

AOTA SPECIALTY CONFERENCE

Children & Youth Program Guide

December 12–13, 2025 | Charlotte, NC

Pre-conference sessions on December 11

Sessions Livestreamed in Eastern Standard Time



REFRESHED RECHARGED INSPIRED

SAVE THE DATE

AOTA SPECIALTY CONFERENCE

Children & Youth

New Orleans, LA
December 4-5, 2026

*Pre-Conference Sessions:
December 3, 2026*



APRIL 23-25, 2026

Registration now open!

Early bird deadline is February 23, 2026



[INSPIRE.AOTA.ORG](https://inspire.aota.org)

Pre-Conference Workshops

PRE-CONFERENCE WORKSHOPS

12:00 pm–3:00 pm | Mecklenburg Ballroom 2

Workshop 1

From Perinatal to Traumatic: Navigating Brachial Plexus Injuries in Pediatric Occupational Therapy

Theresa Hallenen, DHSc, MS, OTR/L, CHT; Christina Pyle, MS, OTR/L; Megan Vrooman, MOT, OTR/L, all of Duke University Health, Durham, NC

Contributing Author: Neill Li, MD

Brachial plexus injury is a complex condition that can affect children from infancy through adolescence. Families navigating this diagnosis often need support across multiple settings, including specialized brachial plexus care, early intervention services, school-based accommodations, and community resources. Occupational therapy practitioners are frequently at the center of this support, guiding both children and families through the challenges of daily participation and long-term recovery. This panel will bring together perspectives from occupational therapists, surgeons, and clients to share strategies, insights, and lived experiences in managing the complex care needs associated with brachial plexus injury in children.

PRE-CONFERENCE WORKSHOPS

2:00 pm–5:00 pm | Mecklenburg Ballroom 3

Workshop 2

Partners in Progress: Family Collaboration that Actually Works

Michele Alaniz, OTD, BCP, OTR/L, Casa Colina Hospital and Centers for Healthcare, Pomona, CA

Contributing Author: Gabriel Alaniz, LMFT

Learn practical, evidence-informed tools to build trust and collaborate with caregivers. Through real examples and discussion, this session offers strategies to navigate tough conversations and strengthen outcomes for kids by partnering with families.

Special Event

AOTA TOWN HALL

5:30 pm–6:15 pm | Mecklenburg Ballroom 2

Come and have a dialogue with AOTA's CEO Katie Jordan, OTD, OTR/L, FAOTA. AOTA wants to hear from you.



Keynote

8:00 am–8:45 am
Symphony Ballroom I–IV

Rising Together: Developing Our Collective Voice for Special Education

Phyllis Wolfram, Executive Director, Council of Administrators of Special Education

In an era marked by ongoing challenges in education—where the rights of students with disabilities and the needs of their families often feel overlooked—it's more critical than ever that we unite our voices. This keynote explores the urgent need for a collective, powerful presence to advocate for equity, inclusion, and support in special education.

Together, we'll reflect on how our organizations have partnered in the past and why continued collaboration is essential for the future. Through shared vision, coordinated action, and a commitment to lifting each other up, we can amplify our impact and drive lasting change in our schools, communities, and policies.

Join us as we reignite the purpose that brought us into this field—and strengthen the voice that will carry us forward.

Concurrent Sessions

9:00 am–10:00 am
Symphony Ballroom I–IV

Concurrent 101

Transitioning to Workload Models of Practice in Schools: How Professional Identification As An Advocate Propels Systems-Level Change

*Margaret Morris, Tufts University, Medford, MA;
Megan Ziembowicz, Hopebridge Autism Therapy Services, South Bend, IN*

Contributing Author: Elizabeth Saunders

Evidence-based practice supports workload models in schools, yet barriers to implementation exist. With a change of locus of control, systems-level change becomes feasible. Reflect, learn, and identify strategies to jumpstart your career in advocacy!

9:00 am–10:00 am
Symphony Ballroom V–VII

Concurrent 102

Promoting Knowledge Translation of Evidence-based Approaches for Sensory-Inclusive Home Evaluations for Children with Sensory Processing Challenges

Elizabeth Ayers, OTD, OTR/L; Evguenia Popova, PhD, OTR/L, both of Rush University, Chicago, IL

This short course offers evidence-based recommendations and a practical roadmap for conducting comprehensive, occupation-focused home evaluations prioritizing family collaboration, sensory-informed design, and meaningful occupational outcomes.

