



8TH INTERNATIONAL CONGRESS OF BEHAVIOURAL OPTOMETRY

Speaker: Christine Payard
Credentials: Director, Integrating Thinking
Time/Date Scheduled: 1330 – 1500 on Thursday, 28 April
Location: Plenary

Biography: Christine Payard (PhD) is an educator and company director with a diverse and extensive range of experiences in Education, Allied Health and Business Management. She developed a keen interest in applying neuro-developmental practices with children experiencing functional and perceptual challenges impacting their learning success while a director and owner of a family optometry practice in Far North Queensland. Her particular interest lies in neuro-motor immaturity (NMI). Christine is currently the Director of Integrating Thinking, a private Neuro-developmental Education Consultancy in Cairns and is the Principal of INPP Australia. She works with a global network of multi-disciplinary professionals delivering training to educators, allied and health care practitioners. Chris also works part-time at James Cook University in development and accreditation of pre-service Teacher Education and *Teaching and Learning Quality* programs. The provision of sustainable, research informed, cross-disciplinary professional learning is probably what she wants to do when she grows up.

Presentation Title: **Children 1st: Cross-disciplinary Collaboration In Fit For Purpose Research**

Abstract: Modern Educational policy requires teachers to measure, report on and address literacy and numeracy capability of students from very young ages. These policies encourage more desk time and greater standardised academic accountability processes for students and their educators. Learning is generally viewed as a cognitive activity with little consideration of the role of the body and movement in development and learning. A growing body of evidence suggests a rise in the number of children starting school with immature motor, sensory and perceptual/processing skills often acting as barriers to learning and contributing to academic underperformance. This educational context can be challenging for educators, parents, and above all, students.

Neuro-developmental practitioners know and understand that to be successful at school children need to be developmentally ready for the learning situations they encounter: physically, neurologically, socially and

emotionally ready. "Physical literacy" and readiness for learning is foundational for success in other, academic, literacies. The broad range of non-physician professionals working to address underlying physical aetiologies of functional challenges in learning need to take the opportunity to collaborate and show that children with multi-factorial presentations in our practices can improve the quality of their school and learning experiences.

This paper addresses the question of multi-disciplinary collaboration in practice and research to promote the cause of our client(s). We operate in a cultural and social context that privileges positivist, empirical notions of science as credible research. The mantra, "evidence-based practice" drives "credibility" indicators for practice. Practice that pushes the boundaries of new knowledge, experience and success in the muddy waters of human learning and experience, is best served, however, by diverse "research informed" processes that move beyond predominant beliefs in our professional worlds that therapeutic intervention should

only be considered effective when it has randomized, double-blind, placebo-controlled clinical trials.