

## **Developmental Hour 2025 - 2026**

### **Purpose:**

Development of communication and cognitive skills has a significant impact on social, emotional, and behavioral outcomes from birth to death. However, many psychologists and other medical professionals have limited training in the area of early cognitive, sensory, language, and motor development, and thus struggle to fully integrate these areas into their assessment and intervention. The purpose of the Developmental Hour is to provide psychology interns and other students/professionals with advanced training in the normal and abnormal development of individuals across the lifespan, with specific focus on children and adolescents. This didactic utilizes expertise from highly-trained professionals from other disciplines, including speech/language pathologists, physical therapists, occupational therapists, early childhood specialists, and audiologists, who have extensive experience in both assessing and intervening regarding developmental abnormalities.

This training hour will combine presentation of scientifically-based research and practice guidelines with opportunities for questions and discussion in regard to application for clinical practice. Ultimately, this didactic is designed to provide psychology interns and other students/professionals with enhanced education in the area of communication, socialization, behavior, language, and motor development, and also encourage increased interdisciplinary practice as a trainee and throughout professional practice. This knowledge will not only enhance their ability to practice competently, but also improve their ability as providers to speak intelligently to clients and families about referrals made to other professionals.

### **Time & Location:**

8-9 AM Central Time on Wednesday in the Psychology & Wellness Conference Room (unless otherwise noted)

### **2025-2026 Academic Calendar**

**July 9:** Meet with Speech/Language, Occupational, and Physical Therapy Departments (in Conference Rooms A & B)

Purpose: Focus will be placed on introduction to the outpatient practice of a speech pathologist and audiologist, with specific emphasis on typical types of assessment and intervention. Interns will be encouraged to discuss and ask questions related to prior knowledge and understanding of practice, and also how to facilitate appropriate referrals to and from this department. Focus will be placed on introduction to outpatient practice of an occupational therapist, with specific emphasis on typical types of assessment and intervention. Interns will be encouraged to discuss and ask questions related to prior knowledge and understanding of practice, and also how to facilitate appropriate referrals to and from this department. Focus will be placed on introduction to outpatient practice of physical therapist, with specific emphasis on

typical types of assessment and intervention. Interns will be encouraged to discuss and ask questions related to prior knowledge and understanding of practice, and also how to facilitate appropriate referrals to and from this department.

**Bibliography:**

Komisaruk, K. L. (June, 2017). *Delayed speech or language Development*. Retrieved from: <https://kidshealth.org/en/parents/not-talk.html?WT.ac=p-ra>

Radomsky, M. V., Latham, C. A. T. (2013). Foundations for treatment of physical dysfunction. In *A frame of reference for occupational therapy in physical dysfunction*. Philadelphia, PA: Lippincott, Williams & Wilkins.

*About physical therapist (PT) careers*. (March 11<sup>th</sup>, 2019). Retrieved April 29<sup>th</sup>, 2019, from <http://www.apta.org/PTCareers/Overview/>

**July 16:** Diversity Lecture, Dr. César D. Berríos

**July 23:** “Audiology Fundamentals: Review of the anatomy of the ear, how to interpret an audiogram, and degrees/types of hearing loss”

Presenter(s): May Chao, AUD, CCC-A & Alexandria Sisson, Audiology Intern

Description: This session will focus on the overall anatomy of the ear, and how to look at an audiogram in determining the degree and type of hearing difficulties. An overview of hearing loss as well as the types of hearing loss will be discussed.

**Bibliography:**

*How we hear*. (n.d.). Retrieved April 29<sup>th</sup>, 2019, from <https://www.asha.org/public/hearing/How-We-Hear/>

*The audiogram*. (n.d.). Retrieved April 29<sup>th</sup>, 2019, from <https://www.asha.org/public/hearing/Audiogram/>

**July 30:** Meet with the Early Learning Center Senior Leadership – Laurie Seals, Vice President of Early Childhood and Ann Feldhaus, Director of Milestones (off-site: Early Learning Center, 621 S. Cullen Avenue, Evansville, IN 47715)

Purpose: Focus will be placed on introduction to various classrooms at Early Learning Center and better understanding the logistics and emphasis in providing early childhood services for different age groups and developmental levels. Also, further discussion will center around frequent teacher/employee needs related to daily stress and initial brainstorming of psychology topics to potentially include in Annual Learning Seminar on February 16<sup>th</sup>, 2026.