10:15 am–11:15 am
Symphony Ballroom I–IV

Concurrent 103

Supporting Student Mental Health and Well-being: Innovative and Creative Ways to Address the Growing Crisis in our Children and Youth

Sarah Greene, OTD, OTR/L, St. Catherine University, St. Paul, MN

By recognizing and advocating for the vital role of occupational therapy in youth mental health and well-being, occupational therapy practitioners can support school-wide initiatives that use innovative techniques, service delivery models, and evidence-based interventions to address the worldwide mental health crisis.

10:15 am–11:15 am
Symphony Ballroom V–VII

Concurrent 104

Tuning Into the Relationship: Therapists, Autistic Children, and Their Caregivers

Felicia Bernhard, MSOT, OTR/L, BCP, Cincinnati Children's Hospital Medical Center, Cincinnati, OH

Contributing Authors: Dana Howell, PhD, OTD, OTR/L, FAOTA; Laura Bray; Camille Skubik-Peplaski, PhD, OTR/L, FAOTA; Jenny Dorich, PhD, MBA, OTR/L, CHT

The neurodiversity movement necessitates immediate practice change for occupational therapy practitioners (OTPs) working with autistic clients. This significant presentation discusses how OTPs can develop relationships to support a neurodiversity-affirming therapeutic process.

11:30 am–12:30 pm
Symphony Ballroom I–IV

Concurrent 105

The Occupational Therapist (OT)/Occupational Therapy Assistant (OTA) Relationship: Strengthening Intra-Collaboration in School-Based Practice

Amy Fehr, MSOT, OTR/L, Win Veneracion, both of Bl...

CANCELLED BY SPEAKER

Contributing Authors: Jacqueline Carr, OTR/L; Ebonie Johnson, MS, OTR/L

Attendees will explore how OT/OTA collaboration enhances the effectiveness of school-based occupational therapy. Using practical strategies and communication tools to foster cohesive, dynamic teams, occupational therapy practitioners can improve student outcomes and support professional growth.

11:30 am–12:30 pm
Symphony Ballroom V–VII

Concurrent 106

Rest Assured: Occupational Therapy Strategies to Support Pediatric Sleep

Michele Alaniz, OTD, BCP, OTR/L, Casa Colina Hospital and Centers for Healthcare, Pomona, CA

Sleep is an occupation critical to childhood development, yet it is frequently disrupted. Come learn evidence-based interventions to improve sleep quality and overall well-being. P.S. You might improve your own sleep too!

2:00 pm–3:00 pm
Symphony Ballroom I–IV

Concurrent 107

Empowering Student Writers: Occupational Therapy and Assistive Technology to Support Participation

Lara Collins-Barros, Ntdse, Morton Grove, IL

Occupational therapy practitioners support students' participation in written expression. Includes cases of embedding assistive technology interventions in the classroom that enhance participation, boost confidence, and foster independence.

2:00 pm–3:00 pm
Symphony Ballroom V–VII

Concurrent 108

Creating Sensory Environments to Promote Participation

Aimee Piller, PhD, OTR/L, FAOTA, BCP, Piller Child Development, LLC, Phoenix, AZ; Jessica McHugh Conlin, PhD, OTR/L, BCP, CPT, Healthy 360, Inc., Sergeant Bluff, IA

The sensory environment is crucial for individuals with sensory processing differences. This session will explore assessing and implementing sensory-based environmental interventions to increase participation of all participants in environments.

3:15 pm–4:15 pm
Symphony Ballroom I–IV

Concurrent 109

The Role of Occupational Therapy Practitioners in Supporting Neurodivergent Students Who Use Augmentative and Alternative Communication (AAC)

Fiona Quirk, MS, OTR/L; Victoria Hopkins, OTD, OTR/L, both of Concord School District, Concord, NH

This session provides strategies to support AAC users in school. Access to AAC supports students' regulation and participation in learning and leisure activities, self-advocacy, agency, self-esteem, positive mental health, and well-being.

