

Children & Youth Specialty Conference

December 4-5, 2026
NEW ORLEANS, LA



AGTA

Children & Youth Specialty Conference

December 4-5, 2026 | NEW ORLEANS, LA



Program at a Glance

ONLY KEYNOTE, CONCURRENT, AND CLOSING ARE CLOSED CAPTION.

THURSDAY, DECEMBER 3, 2026

12:00 pm–5:00 pm	Registration
1:00 pm–4:00 pm	Pre-Conference Session #1 <i>Building Capacity Together: Occupational Therapy as a Collaborative Partner in Multi-Tiered Systems of Support (MTSS)</i>
2:00 pm–5:00 pm	Pre-Conference Session #2 <i>Clinical Practice Guidelines for Occupational Therapy in DIRFloortime® Practice: Defining Occupational Therapy's Unique Contribution</i>

FRIDAY, DECEMBER 4, 2026

8:00 am–5:00 pm	Registration and Exhibits
8:00 am–9:00 am	Breakfast
9:00 am–9:45 am	Keynote
10:00 am–11:00 am	Concurrent 101 OR Concurrent 102
11:15 am–12:15 pm	Concurrent 103 OR Concurrent 104
2:00 pm–3:00 pm	Concurrent 105 OR Concurrent 106
3:15 pm–4:15 pm	Concurrent 107 OR Concurrent 108
4:30 pm–5:30 pm	Poster Sessions OR Conversations That Matter

SATURDAY, DECEMBER 5, 2026

8:00 am–4:00 pm	Registration
8:00 am–9:00 am	Breakfast
8:00 am–2:00 pm	Exhibits
9:00 am–10:00 am	Concurrent 201 OR Concurrent 202
10:15 am–11:15 am	Concurrent 203 OR Concurrent 204
11:30 am–12:30 pm	Concurrent 205 OR Concurrent 206
2:00 pm–3:00 pm	Concurrent 207 OR Concurrent 208
3:15 pm–4:00 pm	Closing

Pre-Conference Workshops

Multi-hour sessions on Thursday, December 3 that give you deep, hands-on learning in your areas of interest.

*Separate registration required.

Concurrent Sessions

One-hour sessions that feature content in a specific area of pediatric practice. Choose the topics that are most relevant to you.

Poster Sessions

Cutting-edge research and the opportunity to discuss the findings one-on-one with the presenters.

Conversations That Matter

An interactive session, where moderators introduce a specific topic related to pediatric practice and occupational therapy practice and then facilitate discussion from you, the participant!

Register today at
aota.org/events

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Thursday | December 3, 2026

Pre-conference workshops give you hands on learning in a smaller group setting and require separate registration. Already registered and want to add a workshop to your registration? Email us at conference@aota.org for assistance.

1:00 pm–4:00 pm

WORKSHOP 1 | Regal Suite

Building Capacity Together: Occupational Therapy as a Collaborative Partner in Multi-Tiered Systems of Support (MTSS)

Joyce Rioux, Capitol Region Education Council, Windsor, CT; Moira Bushell, OTD, MEd, OTR/L, BCP, FAOTA, Exceptional Learners Collaborative, Vernon Hills, IL; Jan Hollenbeck, OTD, OT, OTR, FAOTA, Partnership for Advancement of School Service-Providers, Watertown, MA

Occupational therapy is not an add-on to MTSS but an essential partner in student participation and school success. This session explores how occupational therapy practitioners use coaching and collaborative problem-solving to build educator capacity and remove barriers.

2:00 pm–5:00 pm

WORKSHOP 2 | Royal Conti

Clinical Practice Guidelines for Occupational Therapy in DIRFloortime® Practice: Defining Occupational Therapy's Unique Contribution

Tracy Stackhouse, MA, OTR/L, Developmental FX, Denver, CO; Gretchen Kamke; Amy Lewis, OTR/L, Powerfully You, Charleston, SC

This session introduces emerging Clinical Practice Guidelines for occupational therapy in DIRFloortime, exploring developmental-relational foundations, occupational therapy's distinct contributions, and occupation-centered recommendations for pediatric practice.