Bibliography: Not applicable

**After this initial period of orientation and general knowledge acquisition, specific presentations will begin as follows:**

**August 6:** Early Childhood Training at the Early Learning Center with Kathy Callahan, B.S. in Education, M.S. in Special Education

This re-occurring didactic will provide in-vivo training in the context of an all-inclusive preschool room for three to four year olds at ESRC's Early Learning Center (ELC). These sessions will provide interns with the opportunity to observe young children of all abilities, in their natural school environment, while receiving training in early childhood special education. Time will be spent discussing classroom behaviors, presenting psychological/cognitive difficulties associated with this age group, in addition to current, research-supported interventions implemented within the classrooms. The focus will be on providing further training for interns on typical and atypical behaviors in this age group while also utilizing methods to address concerns that are specific and conducive to the pre-school educational environment. Resources include Teaching Strategies ([www.teachingstrategies.com](http://www.teachingstrategies.com)), Center on the Social and Emotional Foundations for Early Learning (<https://csefel.vanderbilt.edu>) and Conscious Discipline ([www.consciousdiscipline.com](http://www.consciousdiscipline.com)).

**August 13:** “The Effects of Early Intervention and the Indiana First Steps Program”

Presenter(s): Jaclyn Thread, Assistant Director of First Steps & Tammy Lockyear, PT

Description: There are numerous studies indicating the positive effects of early intervention on a child's development later in life. First Steps is the early intervention program in Indiana, providing therapy services for children, age 0-3, who are experiencing delayed development or at risk for delays. This seminar will briefly cover the effects of early intervention and delve into Indiana's program, including the referral and evaluation process, the disciplines involved, eligibility criteria, how ongoing services are provided, the interface of agencies and the State, and how Psychology can be involved.

Bibliography:

The National Early Childhood Technical Assistance Center (2011). *The importance of early intervention for infants and toddlers with disabilities and their families*. [PDF File]. Retrieved from <http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf>

**August 20:** “Functional Vision Skills”

Presenter: Lauren Babb, OTR

Description: This seminar provides an overview of assessment and treatment tools used by occupational therapists for visual deficits such as eye movement, visual perceptual skills and visual motor skills. Specific emphasis is placed on understanding how visual skills affect functional skills. Focus will also be on the connection between vision and daily functional activities, specifically with children.

Bibliography:

Scheiman, M. (2011). *Understanding and Managing Vision Deficits: A Guide for Occupational Therapists*. Thorofare, NJ: Slack Incorporated.

**August 27:** Early Childhood Training at the Early Learning Center with Kathy Callahan, B.S. in Education, M.S. in Special Education

### **September 3:** “Beyond the Traditional Hearing Test”

Presenter: Jayne Fields, M. Aud., Ed. S., CCC-A

Description: This class will focus on a discussion of ways hearing loss is confirmed or ruled out in infants, toddlers, and difficult to test populations who are unable to perform traditional hearing tests. It will include a tour of audiological test areas & equipment and sample videos that illustrate how these evaluations are conducted.

Bibliography:

*Hearing tests to expect as your child grows up.* (2019). Retrieved April 29, 2019, from <https://www.babyhearing.org/hearing-tests-to-expect-as-your-child-grows>

Creedon, M. P. (2006). Autism and sight or hearing loss the diagnostic challenges of dual disorders. Retrieved from <https://www.autism-society.org/wp-content/uploads/2014/04/autism-and-sight-or-hearing-loss-2nd-ed-2006.pdf>

### **September 10:** Required Organizational: In-service

### **September 17:** “Developmental Assessment of Children Birth to Three: An Overview”

Presenter: Tammy Lockyear, PT & Christi Watkins, M.S., CCC-SLP

Description: This talk will focus on an overview of typical development of gross motor, fine motor, and language skills in children ages 0-3. It will highlight the important components of a comprehensive assessment, and review First Steps qualifications for therapy services and when best to refer a child for these services.

Bibliography:

Adolph,K, Hoch,J.( Nov 2020), The Importance of Motor Skills for Development, Retrieved from <http://www.pubmed.ncbi.nlm.nih.gov>

Bricker,D.,Dionne,C., Grisham, J., Johnson, J.J., Macy, M., Slentz, K., et al.2022. Assessment, Evaluation and Programming System for Infants and Children, 3rd edition(AEPS-3),Baltimore: Brooks Publishing Co.