3:15 pm–4:15 pm
Symphony Ballroom V–VII

Concurrent 110

Pediatric Occupational Therapy with Autistic Children: A Guide to Coding and Billing for Play and Social Participation

Felicia Bernhard, MSOT, OTR/L, BCP, Cincinnati Children's Hospital Medical Center, Cincinnati, OH

Contributing Authors: Kim Karr, OTR/L, RAC-CT, CPHQ; Camille Skubik-Peplaski, PhD, OTR/L, FAOTA

Relationship-focused interventions can be challenging to document, code, and bill, making reimbursement more complex. To enhance reimbursement, best practices for documentation and billing to support play and social participation will be shared.

Poster Session

4:30 pm–5:30 pm
Symphony Ballroom Foyer

Poster 101

Strengthening Communication and Family-Centered Care in Early Intervention: Intentional Relationship Model Training Pilot

Evguenia Popova, PhD, OTR/L, Rush University, Chicago, IL

Family-centered care (FCC) is foundational to early intervention (EI). This workshop presents the feasibility and outcomes of an Intentional Relationship Model training to improve EI providers' self-efficacy, FCC implementation, and communication.

Poster 104

Splash and Play: Neonatal Hydrotherapy with Occupational Therapy

Lydia Rawlins, MEd, OTR/L, Children's Hospital of Philadelphia, Philadelphia, PA

Infant hydrotherapy is a form of aquatic therapy used by occupational therapy to promote optimal brain, motor, state, and sensory development in infants. This presentation provides an introduction to Bedside Hydrotherapy for Infants in a hospital setting.

Poster 105

Bridging Practice and Documentation: Integrating Occupational Therapy Practice Framework (OTPF–4) Language

Anne Borema; Ashley Binkowski, MS, OTR/L, BCP, both of Children's Hospital of Philadelphia, Philadelphia, PA

Occupational therapy documentation often lacks consistency and alignment with the OTPF–4. A quality improvement project using focus groups explored strategies to enhance documentation and engage clinicians in adopting OTPF–4 language and practice.

Poster 106

A Social Emotional Learning (SEL) Toolkit for Knowledge Translation

Sheila Smith, OTR/L, ATP, Gannon University, Dublin, OH

This project explores the use of a digital SEL toolkit to support knowledge translation and professional development among school-based occupational therapy practitioners. Findings show increased practitioner understanding and use of SEL, advancing occupational therapy practice.

Poster 107

Cerebral Visual Impairment (CVI): How to “Spot It” and Assess It

Elsie Bush; Kelli Hobart, MS, OTR/L, both of Cincinnati Children's Hospital Medical Center, Cincinnati, OH

Cerebral Visual Impairment (CVI) is a diagnosis that requires early identification and proper assessment in order for practitioners to best support their clients. Participants will learn CVI common characteristics and assessment strategies for practice.

POSTER SESSION | 4:30 pm–5:30 pm
Symphony Ballroom Foyer

Poster 108

Implementing Occupational Therapy in Pediatric Primary Care Services: A Case Study

Melissa Vigil, OTD, OTR/L; Rae Ann Smith, OTD, OTR/L, both of Bay Path University, Longmeadow, MA

Contributing Author: Kristen Powers

The purpose of this case study was to determine the efficacy of introducing occupational therapy (OT) services in a pediatric primary care practice. Several themes emerged, highlighting the benefits of providing an OT evaluation at the time of a well-child examination.

Poster 110

Optimizing Pediatric Healthcare for Patients with Disabilities and/or Diverse Health Needs

EllaGrace Brunton, OTD, Western New England University, Springfield, MA

Contributing Author: Erin Wells

The Optimizing Pediatric Healthcare project developed educational modules for parents and health care providers to enhance the health outcomes and health care experiences of children with disabilities and/or diverse health needs and their families.

Poster 111

Establishing Scoring Norms for the Beery Developmental Test of Visual-Motor Integration (VMI): A Retrospective Chart Review of School-Aged Children with Trisomy 21

Tricia Kinslow, Children's Hospital of Philadelphia, Philadelphia, PA

Contributing Authors: Isabel Hendrickson; Jordan Wentz, OTD, MS, OTR/L, BCP; Samuel Pierce, PT, PhD

This retrospective chart review aims to establish Beery VMI scoring norms for school-aged children with trisomy 21 and explore how demographics and coexisting diagnoses impact performance.