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9:00 am–9:45 am

KEYNOTE | Grand Ballroom

The Decline of Play and the Rise of Dysregulation in Modern Childhood: Implications for Occupational Therapy Practice

*Allie Newton, MS, OTR/L,
Hands on Play Pediatric
Therapy, Roanoke, VA*



Evidence suggests declining play opportunities may contribute to challenges in regulation, executive functioning, participate, etc. This session explores implications for occupational therapy practitioners and strategies to support play, a child's primary occupation.



10:00 am–11:00 am

Concurrent 101 | Grand Ballroom

The Call for Trauma-Informed Care in Pediatric Occupational Therapy

*Jennifer Gunn, OTD, MS, OTR, University of Texas Medical
Branch, Galveston, TX; Ryann Sawyer*

This session explores trauma's impact on the pediatric sensory system. Participants will learn evidence-based trauma-informed care strategies to bridge the implementation gap, advancing clinical practice, and education framework to foster felt safety.

Concurrent 102 | Fleur de Lis

Feeding Evaluation in Occupational Therapy: Developing the Occupational Profile to Guide Intervention

*Brandon Walker, OTD, LSU Health - New Orleans, New
Orleans, LA*

Focuses on the occupational therapy feeding evaluation, highlighting the development of the occupational profile and the use of structured observation to guide clinical reasoning and intervention planning.

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11:15 am–12:15 pm

Concurrent 103 | Grand Ballroom

From Data to Decisions: Writing Meaningful IEPs Through the Lens of Occupational Therapy

Amy Goddard, Arkansas Department of Education, Little Rock, AR; Tabitha Riendeau, EdS, Arkansas Department of Education, Office of Special Education, Little Rock, AR; Charity Avery, MCD CCC-SLP, Arkansas Department of Education, Office of Special Education, Little Rock, AR

Learn how occupational therapy practitioners contribute to building coherent, meaningful IEPs by aligning PLAAFP, special factors, supplementary aids, goals, and services for improved student participation and outcomes to support student participation that reflects occupational therapy expertise.

Concurrent 104 | Fleur de Lis

Augmenting Your Assessment Battery Using Pediatric Functional Cognitive Tools

Meghan Doherty, Assistant Professor, University of Missouri, Columbia, MO; Sarah Oberle, OTD, OTR/L, Washington University in St. Louis, St. Louis, MO; Tina Kao

This course provides up-to-date knowledge and practical tips for using pediatric functional cognitive assessments that will enhance your practice, including assessment selection, implementation, documentation, and treatment planning.

2:00 pm–3:00 pm

Concurrent 105 | Grand Ballroom

Empowering Hispanic Caregivers of Autistic Children to Advocate for School-based and Community Supports

Christina Rojas, MOT, OTR/L, Chicago Public Schools, Chicago, IL; Lori Bernardi, OTD, OTR/L, Bay Path University, Longmeadow, MA

Contributing Author: Ann Thorner, OTD, OTR/L

The purpose of this study was to investigate the benefits of implementing a community education program to empower Hispanic caregivers of autistic children to advocate for school and community supports, connecting advocacy and practice opportunities.

Concurrent 106 | Fleur de Lis

Supporting Regulation for Participation: Interoception and Autonomic Arousal in Pediatric Occupational Therapy

Kimberly Camlin, MOT, OTR/L, CHT, Alta Pediatric Therapy, Watchung, NJ

Interoception and autonomic arousal can affect children's regulation and participation in daily activities. This short course presents trauma-informed pediatric occupational therapy assessment and occupation-based interventions to support awareness and engagement.