[asha.org/public/developmental-milestones/handouts/](https://asha.org/public/developmental-milestones/handouts/)

### **September 24:** “Language Development and Disorders: An Overview of Development and Treatment”

Presenter: Kim Woody, SLP

Description: This presentation will focus on general language development in children and red flags for language disorders. Strategies and suggestions to improve language acquisition will be provided that are useful for parents when they suspect a language disorder is present.

Bibliography:

*How does your child hear and talk?* (n.d.). Retrieved April 29<sup>th</sup>, 2019, from <https://www.asha.org/public/speech/development/chart/>

*Early identification of speech, language, and hearing disorders.* (n.d.). Retrieved April 29<sup>th</sup>, 2019, from <https://www.asha.org/public/Early-Identification-of-Speech-Language-and-Hearing-Disorders/#identify>

<https://www.asha.org/public/speech/disorders/Preschool-Language-Disorders/>

Ebert, C. (2019, April) *Wired Kids: How Screen Time affects Language Development.* Presentation at the Indiana Speech-Language-Hearing Association Convention, Indianapolis, IN.

**October 1:** “Communication Options for Families of Young Children who are Deaf or Hard of Hearing”

Presenter: Debbie Wink, M.S. CCC-SLP, LSLS Cert. AVT

Description: This seminar will address the options and process when a family selects the Listening and Spoken Language (Auditory-Verbal) or Total Communication (Signed English and talking) option, among others. Further information will be provided on basics in program differences across options here and elsewhere in the country.

Bibliography:

*Beginnings: Guidance for your child’s journey.* (2019). Retrieved April 29<sup>th</sup>, 2019, from <https://www.ncbegin.org>

Estabrooks, W., MacIver-Lux, K., Rhoades, E. A. (2016). *Auditory-Verbal Therapy for Young Children with Hearing Loss and their Families, and the Practitioners Who Guide Them.* San Diego, CA: Plural Publishing.

**October 8:** “Issues in Language Processing and Pragmatics”

Presenter: Debbie Wink, M.S. CCC-SLP, LSLS Cert. AVT

Description: This presentation will examine the diagnosis and characteristics of a Language Processing Disorder and differentiating it from an Auditory Processing Disorder. There will also be a discussion of social language skills (pragmatics) as it relates to these areas.

Bibliography:

*Social communication disorder.* (n.d.). Retrieved April 29, 2019, from <https://www.asha.org/Practice-Portal/Clinical-Topics/Social-Communication-Disorders-in-School-Age-Children/>

*Understanding Auditory Processing Disorder in children.* (n.d.). Retrieved April 29, 2019, from <https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/auditory-processing-disorder/understanding-auditory-processing-disorder>

**October 15:** “Oral and Written Language Disorders: The Relationship Between Speech, Language, and Literacy”

Presenter: Katie Liston, SLP

Description: Is there a relationship between speech and language disorders on literacy development? If so, how is accurate diagnosis important and what are appropriate subsequent referrals for therapies and interventions? This presentation will include an overview of developmental milestones in early childhood and school aged populations. It will also explore the implications of oral and written language deficits on communication for children across environments (i.e. home, school, and community).

Bibliography: American Speech-Language-Hearing Association. (2016). Scope of practice in speech-language pathology [Scope of Practice]. Available from [www.asha.org/policy/](http://www.asha.org/policy/).

Lervåg, A. , Hulme, C. and Melby-Lervåg, M. (2017). Unpicking the developmental relationship between oral language skills and reading comprehension: It's simple, but complex. *Child Development*. <https://doi.org/10.1111/cdev.12861>.

Price, K. M., Wigg, K. G., Misener, V. L., Clarke, A., Yeung, N., Blokland, K., Wilkinson, M., Kerr, E. N., Guger, S. L., Lovett, M. W., & Barr, C. L. (2021). Language difficulties in school-aged children with developmental dyslexia. *Journal of Learning Disabilities*. <https://doi.org/10.1177/00222194211006207>

## **October 22: “Speech Fluency Disorders”**

Presenter: Debbie Wink, M.S. CCC-SLP, LSLS Cert. AVT

Description: This class will address issues involved in diagnosing normal non-fluency vs. young stuttering behaviors, stuttering therapy in adults, and the effects of speaking pressure on dysfluencies. Emphasis will be placed on identifying early warning signs, differential diagnosis, and therapy methods.