Poster 112

Identifying the Gaps in Service for Children with Cerebral Palsy (CP) in East Tennessee

Samantha Mills; Madison Lamon; Ashley Parker, all of Lincoln Memorial University, Knoxville, TN; Marianna Michalski

Contributing Author: Elizabeth Schmidt, PhD, OTR/L

This survey-based research explored practices, provider knowledge, and barriers to CP identification in Tennessee. Findings emphasize a critical need for improved screening, diagnosis, and referrals. Advocacy is needed to improve diagnosis and access to occupational therapy.

POSTER SESSION | 4:30 pm–5:30 pm
Symphony Ballroom Foyer

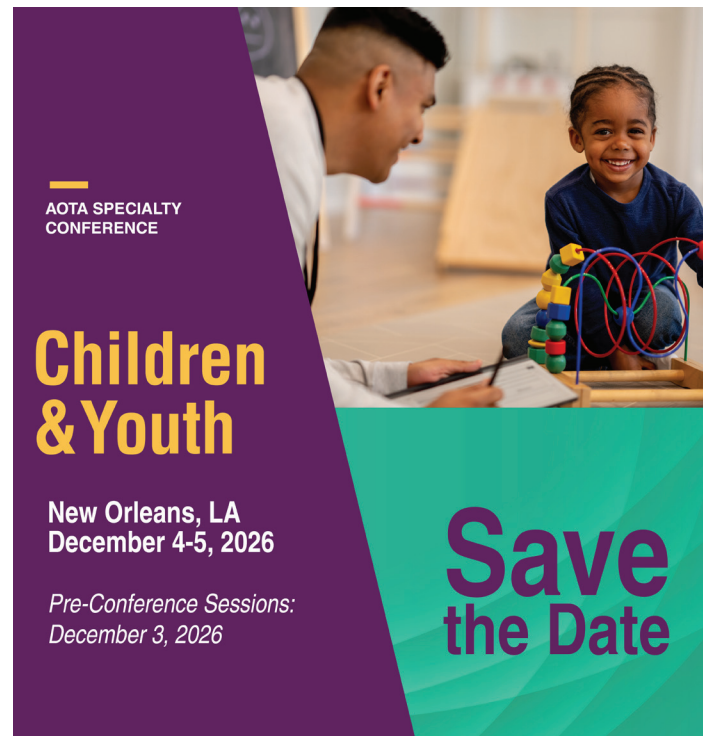
Poster 114

Implementing Dynamic Axilla Splints in a Large Burn Patient

Amber Shojaie, OTR/L, Children's National Medical Center, Washington, DC

Contributing Authors: Tyler Salvador, BS; Atharva Paralikar

This study explores the development and clinical use of dynamic axilla splints in pediatric burn rehab, highlighting their role in improving shoulder mobility, promoting function, and preventing contractures through innovative design.



Concurrent Sessions

8:00 am–9:00 am
Symphony Ballroom I-IV

Concurrent 201

Handwriting Legibility Still Matters: Using Handwriting Clubs to Support Students

Jennifer D. Waid, OTD, OTR/L, Pfeiffer University, Charlotte, NC

Despite advances in technology, handwriting remains a primary occupation of elementary students. This short course details the implementation of Handwriting Clubs as part of a Multi-Tiered System of Supports for students in grades K-4.

8:00 am–9:00 am
Symphony Ballroom V–VII

Concurrent 202

Put Me In, Coach! The Art and Science of Guiding Caregivers in Pediatric Therapy Intervention

Jennifer Lawson, OTR, MS, Knowledge Is Now, Dallas, TX

This session will describe the principles of coaching, the evidence supporting the practice, the importance of child/family routines, as well as practical strategies for implementation within pediatric therapy intervention.



Poster Session

9:15 am–10:15 am
Symphony Ballroom Foyer

Poster 201

Effectiveness of Training on Trauma-Informed Approaches Amongst School-Based Occupational Therapy Practitioners

Patricia Precin, PhD, OTR/L, FAOTA, Columbia University, New York, NY

Contributing Authors: Phyllis Simon, OTD, OTR/L, FNAP; Jasmine Tomlinson

Creation, design, and outcomes of an inter-professional trauma-informed approach program for children and youth in transition will be presented as a poster to direct occupational therapy practitioners in how to incorporate these principles into their practice/research.