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3:15 pm–4:15 pm

Concurrent 107 | Grand Ballroom

Collaborative Consultation in School-Based Occupational Therapy: Integrating Motivational Interviewing Principles and OTPF-4 in Special Education

Alisha Bailey, OT, OTD, OTR, Crossroads Continuum, Marlborough, MA; Beth Spinazzola; Caroline Leonard, Crossroads Continuum, Marlborough, MA; Grace Beaupre, Crossroads School, Marlborough, MA

This short course introduces a 4-phase occupational therapy collaborative consult framework integrating motivational interviewing and OTPF-4 clinical reasoning in school-based settings to support occupation-based participation and staff collaboration.

Concurrent 108 | Fleur de Lis

After the Sensory Diet: What Home-Based Practice Actually Teaches Us About Sensory Regulation

Catherine Llewellyn, OTD, OTR/L, Coral Care, Virginia Beach, VA

Contributing Author: Lindy Myers

What does sensory regulation really look like when the clinic is a kitchen and the co-regulator is an exhausted parent? This session challenges what we thought we knew and offers a grounded, neurodiversity-affirming framework for home-based practice.



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Conversations That Matter | 4:30 pm–5:30 pm

Grand Ballroom

CTM 101

Joining In: Strategies to Support Participation in School Contexts

Dorothy Handley-More, Highline Public Schools, Burien, WA; Beth Jackson-Gagne, MS, OTR/L, The Stepping Stones Group, Boston, MA

This session focuses on occupation-centered interventions within natural school contexts. Participants will discuss practical strategies and advocacy tools to confidently support students during academic, social, and other daily school routines.

CTM 102

From Expert to Partner: What Should the Occupational Therapy Practitioner's Role Be?

Jaclyn Schwartz, PhD, OTR/L, FAOTA, NBC-HWC, Aspire OT, Program Director of the Just for OT: Practitioner to Coach Program, St. Louis, MO

Should occupational therapy practitioners spend more time doing, teaching, or partnering? This facilitated discussion will explore how practitioner role choices influence participation outcomes, family-centered practice, and the value occupational therapy brings to children and families.

CTM 103

What Should Drive Pediatric Occupational Therapy Dosage Decisions? Evidence, Participation, and Professional Responsibility

Robyn Thompson, PhD, OTR/L, Weber State University, Ogden, UT; Lyndsay Fait, Utah Valley University, Orem, UT; Natalie Thompson

What drives pediatric occupational therapy dosage decisions? Explore how evidence, participation, family priorities, reimbursement, and practice realities shape practice. Discuss how the profession should respond when evidence and practice conflict.

CTM 104

Occupational Therapy Dismissal During K-12 Education Before Young Adult Transition

Jeanette Kunz, MOT, OTR/L, BCP, Bay Path University, Longmeadow, MA

Occupational therapy practitioners' K–12 dismissal decisions reflect clinical and policy pressures but often overlook postsecondary readiness. Emphasizing functional, advocacy, and long term participation needs could guide improved service delivery decisions.

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4:30 pm–5:30 pm

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CTM 105

The Kids are Connected! The 5 C's, Family Life, and Child Development in a Digital World

Adrienne Miao, Appalachian State University, Boone, NC

How are kids' digital lives shaping their occupations and family routines? Join a reflective discussion on the American Academy of Pediatrics newest digital media guidance and family-centered strategies to support connection, regulation, and meaningful engagement.



Posters

4:30 pm–5:30 pm | Ballroom Foyer

Poster 101

The Sensory Explorers: An ASI-Guided Program Promoting Occupational Outcomes and Sustainability in a Community Sensory Gym

Bridget Jost, Madison College, Madison, WI; Stephanie Bonk, OTD, OTR/L, Concordia University Wisconsin, Mequon, WI

Contributing Author: Bobbie Vergo

Findings support ASI-guided sensory programming and caregiver/staff education improved children's occupational participation, functioning, and self-regulation skills through an evidence-based, sustainable model for pediatric occupational therapy practice.

