, and Marriage and Family Therapy

For learners that have signed up for continuing education credit, you are required to complete the following course requirements:

- Learners must attend the Conference Day for the full scheduled time. Credit will only be awarded for learners who attend the entire day.
- You will receive an email 1-2 after the last Conference day you were registered for with instructions on obtaining your Certificate. Participants print their own certificate after registering at CE-Classes.com, entering a keycode, and completing an evaluation form. Certificates are awarded online after completion of the Conference.

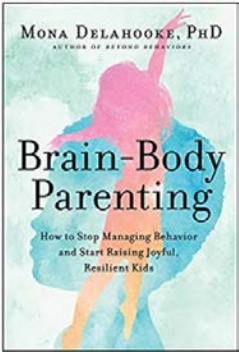
CE-Classes.com is the provider of (CEs). This Conference is approved for 5.5 CE's on January 29 and 4.5 CE's for February 5, 2023.

*Licensed Professionals should contact their regulatory board to determine course approval. There are no known conflicts of interests for this workshop*

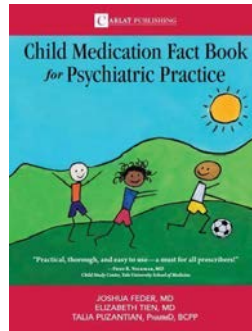


- *The American Psychological Association (APA) CE-Classes.com is approved by the American Psychological Association to sponsor continuing education for psychologists. CE-Classes.com maintains responsibility for this program and its content.*
- *The Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling Provider #852 BAP-Expires 3/31/2023*
- *The California Board of Behavioral Sciences. The California Board of Behavioral Sciences, BBS, recognizes relevant course work/training that has been approved by nationally recognized certifying bodies, such as APA, to satisfy renewal requirements.*
- *The Texas Board of Social Work Examiners – CE-Classes.com meets the requirements for acceptable continuing education*
- *The Texas Board of Professional Counselors – CE-Classes.com meets the requirements for acceptable continuing education*
- *Ohio Counselor, Social Worker and Marriage and Family Therapist Board – Provider # RCST031201*
- *New York Social Work Board – CE-Classes.com is recognized by the New York State Education Department's State Board for Social Work as an approved provider of continuing education for licensed social workers #SW-0120.*
- *The Florida Board of Nursing (CE Provider #: 50-4896) Expires 10/31/2024 Do not send certificates to the Florida Board of Nursing. You must keep this certificate for 4 years.*
- *The California Board of Registered Nursing. CEP 15647 Expires 11/30/2024.*
- *This course is NOT available for NBCC credit*
- *This training does not offer ASWB ACE credit to social workers.*

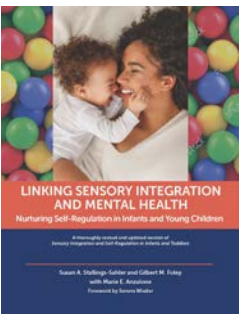
# Authors



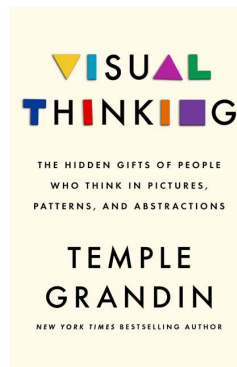
**Mona Delahooke, PhD**  
*Brain-Body Parenting: How to Stop Managing Behavior and Start Raising Joyful, Resilient Kids*  
 by Mona Delahooke, PhD



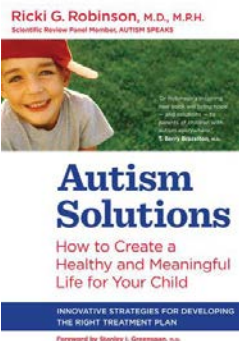
**Joshua D. Feder, MD**  
*The Child Medication Fact Book for Psychiatric Practice*  
 by Joshua D. Feder, Elizabeth Tien, and Talia Puzantian



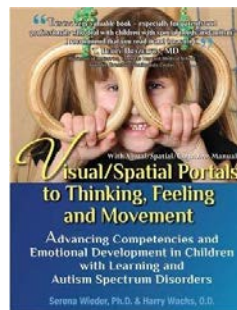
**Gilbert M. Foley, EdD, IMH-E**  
*Linking Sensory Integration and Mental Health: Nurturing Self-Regulation in Infants and Young Children*  
 by Susan A. Stallings-Sahler and Gilbert M. Foley with Marie E. Anzalone



**Temple Grandin, PhD**  
*Visual Thinker: The Hidden Gift Of People Who Think In Pictures, Patterns And Abstractions*  
 by Temple Grandin with Betsy Lerner



**Ricki Robinson, MD, MPH**  
*Autism Solutions: How to Create a Healthy and Meaningful Life for Your Child*  
 by Ricki Robinson, MD, MPH



**Serena Wieder, PhD**  
*Visual/Spatial Portals to Thinking, Feeling and Movement: Advancing Competencies and Emotional Development in Children with Learning and Autism Spectrum Disorders*  
 by Serena Wieder, PhD and Harry Wachs, OD

## Joey Lowenstein

Sharing a special book by our sponsor, The Joey Lowenstein Foundation.  
*Living Through My Eyes: Poetry and Paintings by a Young Man Living with Autism, Vol. 1*  
 by Joey Lowenstein