Poster 202

Outcomes of an Inter-Professional Trauma-Informed Care Program for Children and Youth in Transition in Underrepresented Communities

Patricia Precin, PhD, OTR/L, FAOTA, Columbia University, New York, NY

Contributing Authors: Phyllis Simon, OTD, OTR/L, FNAP; Latisha Hanson; Monica Manfredonia

Creation, design, and outcomes of a grant-funded inter-professional trauma-informed care program for children and youth in transition will be presented to direct others in how to incorporate these principles into their practice.

Poster 203

Occupational Therapy Practitioners' (OTPs) Perspectives on the Use Of Trauma-Informed Care (TIC) in School Settings

Alyssa Marsh, OTD, Invo Healthcare, Manahawkin, NJ

Contributing Author: A Norene Carlson, OTD, OTR/L

This study explores school-based OTPs' perceptions of trauma-informed care, highlighting barriers and opportunities for growth. Findings support advancing TIC training, collaboration, and role clarity to enhance occupational therapy practice and student mental health.

Poster 204

Use of the Extensions of Community Healthcare Outcomes (ECHO) Model for Statewide and National Training: A Snapshot of Pediatric Programs

Elsie Bush, Cincinnati Children's Hospital Medical Center, Cincinnati, OH; Karen Harpster

Project ECHO is a model developed to support interdisciplinary training and telementoring high-need clinical areas. This poster will outline the implementation and outcomes of three pediatric ECHO programs.

POSTER SESSION | 9:15 am–10:15 am
Symphony Ballroom Foyer

Poster 205

Putting the Fun in Executive Functioning (EF): Measuring the Efficacy of an After-School Play-Based Skill Development Program in Elementary-Aged Students

Katherine Lynch, MS, OTR/L, Hammondsport Central School District, Hammondsport, NY

Contributing Authors: Alyson Pasquale; Ann Burkhardt, OTD, OTR/L, FAOTA; Jennifer Bower

Play-based interventions may boost executive function in young children. This study found improved EF skills through guided after-school play with peer mentors, highlighting a promising, school-based approach to support academic and adaptive growth.

Poster 206

More Than Toys: Exploring the Use of Culturally Diverse Toys in the Acute Care Setting

Iman Nasir, George Washington University, Washington, DC

Contributing Authors: Bridget Trivinia, OTD, OTR/L; Lydia Rawlins, MEd, OTR/L; Kellie Sawyer, OTD, OTR/L

This project explored the significance of culturally diverse toys in pediatric acute care by addressing occupational therapy practitioners' understanding. By exploring barriers and sharing strategies, this poster offers practical methods for culturally responsive occupational therapy practice.

Poster 207

Sensory In Action: Embedding Sensory Motor Interventions and Opportunities in Everyday Routines to Improve Fine Motor Outcomes for Preschool Students

Jill Smolenski, MOT, OTR/L, Albany County Intermediate Unit, Homestead, NY

CANCELLED BY SPEAKER

Contributing Author: Christine Nypaver, MOT, OTR/L

'Sensory in Action' is an evidence-based classroom program supporting preschoolers' sensory needs to improve fine motor skills. It enhanced teacher confidence, collaboration, and student engagement through routine-embedded sensory strategies.

Poster 208

Defining the Role of School-Based Occupational Therapy Practitioners: A Qualitative Exploration of Responsibilities and Challenges

Deborah Zeitlin, OTD, OTR/L, Lincoln Memorial University, Knoxville, TN; Dacey Jenkins, Lincoln Memorial University, Knoxville, TN; Cassidy Miracle; Mia Gamberi; Alicia Phillips

Contributing Author: Elizabeth Schmidt, PhD, OTR/L

This study examines the role of school-based occupational therapy practitioners, aiming to advance the field by deepening understanding of their responsibilities and challenges faced in school-based settings.

POSTER SESSION | 9:15 am–10:15 am
Symphony Ballroom Foyer

Poster 209

The Impact of Broad-Spectrum Services for Children with Developmental Disabilities: Birth to Three and Beyond

Francine Ruzich, OTD, OTR/L, SIPT, Vista Rehab Services, Woodbridge, NJ

Contributing Author: Karen Majeski, OTD, OTR/L

This study highlights families' experiences raising children with developmental disabilities, emphasizing advocacy, emotional impact, and early intervention-advancing occupational therapy practice by promoting family-centered care and empowering parent engagement.