Poster 102

Sex Ed Reframed: Supporting Sexuality as an Occupation in Neurodivergent Adolescents

Rachel Batten, PP-OTD, MSOT, OTR/L, CSOT, ASDCS, PRIS, Hawaii Pacific University-Las Vegas, Las Vegas, NV

Contributing Authors: Victoria Wilburn, DHSc, OTR, FAOTA; Patricia Scott, PhD, MPH, MPH, OT, FAOTA

This mixed-methods study explores occupational therapy's role in sexual education for neurodivergent adolescents. Findings highlight accessible, occupation-based strategies that support participation, autonomy, safety, and inclusive practice.

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Posters | 4:30 pm–5:30 pm | Ballroom Foyer

Poster 103

Clinical Interpretation of Developmental Eye Movement (DEM) Patterns and Their Impact on Pediatric Participation and Learning

Tamara Petrosyan, OD, FOVDR, SUNY College of Optometry, New York, NY

Provides a clinical framework for interpreting DEM test patterns and linking oculomotor and automaticity findings to reading, classroom participation, and occupational performance to advance pediatric occupational therapy clinical reasoning and referral decisions.

Poster 104

Investigating Time in Positioning Devices During Early Infancy and Long Term Motor Development: A Mixed Methods Study

Julie Kunisch, OTD, OTR/L, Nazareth University, Pittsford, NY

Our study investigated whether a negative relationship between time spent in constraining positioning devices during early infancy and motor performance persists between the ages of 15-17 months; along with caregiver's perspectives of device usage.

Poster 105

An Eight-Week Sensory Processing and Self-Regulation Parent Education Program Proposal

Wendy Phillips, OTD, OTR/L, Starburst Therapy & Dominican University, Novato & San Rafael, CA

An eight-week sensory processing and self-regulation parent education program for families of children with autism aims to help parents understand sensory processing challenges and how these difficulties can affect their daily lives.

Poster 106

Breaking the Boom-Bust Cycle: Supporting Pediatric Fatigue and Participation After Stem Cell Transplant

Annelie Kershaw, OTD

Contributing Authors: Christopher Goodman, OTD, OT, BCP; Gabrielle Petruccelli, PhD, OTR/L

Pediatric stem cell transplant survivors often experience fatigue that limits daily participation. This poster presents an occupation-based fatigue tool and caregiver education to support pacing, communication, and occupational therapy-led participation-focused care.

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Poster 107

Listening Within: Interoception as a Treatment Strategy for Pediatric Tourette Syndrome: An Exploratory Case Study

Lucy Conrey, MS, OTR/L, Good Shepherd Rehabilitation Hospital, Allentown, PA; Olivia Tracey, MS, OTR/L, Good Shepherd Rehabilitation Hospital, Allentown, PA

An exploratory case study was conducted to examine interoception-based interventions when treating pediatric patients with Tourette syndrome. Results showed decreased tic frequency, improved regulation, and enhanced participation in daily occupations.

Poster 108

Exploring the Perspectives of Occupational Therapists in Supporting Student Mental Health: A Phenomenological Approach

Jennifer Cavadas, OTD, OTR/L, North Plainfield Board of Education, North Plainfield, NJ

This study explored school-based occupational therapy practitioner's perspectives on student mental health, identified barriers and facilitators, outlined advocacy needs, and offered strategies to expand occupational therapy roles, boost confidence, and enhance school-based mental health services.

Poster 109

Pediatric Outpatient Occupational Therapy Services and Caregiver Stress

Julia Hawkins-Pokabla, OTD, OTR/L, Gannon University, Erie, PA

Contributing Authors: Celia Amenta; Natalie Boyd, OTR/L; Brianna Schnitzer

This pilot study explored if pediatric outpatient occupational therapy services are related to caregiver stress. Findings suggest caregiver stress may be influenced by diagnosis, caregiving demands, and access to resources. Further qualitative research is recommended.