Bibliography:

The Stuttering Foundation. (April 26<sup>th</sup>, 2019). Retrieved April 29, 2019, from <http://www.StutteringHelp.org>

<https://www.asha.org/practice-portal/clinical-topics/fluency-disorders/characteristics-of-typical-disfluency-and-stuttering/> (2025)

## **October 29: “Relationship of Different Degrees of Hearing Loss to Educational, Language, and Social Needs”**

Presenter: Jessica Vasquez, AUD, CCC-A

Description: This presentation provides an overview of how different types and degrees of hearing loss may impact a child’s language development, school performance, and social interactions. Types of assistive listening devices for home and classroom will be discussed along with classroom modifications/environmental modifications to improve the listening environment.

Bibliography:

*Relationship of hearing loss to listening and learning*. (May, 2017). Retrieved April 29, 2019, from <https://successforkidswithhearingloss.com/for-professionals/relationship-of-hearing-loss-to-listening-and-learning/>

**November 5:** “Speech Sound Development and Disorders: An Overview of Development and Treatment”

Presenter: Amanda McMurtry, SLP

This presentation will focus on general speech sound development in children and red flags for speech sound disorders, and providing more in depth information about the following: articulation disorders, phonological disorders, and apraxia. Strategies and suggestions to improve speech sound acquisition will be provided that are useful for parents when they suspect a speech disorder is present.

*How does your child hear and talk?* (n.d.). Retrieved April 29<sup>th</sup>, 2019, from <https://www.asha.org/public/speech/development/chart/>

*Early identification of speech, language, and hearing disorders.* (n.d.). Retrieved April 29<sup>th</sup>, 2019, from <https://www.asha.org/public/Early-Identification-of-Speech-Language-and-Hearing-Disorders/#identify>

<https://www.asha.org/public/speech/disorders/Speech-Sound-Disorders/>

<https://www.asha.org/public/speech/disorders/Childhood-Apraxia-of-Speech/>

**November 12:** State of the Center In-Service

**November 19:** “Development of Grasping and Fine Motor Skills”

Presenter: Jill Tolley, OTR

Description: This session will present a guide to the typical development of fine motor and grasping skills. Specific focus is placed on grasp progression and how fine motor problems affect functional skills such as handwriting, using utensils and fastening clothing. An introductory review of age-appropriate grasp patterns and when adaptation may be needed will be provided.

Bibliography:

Smith, B. A. (2012, October 1). From rattles to writing: A parent’s guide to hand skills. [Blog post]. Retrieved from <https://blog.therapro.com/from-rattles-to-writing-a-guest-post-by-barbara-a-smith-ms-otrl/>

**November 26:** Early Childhood Training at the Early Learning Center with Kathy Callahan, B.S. in Education, M.S. in Special Education

**December 3:** “An Introduction to Sensory Processing Skills”

Presenter: LeeAnn Palombit, OTR

Description: Sensory Integration Theory was developed in the occupational therapy field. This introduction to sensory processing discusses the development of Sensory Integration theory. Specific focus is placed on the 8 sensory systems in understanding more clearly about what they are and how they affect daily function.

Bibliography:

Ayres, J. (2005). *Sensory Integration and the Child*. Los Angeles, California: Western Psychological Services.

**December 10:** Required Organizational: In-service

**December 17:** “Sensory Processing Disorder and Treatment”

Presenter: Lynn Alling, OTR

Description: This seminar focuses on understanding how occupational therapists identify and treat sensory dysfunction in each sensory system. Focus will be on tactile defensiveness, gravitational insecurity, auditory sensitivities, sensory seeking behaviors and other specific sensory disorders. Treatment strategies discussed are applicable to a variety of diagnoses once a sensory processing disorder has been identified.

Bibliography:

Lane, Shelly J and Bundy, Anita C. (2019). *Sensory Integration Theory and Practice*.

Philadelphia, PA. FA Davis Company, 3rd edition.

Kranowitz, Carol. (2022) *The Out of Sync Child*. New York, NY. Tarcher Perigee, 3rd edition.