Poster 210

The Interoception Connection: Development and Implementation of a Body-Based Mindfulness Course for Caregivers and Educators

Elizabeth Young, Monroe #1 BOCES, Rochester, NY

Contributing Author: Alyson Pasquale

Teaching interoceptive awareness through mindfulness improves adult-child relationships and supports self-regulation. Occupational therapy practitioners can use this approach to empower caregivers and educators, enhancing children's participation in daily activities.

Poster 211

Adaptive Aquatics: A Pilot Swim Program for a High School Special Education Class

Lacy Wright, OTD, OTR/L, BCP; Claire Krisman; Drew Leroux; Noor Zalloum, all of University of Kansas Medical Center, Kansas City, KS

Innovative school-based swim pilot program for high school students with intellectual and development disabilities promoted water safety, physical fitness, and social participation through structured, engaging aquatic activities.

Poster 212

Meeting the Training Needs of Communication Partners for Improved Integration of Augmentative and Alternative Communication (AAC) in the Lives of Child User

Kristen Rovello, OTD, OTR/L, ATP, Putnam Northern Westchester BOCES, Yorktown Heights, NY

Contributing Authro: Karen Majeski, OTD, OTR/L

This study explores the training techniques that communication partners (CPs) of child AAC users find most beneficial. Results suggest training is more effective when it involves multiple CPs, occurs across environments, and is tailored to their needs.

POSTER SESSION | 9:15 am–10:15 am
Symphony Ballroom Foyer

Poster 213

Intensive Occupational Therapy/Physical Therapy for a Major Burn in a Toddler at a Low-Volume Burn Center

Amber Shojaie, OTR/L; Colleen Cox, PT, DPT, both of Children's National Medical Center, Washington, DC

Intensive therapy in a low-volume pediatric burn center enabled full functional recovery for a toddler with 35% total body surface area burns. This case highlights a replicable rehab model using creative interventions and caregiver involvement to optimize outcomes.

Poster 214

Grip and Grow: Enhancing Developmental Skills Through Occupational Therapy-Led Play Stations in a Children's Museum

Lacy Wright, OTD, OTR/L, BCP; McKenna Ellis, COTA/L, both of University of Kansas Medical Center, Kansas City, KS

Contributing Authors: Lauren Osterholm; Emily Rogers; Elle Schloegel

Grip and Grow is a play-based occupational therapy program created with a children's museum to build grip strength, support development, educate caregivers, and raise public awareness of occupational therapy's role in promoting inclusion and participation in community spaces.



Concurrent Sessions

10:30 am–11:30 am
Symphony Ballroom I-IV

Concurrent 203

All Set for School: A Handwriting Camp Using the Cognitive Orientation to Daily Occupational Performance (CO-OP) Approach

Patti Sharp, Cincinnati Children's Hospital, Cincinnati, OH

Young children with attention and coordination difficulties struggle to achieve the handwriting skills needed for school readiness. This session will present strategies and results from delivering CO-OP in a camp format to support school readiness.

10:30 am–11:30 am
Symphony Ballroom V–VII

Concurrent 204

Intraprofessional Collaboration: Current Practice and Strategies to Improve Pediatric Outcomes

Ashley Lankford, ScD, MS, OTR/L, Towson University, Towson, MD

Contributing Authors: Ester Bodor; Sarah Brennan; Josephine Stubbs; Chelsea Lizardo, MD

This session will focus on intraprofessional collaboration between school-based and outpatient occupational therapy practitioners. The presenter will highlight current practices, address supports and barriers, and offer strategies to strengthen collaboration.

1:00 pm–2:00 pm
Symphony Ballroom I-IV

Concurrent 205

The OT Role in Supporting Alternative Access for Communication with Touch, Eye-Gaze, & Switches

Ashlyn Hudson, MOT, MEd, Therapy 2000 & Knowledge is Now, Tyler, TX

Individuals unable to rely on spoken language have a variety of alternative options available. As OT's, we are a key support for the development of access skills. This session will focus on the OT role, identifying and teaching alternative access skills.

1:00 pm–2:00 pm
Symphony Ballroom V–VII

Concurrent 206

Bridging the Gap: Cognitive Strategies for Effective Learning

Jeryl Benson, EdD, OTR/L, FAOTA, Duquesne University, Gibsonia, PA

This session will provide practitioners with an overview of the cognitive system, assessment process, and current evidence-based interventions with a focus on person-centered, contextual, and skill acquisitional approaches to support participation.