Poster 110

Transitioning to the Schools: Identifying Knowledge and Skills for a Successful Shift From Other Settings

Katherine Rice, MOT, OTR/L, Vocovision, Peachtree Corners, GA

Occupational therapy practitioners transitioning into school-based telepractice may benefit from self-assessment and targeted supports to identify knowledge gaps, improve preparedness, and strengthen effective educational service delivery.

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Poster 111

Social and Emotional Learning (SEL) Through a Holistic Lens: A Continuing Education Course

Charmaine Millar, MSOT, OTR/L, Clark County School District, Las Vegas, NV; Lori Bernardi, OTD, OTR/L, Bay Path University, Longmeadow, MA

This study evaluated an occupational therapy-led SEL course for teachers and related service providers. Results support occupational therapy's role in strengthening SEL implementation and professional development through practical, evidence-based strategies.

Poster 112

Exploring Sensory Integration Strategies for School-Aged Children: A Scoping Review

Christen Leach, OTD, OTR/L, BCP, Touro University Nevada, Henderson, NV; Katherine Manalang, OTD, OTR/L, BCPR, CSRS, Touro University Nevada, Henderson, NV

Contributing Author: Megan DeArmond, MFA, MSLIS, Touro University Nevada, Henderson, NV

This scoping review examined school-based sensory processing interventions for children with sensory dysregulation. Findings identified promising strategies, research gaps, and support occupational therapists in improving participation in school.

Poster 113

Impact of the All IncludEd Toolkit on Educational Support Personnel's Knowledge and Understanding of Neurodiversity

Adria Van Asten, OTR/L, Bay Path University, Longmeadow, MA

Contributing Authors: Lori Bernardi, OTD, OTR/L; Catherine VanDera

The All IncludED Toolkit was developed to increase the knowledge and confidence of support personnel who work with neurodiverse students. This study supports occupational therapy's role in neurodiversity education in schools.

Poster 114

Interventions for Engagement in Pediatric Occupations: A Survey of Occupational Therapy Practitioner's Perspectives

David Banta, OTD, MS, OTR/L, ASDCS, CBD College, Los Angeles, CA

Examination of pediatric occupational therapy practitioner's perspectives on the effectiveness and use of sensory-based interventions in promoting children's participation in meaningful occupations and explored years of clinical use.

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Poster 115

Equipping Early-Career Occupational Therapy Practitioners for Success in School-Based Settings: Evaluation of a Continuing Education Program.

Saadatu White, Occupational Therapist, Detroit Public Schools Community District, Detroit, MI; Eric Sarrett, PhD, MSOT, MPHIL, MA, OT/L, Bay Path University, Longmeadow, MA

Contributing Author: Lori Bernardi, OTD, OTR/L, Bay Path University, Longmeadow, MA

This project evaluated a continuing education program addressing preparation gaps in school-based occupational therapy. Findings demonstrated knowledge gains and support competency-based professional development to strengthen workforce readiness.

Poster 116

Exploring Student-Infant Interaction (Live or Simulated) in Health Care Education: A Scoping Review

Jennifer Westerhuis, MS, OTRL, CAS, CTP, Grand Valley State University, Grand Rapids, MI

Contributing Author: Allie Anglin; Maria Esparza; Aubrey Lynch

This scoping review examines the state of research on student-infant interactions in health care higher education. The researchers aim to bring awareness to the significant gap in the occupational therapy literature and potential for future study.

Poster 117

Expanding the Role of School-Based Occupational Therapy Through Interdisciplinary Professional Development

Heather McMillan, OTD, LOTR, Bay Path University, Tangipahoa Parish, LA

Evaluates an interdisciplinary course reducing school occupational therapy underutilization. Post-surveys showed increased awareness of occupational therapy in school-wide programs, proving that targeted training can reshape institutional policies and optimize service delivery.