Kostka, Mary, OTR/L.(2025). *A Parent’s Guide for Childhood Meltdowns from Distress to Success*. North Haven, CT, Kostka Publishing.**December 24:** Early Childhood Training at the Early Learning Center with Kathy Callahan, B.S. in Education, M.S. in Special Education

**December 31:** HOLIDAY – Center Closed

**January 7:** “Sensory Diet: It’s Not Just for Breakfast”

Presenter: Lisa Hill, OTR

Description: This presentation offers a guide on the use of sensory diets to help children who have Sensory Processing Disorder. A sensory diet is a personalized set of sensory rich activities scheduled throughout the day designed to meet the specific needs of the child with sensory processing needs. The sensory diet consists of a combination of alerting, organizing and calming activities, dependent on the child’s needs. The “diet” analogy helps to make it easier to understand.

Bibliography: Biel, L., Peske, N. (2005). *Raising a Sensory Smart Child*. New York, NY: Penguin.

**January 14:** Early Childhood Training at the Early Learning Center with Kathy Callahan, B.S. in Education, M.S. in Special Education

**January 21:** Annual Learning Seminar

**January 28:** “The Picky Eater”

Presenter: Lisa Ingler, OTR

Description: Eating is very complex and requires coordination of muscles and sensory systems. The focus of this class will be on how to determine when picky eating becomes a feeding problem and how professionals can help families enjoy mealtimes again.

Bibliography:

*Fernando, N., Potock, M. (2015). Raising a Health, Happy Eater. New York, NY: The Experiment.*

**February 4:** “Considerations for Aquatic Therapy: When Can It Be Useful?”

Presenter: Nicolette Leach, Physical Therapist

Description: This talk utilizes an overview of aquatic therapy in better understanding how it can be useful in treating different conditions. Emphasis is placed on understanding when aquatic therapy is warranted for a client, the benefits of aquatic therapy on overall health, and types of exercises that can be done when participating in aquatic programs.

Bibliography:

Munoz-Blanco, et al. Influence of Aquatic Therapy in Children and Youth with Cerebral

Palsy: A Qualitative Case Study in a Special Education School. *Int. J. Environ. Res. Public Health* **2020**, *17*(10), 3690; <https://doi.org/10.3390/ijerph17103690>

Hind D, Parkin J, Whitworth V, et al. Aquatic therapy for children with Duchenne

muscular dystrophy: a pilot feasibility randomised controlled trial and mixed-methods process evaluation. Southampton (UK): NIHR Journals Library; 2017 May. (Health Technology Assessment, No. 21.27.) Chapter 1, Introduction. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK436181/>

Academy of Pediatric Physical Therapy. Fact Sheet: The Benefits of Aquatic Physical

Therapy for Children. *APTA Academy of Pediatric Physical Therapy*. 2017: 1-3.

**February 11:** Required Organizational: In-service

**February 18:** Annual Learning Seminar

**February 25:** “Returning to Function: The Role of Occupational Therapy in the Adult Population”

Presenter: Natalie Britton, MS, OTR

Description: This session will focus on the role of occupational therapy in the lives of adults, including defining the profession and more of a deep dive into what we define as occupations. The focus will also be on the populations that we serve, how occupational therapy plays a vital role into an individual’s ability to return to their meaningful activities of daily living, the importance of accessibility, as well as mental health considerations.

Participants will be able to trial adapted equipment items that we use to help clients to be optimally independent at home and in the community.

Bibliography:

Schell, Barbara, and Glen Gillen. (2018). Willard and Spackman's Occupational Therapy. (13th ed.). Wolters Kluwer Health.

Pendleton, H. M., Schultz-Krohn, W., & Williams, L. (2018). Pedretti's occupational therapy (8th ed.). Elsevier

Relph, E. (1976/2008). Place and Placelessness. London: Pion

**March 4:** Required Organizational: In-service

**March 11:** Required Organizational: In-service

**March 18:** Annual Learning Seminar

**March 25:** “Assistive Technology through the lifespan”

Presenter: Amy Vaughn, COTA, ATP

Description: This presentation focuses on opportunities within assistive technology to enhance the lives for people with disabilities. Emphasis is placed on how assistive technology can assist individuals with regard to mobility, ADL's, play and work.

Bibliography:

Rehabilitation Engineering Society of North America. (2015). RESNA standards of Practice for Assistive Technology Professionals  
[https://www.resna.org/sites/default/files/legacy/certification/documents-and-forms/RESNAStandardsofPractice\\_2015.pdf](https://www.resna.org/sites/default/files/legacy/certification/documents-and-forms/RESNAStandardsofPractice_2015.pdf)

**April 1:** “Toe Walking: Is it really ‘idiopathic?’”

Presenter: Carrie Krizan, PT

Description: Toe-walking in children is common for a variety of reasons, but is not often well understood. Given a lack of obvious cause, this seminar focuses on better understanding why youth do this, when it is problematic, and how it can be treated.

