

## **Developmental Hour 2023 - 2024**

### **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)

### **2023-2024 Academic Calendar**

**July 12:** Meet with Speech/Language Department (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.

Bibliography: Not Applicable

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

**July 19:** No Developmental Hour Scheduled

**July 26:** Comprehensive Evaluation Team Meeting

Purpose: The meeting will involve introduction to all the members of the Comprehensive Evaluation Team as well as discussing both the interns and team members area of specialization. Focus will also be placed on discussing logistics of the team evaluations as well as any questions that may arise in preparation for the first team evaluations in August.

Bibliography: Not applicable

**August 2:** Meet with Occupational Therapy Department (in Staff Lounge Conference Room)

Purpose: 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.

Bibliography:

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.

**August 9:** Meet with the Physical Therapy Department (in Lower Level Conference Room)

Purpose: 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:

*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/>

**August 16:** 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 19<sup>th</sup>, 2024.

Bibliography: Not applicable

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

**August 23:** “Developmental Assessment of Children Birth to Three: An Overview”

Presenter(s): Lisa Fisher, M.A., CCC-SLP & Tammy Lockyear, PT

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:

Bricker, D., et. al. (1993). *Assessment, Evaluation, and Programming System for Infants and Children (AEPS), Test: Birth to Three Years and Three to Six years*. (2<sup>nd</sup>. ed.). Baltimore, MD: Brookes Publishing.

**August 30:** “The Effects of Early Intervention and the Indiana First Steps Program”

Presenter(s): Lisa Fisher, M.A., CCC-SLP /Speech-Language Pathologist & Vice President of the Medical Therapy Services /Easterseals Rehabilitation Center

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>

**September 6:** “Audiology Fundamentals: Review of the anatomy of the ear, how to interpret an audiogram, and degrees/types of hearing loss”

Presenter(s): Christine Bruce, Au. D., CCC-A

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/>

**September 13:** Required Organizational: In-service

**September 20: Diversity Lecture**

**September 27: “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>

**October 4: “Issues in Communication Options for Families of Young Children with Hearing Loss”**

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

Presenter: Jayne Fields, M. Aud., Ed. S., 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/>

**October 18:** No Development Hour scheduled.

**October 25:** “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>

**November 1:** “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>

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

**November 15: Diversity Lecture**

**November 22:** “Language Development and Disorders: An Overview of Development and Treatment”

Presenter: Stephanie Hunter, 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.

**November 29:** “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/>

**December 6:** No Developmental Hour scheduled.

**December 13:** Required Organizational: In-service

**December 20:** “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)

**December 27:** HOLIDAY – Center Closed

**January 3: “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.

**January 10: “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.

**January 17: No Developmental Hour scheduled.****January 24: “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:

Fisher, A. G., Murray, E. A., Bundy, A. C. (1991). *Sensory Integration*. Philadelphia, Pennsylvania: FA Davis Company

Kranowitz, C. S. (1998). *The out of sync child*. New York, NY: Perigee Books.

**January 31: “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.

**February 7:** No Developmental Hour scheduled.

**February 14:** Required Organizational: In-service

**February 21:** "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 28:** "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/>

**March 6:** No Developmental Hour scheduled.

**March 13:** Required Organizational: In-service

**March 20:** "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/>

**March 27:** Shadowing Opportunities - TBD

**April 3:** “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 10:** Required Organizational: In-service

**April 17:** “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 24: “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 1: “Movement Disorders and Tremors”**

Presenter: Anne Byrne, PT

Description: This seminar focuses on discussing various types of movement disorders. Focus is placed on how different conditions are identified and differentiated, and how they can be effectively treated.

Bibliography:

Abdo, W.F. et al., (2010). The clinical approach to movement disorders. *Nature Reviews/Neurology*, 6, 29-37.

*Types of Tremors*. Retrieved April 10<sup>th</sup>, 2019, from <https://www.merckmanuals.com/home/brain,-spinal-cord,-and-never-disorders/movement-disorders/tremor>

*Movement Disorders*. Retrieved April 22<sup>th</sup>, 2019, from <https://www.mayoclinic.org/diseases-conditions/movement-disorders/symptoms-causes/syc-20363893?p=1>

#### **May 8: “Considerations for Aquatic Therapy: When Can It Be Useful?”**

Presenter: Nicolette Juncker, 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:

[https://pediatricapta.org/includes/fact-sheets/pdfs/Fact%20Sheet\\_TheBenefitsofAquaticPhysicalTherapyforChildren\\_2017.pdf](https://pediatricapta.org/includes/fact-sheets/pdfs/Fact%20Sheet_TheBenefitsofAquaticPhysicalTherapyforChildren_2017.pdf)

*Frequently asked questions.* (n.d.). Retrieved April 29<sup>th</sup>, 2019, from <https://aquaticpt.org/frequently-asked-questions.cfm>

**May 15:** No Developmental Hour scheduled.

**May 22:** “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)

**May 29:** “Conscious Discipline”

Presenter: Ann Feldhaus, M.S. in Education

Description: Conscious discipline is a comprehensive classroom management program that focuses on developing social-emotional skills using updated neurological research and developmentally-sound practices. The seminar focuses on providing a description of how this approach is being used in early childhood classrooms, and how it involves parents, educators, and other caregivers in teaching core skills. Specific emphasis is placed on using situations of conflict and emotional unrest as opportunities for teaching moments that will improve social-emotional functioning in the short and long-term.

Bibliography:

<http://Consciousdiscipline.com>

**June 5:** “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 12:** “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 19:** No Developmental Hour scheduled.

**June 26:** No Developmental Hour scheduled.