Poster 118

The Lives of Littles After Loss: Childhood Grief, Occupational Therapy, and Play

Stephanie Bonk, OTD, OTR/L, Concordia University Wisconsin, Mequon, WI

Contributing Author: Payton Godbold, Carle Health, Urbana, IL

Occupational therapy can support children grieving through play, promoting coping, resilience, expression, and communication. At Gilda's Club, occupational therapy-based staff education, workshops, and resources showed positive benefits for staff, caregivers, and children.

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Poster 119

Using Routine to Support Participation and Inclusion at Camp

Kate Sherman, Pacific University, OR

Contributing Author: Alyssa Phillips, CScD, MOT, OTR/L, Pacific University, Hillsboro, OR

This poster examines the development of a structured routine and transition toolkit to support participation and inclusion in a pediatric summer camp. It presents strategies to enhance engagement and inform community-based practice and training.

Poster 120

Outcomes of Implementation of Powerfully You, a Self-regulation Curriculum, Demonstrate Improvements in Problematic Behavior and Self-management

Amy Lewis, OTR/L and Heather Spann, MSR, OTR/L, both of Powerfully You, Charleston, SC

This study investigated a framework that incorporates body focused attention practices, sensorimotor tools, self-awareness and wellness practices, cognitive behavioral tools, and self-compassion training to increase self-regulatory capacity.

Poster 121

Content Validation and Refinement of a Pediatric Functional Cognition Assessment-Planning and Awareness with a Novel Task (PLAN)

Sarah Oberle, OTD, OTR/L, Washington University in St. Louis, St. Louis, MO; Tina Kao

Contributing Authors: Rachel Galluzzo; Fabiola Miranda

This poster outlines development and refinement of a novel pediatric functional cognition tool, the PLAN (PLanning and Awareness with a Novel Task). Mixed methods analyses yielded good content validity and expert feedback to enhance tool utility.

Poster 122

Equipping Caregivers With Sensory Processing Expertise: An Educational Opportunity in a Pediatric Mental Health Setting

Emma Tierney, Duquesne University, Pittsburgh, PA; Melissa Gordon Metzler, MEd, MA, LMFT, Rooted to Rise, Philadelphia, PA

Contributing Authors: Meghan Blaskowitz, Duquesne University, Pittsburgh, PA

This poster presentation describes how occupational therapy practitioners use sensory processing expertise to advocate for enhanced caregiver education and research in outpatient mental health settings serving children with diverse needs.

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Poster 123

Reducing Parent Stress Through Pediatric Occupational Therapy Caregiver Coaching: A Case Series Using Evidence-Based Autism Strategies

Pranita Madhaorao Patki, OTR/L CSRS, CLT, San Joaquin General Hospital, French Camp, CA

This three-subject case series describes a 10-session pediatric occupational therapy caregiver coaching model for autistic children, targeting home routines, parent stress, ADL participation, communication, sensory regulation, and caregiver carryover.

Poster 124

Lessons From a Second Chance: Using an Occupational Therapy Lens to Support Substance Use Prevention, Healthy Routines, and Adolescent Life Skills

Pranita Madhaorao Patki, OTR/L CSRS, CLT, San Joaquin General Hospital, French Camp, CA

This poster uses a de-identified patient story to show how peer pressure, drug exposure, and disrupted routines affect youth. It advances occupational therapy practice by offering trauma-informed strategies for prevention, coping, healthy routines, and resilience.



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9:00 am–10:00 am

Concurrent 201 | Grand Ballroom

Implementing School-Based Therapy Services at a Systems-Level: Strategies and Tools to Promote Success

Yvonne Swinth, PhD, OTR/L, FAOTA, University of Puget Sound, Tacoma, WA; Patricia Laverdure, OTD, OTR/L, FAOTA, BCP, Old Dominion University, Richmond, VA

Participants will explore ways to provide system-level services to populations or groups in schools and establish tools that promote deliberative decision making, de-implementation of ineffective processes, change readiness, and goal prioritization.