Bibliography:

Breniere Y. (1998). Why we walk the way we do. *Journal of Motor Behavior*, 28(4), 291-299.

Brill B. (1998). Development of postural control of gravity forces in children during the first 5 years of walking. *Experimental Brain Research*, 121, 255-262.

Montgomery, P. Gauger, J. (1978). Sensory Dysfunction in Children Who Toe Walk. *Physical Therapy*, 58(10), 1195-1204.

Sobol E, Caselli M. A., Velez Z. (1997). Effect of Persistent Toe Walking on Ankle Equinus: Analysis of 60 Idiopathic Toe Walkers. *Journal of the American Medical Association*, 87,17-22.

Williams C.M., Tinley P., Curtin M. (2010). Idiopathic toe walking and sensory processing dysfunction. *Journal of Foot & Ankle research*, 3(16).

Yaguramaki N., Kimura, T. (2002). Acquirement of stability and mobility in infant gait. *Gait Posture*, 16(1), 69-77.

**April 8:** Required Organizational: In-service

**April 15:** “The Mind Body Connection”

Presenter: Rachael McCullough, PT

Description: This seminar addresses pain, one of the leading causes of disability and how we can approach pain in a multi-disciplinary approach. Acknowledging and understanding how psychologists and physical therapists can align their services can help us in our ability to decrease chronic pain and improve an individual’s overall function.

Bibliography:

Aaron RV, Ravyts SG, Carnahan ND, et al. Prevalence of Depression and Anxiety Among Adults With Chronic Pain. *JAMA Network Open*. 2025;8(3):e250268. doi:<https://doi.org/10.1001/jamanetworkopen.2025.0268>

Avila L, da Silva MD, Neves ML, et al. Effectiveness of Cognitive Functional Therapy Versus Core Exercises and Manual Therapy in Patients With Chronic Low Back Pain After Spinal Surgery: Randomized Controlled Trial. *Physical Therapy*. 2023;104(1). doi:<https://doi.org/10.1093/ptj/pzad105>

George SZ, Fritz JM, Silfies SP, et al. Interventions for the Management of Acute and Chronic Low Back Pain: Revision 2021. *Journal of Orthopaedic & Sports Physical Therapy*. 2021;51(11):CPG1-CPG60. doi:<https://doi.org/10.2519/jospt.2021.0304>

**April 22:** “The Chicken or the Egg: Mental Health and Movement Dysfunction”

Presenter: Katie Whetstone, PT, DPT, SCS, Assistant Professor of Physical Therapy, Assistant Director of Clinical Education/University of Evansville

Description: Which comes first - a breakdown in functional movement or dysfunctions in mental health? Is there an interaction between the two, and if so, which one should be addressed first? From the perspective of a Sports Physical Therapist, predicting and preventing injury should always be at the forefront of our practice, but we can't do it alone. A multi-disciplinary approach to wellness may be the secret to success for which we've all been looking.

**April 29:** “Dynamic Ankle Foot Orthosis (DAFOs) and Casting”

Presenter: Patty Balbach, PT

Description: This seminar focuses on specific uses for DAFOs and casting in the pediatric population, especially as it relates to development. Indications for referral based on observations of gait, posture, coordination, and strength are discussed.

Bibliography:

*Helping Kids Lead Happier, Healthier Lives.* Retrieved from [www.cascadedrafo.com](http://www.cascadedrafo.com)

**May 6:** “Impact of Pediatric Feeding and Swallowing Difficulties on Overall Development”

Presenter: Christi Watkins, M.S., CCC-SLP

Description: This seminar will review normal feeding and swallowing development in young children. Focus will also be on discussing normal problems that can develop, and rules/guidelines for parents and caregivers that promote a pleasant, healthy mealtime environment.