2:15 pm–3:15 pm
Symphony Ballroom I-IV

Concurrent 207

Staff in Education Noticing Sensory Experiences by Students: Surveying School-Based Collaboration Implementing Tiered Interventions

Seaton Ng, OTR/L, EBS Healthcare, Millbrae, CA

Across the United States, there is a correlation among trust, flow of information, communication, role perception, and conflict resolution. This short course will equip learners with how to enhance interdisciplinary collaboration within the school.

2:15 pm–3:15 pm
Symphony Ballroom V-VII

Concurrent 208

Facilitating Caregiver Self-Efficacy Through Coaching: A Strength-Based Approach to Sensory Regulation

Amanda Newchok, Denville Township Board of Education, Denville, NJ; Janis Leinfuss, OTD, OTR/L, Fairleigh Dickinson University, Morris Plains, NJ; Erin O'Hara, Ready to Learn and Play LLC, Long Valley, NJ

Ready to Learn and Play (RtLP) is an evidence-based framework to facilitate occupational performance for neurodiverse individuals with sensory processing differences. Attendees will learn a foundation to support coaching caregivers to implement RtLP with their children.

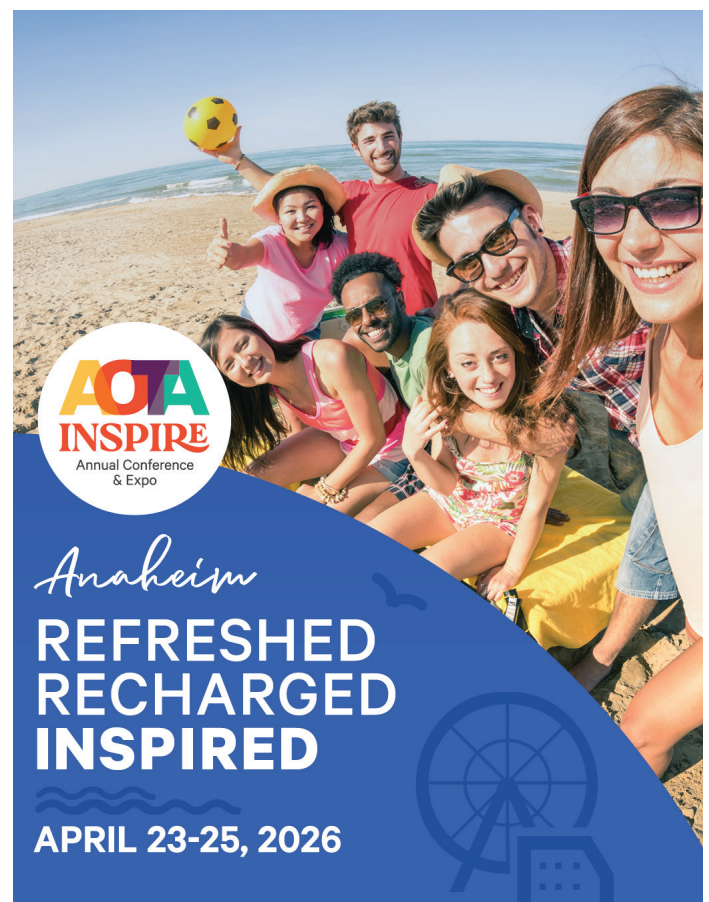
Closing

3:30 pm–4:15 pm
Symphony Ballroom I-IV

Empowering Families: Occupational Therapy's Role in Supporting the Mental Health of Children and Their Caregivers

Jessica McHugh Conlin, PhD, OTR/L, BCP, CPT, Healthy 360, Inc., Sergeant Bluff, IA; Aimee Piller, PhD, OTR/L, FAOTA, BCP, Piller Child Development, LLC, Phoenix, AZ

Children with health care needs often face mental health issues. Parents of these children are also more likely to experience stress and poorer mental health. This course highlights occupational therapy's role in supporting child and parent well-being holistically.



Thank you.

AOTA sincerely thanks our sponsors and exhibitors for supporting the 2025 AOTA Children & Youth Specialty Conference. Their generosity helps us create programs that boost knowledge and foster community within the profession.