Concurrent 202 | Fleur de Lis

Unlocking Connection: Occupational Therapy's Role in Promoting Socialization in Neurodiverse Children

Claudia Cirrincione, OTD, OTR/L, Unbounded Potential LLC, Addison, IL

This short course addresses social isolation in neurodiverse children and youth. Participants will analyze systemic barriers, identify risk factors, and reflect on community partnerships to promote socialization in neurodiverse youth.

10:15 am–11:15 am

Concurrent 203 | Grand Ballroom

Pediatric Occupation-based Assessment Tools and How to Highlight Occupation in Your Evaluation Process and Reports

Margaret Morris, Tufts University, Medford, MA; Moira Bushell, OTD, MEd, OTR/L, BCP, FAOTA, Exceptional Learners Collaborative, Vernon Hills, IL

Learn how to classify pediatric assessment tools with the World Health Organization International Classification of Functioning levels and layer in an occupation-based assessment tool for use in your reflective occupation-based practice.

Concurrent 204 | Fleur de Lis

Home Is Where the Occupation Is: A Practical Guide to Mobile Pediatric Occupational Therapy Practice

Latasha Dionne, OTD, OT, OTR/L, Springfield College, Springfield, MA

Explore the benefits of home-based pediatric occupational therapy and learn practical steps for developing a mobile practice model that promotes family-centered care, authentic participation, and service accessibility.

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Concurrent 205 | Grand Ballroom

Making the Leap: Framework for Transitioning into School Occupational Therapy Practice

Joyce Rioux, Capitol Region Education Council, Windsor, CT; Beth Jackson-Gagne, MS, OTR/L, The Stepping Stones Group, Boston, MA

Explore the transition into school practice by connecting clinical expertise with educational expectations and regulations. Through self-assessment and skill mapping, reframe your strengths to support student access and participation.

Concurrent 206 | Fleur de Lis

Good Nights, Better Days: Pediatric Sleep Assessment and Intervention Strategies

Sue Somerville, Assistant Professor, University of South Alabama, Mobile, AL

This session explores pediatric sleep as a vital occupation, including sleep needs, assessment and screening tools, and practical caregiver-centered interventions to support children's sleep, daily performance, and participation.

2:00 pm–3:00 pm

Concurrent 207 | Grand Ballroom

From Evidence to Educational Impact: Knowledge Translation and Evidence-Based Decision Making in School-Based Occupational Therapy

Patricia Laverdure, OTD, OTR/L, FAOTA, BCP, Old Dominion University, Richmond, VA; Yvonne Swinth, PhD, OTR/L, FAOTA, University of Puget Sound, Tacoma, WA

Participants will appraise evidence and apply knowledge translation strategies to develop evidence-based occupational therapy interventions, practice recommendations, and advocacy approaches that improve student outcomes in school settings.

Concurrent 208 | Fleur de Lis

Infant Games and Caregiver Coaching to Enhance Early Visual Engagement and Oculomotor Development

Tamara Petrosyan, OD, FOVDR, SUNY College of Optometry, New York, NY

Translate infant visual development into play-based strategies using InfantSEE milestones. It advances occupational therapy practice through caregiver coaching, occupation-based games, and environmental supports to promote early visual engagement and development.

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3:15 pm–4:15 pm

CLOSING | Grand Ballroom

Ensuring Client-Centered Care: Gaining the Child's Perspective in the Occupational Therapy Process

In pediatric occupational therapy, caregivers often complete questionnaires on behalf of their child. This presentation explores strategies for including the child's perspective in the occupational therapy process while ensuring valid assessment practices alongside caregiver input.



*Aimee Piller, PhD, OTR/L,
BCP, FAOTA, Piller Child
Development, LLC,
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*Cameron Miller, Northern
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