Bibliography:

*Feeding and swallowing disorders in children.* (n.d.). Retrieved April 29, 2019, from <https://www.asha.org/public/speech/swallowing/Feeding-and-Swallowing-Disorders-in-Children/>

*Feeding skills developmental milestones for infants and toddlers.* (November 11<sup>th</sup>, 2013). Retrieved April 29<sup>th</sup>, 2019, from <https://day2dayparenting.com/feeding-skills-infants-toddlers/>

**May 13:** Diversity Lecture: Ely Sena-Martin, Immigrant Welcome and Resource Center Executive Director

**May 20:** “The Creative Curriculum: The Foundation”

Presenter: Ann Feldhaus, M.S. in Education

Description: The Creative Curriculum® is a comprehensive, research-based early childhood framework designed to foster development in infants, toddlers, and preschoolers through hands-on, play-based exploration. It balances purposeful play with academic foundations by focusing on literacy, math, science, and the arts. Developed by Teaching Strategies, this curriculum relies on project-based investigations, often called "Studies", that follow the interests of the children. The curriculum guides how educators structure the learning environment and interact with children.

Bibliography:

<https://teachingstrategies.com>

**May 27:** “What is Augmentative Alternative Communication (AAC)?”

Presenter: Susan Turley, M.S., CCC-SLP

Description: This overview will entail a brief description of the types of AAC, myths and realities, as well as who can benefit from it and when to refer for an evaluation. Samples of AAC systems will be demonstrated from lite/low tech to high tech options.

Bibliography:

*Augmentative alternative communication: Key issues regarding the American speech-language hearing association.* (n.d.) Retrieved April 29, 2019, from <http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589942773&section=Key Issues>

**June 3:** “A Hug is More Than Just a Hug: The Role of Relationship Based Interventions in Helping Children with ASD Develop Social Relatedness”

Presenter: Susan Turley, M.S. CCC-SLP

Description: This session will briefly overview current treatment strategies with an emphasis on relationship based approaches such as DIR and the PLAY Project. A discussion of these approaches and how they target early foundational developmental milestones critical for a child’s development of emotional regulation, engagement, and communication will be presented.

Bibliography:

Greenspan, S. I., Wieder, S. (2006). *Engaging Autism*. Boston, MA: De Capo Lifelong Books.

Ospina M. B., Krebs Seida J., Clark B., Karkhaneh M., Hartling L., et al. (2008) Behavioral and Developmental Interventions for Autism Spectrum Disorder: A Clinical Systematic Review. *PLOS One*, 3(11), E3755. DOI: 10.1371/journal.pone.0003755.

**June 10:** “The Importance of Play”

Presenter: Kristen Hensley, OTR

Description: This presentation will focus on understanding the importance of play as an occupation across the lifespan, and how we as clinicians can help clients maximize the benefits of play. Focus will be on defining play as an occupation, the development of play, types of play, and interventions and strategies to utilize in treatment. Play is an important aspect in the development of emotional, intellectual, physical, and social skills and can be incorporated throughout our daily lives.

Bibliography:

Brown, S., & Vaughan, C. (2007). *Realizing the Importance of Play*. National Institute for Play. <https://nifplay.org/about-us/about-dr-stuart-brown/>

Elkind, D. (2018). *The power of play: Learning what comes naturally*. Da Capo Press.

Milteer, R. M., Ginsburg, K. R., Mulligan, D. A., Ameenuddin, N., Brown, A., Christakis, D. A., Cross, C., Falik, H. L., Hill, D. L., Hogan, M. J., Levine, A. E., O’Keeffe, G. S., & Swanson, W. S. (2012). The importance of play in promoting healthy child development and maintaining strong parent-child bond: Focus on children in poverty. *Pediatrics*, 129(1). <https://doi.org/10.1542/peds.2011-2953>

Yogman, M., Garner, A., Hutchinson, J., Hirsh-Pasek, K., & Golinkoff, R. M. (2018). The power of play: A pediatric role in enhancing development in young children. *Pediatrics*, 142(3). <https://doi.org/10.1542/peds.2018-2058>

**June 17:** “Driving with a Disability”

Presenter: Kelsey Wilson, CDRS

This seminar provides technology solutions for individuals with a physical disability as it relates to driving. Furthermore, discussion around training techniques for individuals with a cognitive disability is utilized.

Bibliography:

The Association for Driver Rehabilitation Specialists. (2016). *Best Practice Guidelines for the Delivery of Driver Rehabilitation Services*. Retrieved from [https://c.ymcdn.com/sites/www.aded.net/resource/resmgr/docs/aded\\_bestpracticeguidelines.pdf](https://c.ymcdn.com/sites/www.aded.net/resource/resmgr/docs/aded_bestpracticeguidelines.pdf)

**June 24:** No Developmental Hour scheduled.