

# Functionally Assessing and Treating Visual Processing, Visual Perception and Visual-Motor Deficits



Melissa Gerber, OTD, OTR/L

## Faculty

Melissa K. Gerber, OTD, OTR/L is a seasoned and respected clinician with extensive experience in pediatrics. She began her career in inpatient/outpatient rehabilitation and acute care. Currently, she has been working for the Great Neck Public Schools for the past 19 years. She is president of 4MYKIDSOT, a private practice where she provides therapy and evaluations. Dr. Gerber has presented at Education Resources, Therapies in the Schools on Visual Processing: Treat, Remediate, Refer. She is enthusiastic to share her experiences and provide strategies that can be incorporated immediately. She completed her masters and doctorate degrees from Quinnipiac University while working full time in the schools.

*Disclosure: Financial: Dr. Gerber receives a speaking fee from ERI. Non-Financial: She has no relevant financial relationships to disclose.*

*"This is one of the most interactive and practical courses I've ever taken. I learned so many applicable treatment approaches, and I can't wait to start applying all I've learned." – Alyson, OT*

## About this Course

This engaging course dives into visual anatomy, assessment, and treatment for therapists in a wide range of settings (school-based, acute care, rehab, LTC facilities). Neurological insults such as a stroke and TBIs can have a profound effect on visual skills, perception and processing. Additionally, 60-80% of children with learning disabilities have undiagnosed vision problems because vision is more than just visual acuity. As therapists, we may be the first to pick up on these deficits. Treatments, strategies, and tools to improve visual deficits will be stressed. This course will arm therapist with intervention tools and strategies to promote independence and improved functioning in both children and adults. Case studies will be used to solidify learning and cement clinical reasoning.

## Objectives

- 1 Analyze the visual system and gain the skills needed to assess it, in order to better identify visual issues that students/clients present with.
- 2 Discuss the visual systems role in sensory processing and how it impacts a student/client functionally across all areas (PT, SLP, Special Education).
- 3 Identify various visual issues associated with differential diagnosis and provide therapists with strategies to use the next day in their setting.
- 4 Identify when to treat, remediate or refer for visual issues and how to best share that information with the team.
- 5 Identify the differences between a visual processing issue and visual deficits and its functional impact on the client's daily activities

## Audience

This course is appropriate for Physical Therapists, Occupational Therapists and Speech Language Pathologists working in schools, acute care, rehab and LTC facilities.

Help your patients achieve better outcomes.

## Schedule – Day 1

8:00 – 8:30	Registration/Continental Breakfast
8:30 – 9:15	<p>What is Good Vision?</p> <ul style="list-style-type: none"> <li>❶ Models of Vision and Where OTs and PTs fit in Components of Vision: Visual Integrity, Visual Efficacy, Visual Processing</li> <li>❷ Anatomy of the Visual System and Visual Pathway</li> </ul>
9:15-10:00	<p>Implications for therapy outcomes Development of Visual System</p> <ul style="list-style-type: none"> <li>❶ Primitive Reflexes Impact on Vision</li> <li>❷ Our Role in School Based, Acute Rehab, Outpatient and Long-Term Care Settings</li> </ul>
10:00-10:15	Break
10:15-12:00	<p>Visual System's Role in Sensory Processing</p> <p><b>LAB:</b> Treatment Emphasizing the Role of Vision</p>
12:00-1:00	Lunch (on your own)
1:00-2:45	<p>Visual Processing vs. Visual Deficit</p> <ul style="list-style-type: none"> <li>❶ Visual Processing: Visual Spatial Skills, Visual Analysis skills, Visual Motor Integration</li> <li>❷ Areas of Visual Processing and Strategies to incorporate into Treatment</li> <li>❸ Impact of vision on Reading and Writing Tasks</li> <li>❹ Importance of Assessing Vision Across All Settings and Ages</li> </ul>
2:45-3:00	Break
3:00-3:30	<b>Case Studies</b>
3:30-5:00	<p><b>LAB:</b> Functional Oculomotor Assessment</p> <ul style="list-style-type: none"> <li>• Treatment Strategies on how to incorporate results of Assessment <ul style="list-style-type: none"> <li>Binocular Vision (Eye Teaming Issues)</li> <li>Accommodative (Focusing)</li> </ul> </li> </ul>

## Schedule – Day 2

7:30-8:00	Continental Breakfast
8:00-10:00	<p>Identifying and Managing Visual Issues Associated with:</p> <ul style="list-style-type: none"> <li>❶ Developmental Delays</li> <li>❷ Down Syndrome</li> <li>❸ Autism</li> <li>❹ Learning Disabilities</li> <li>❺ Cerebral Palsy</li> <li>❻ Stroke</li> <li>❼ Traumatic Brain Injury</li> <li>❽ Elderly –Aging Process</li> <li>❾ Concussions</li> <li>❿ Cortical Visual Impairment (CVI)</li> </ul>
10:00-10:15	Break
10:15-11:00	<p><b>LAB: Case Analysis</b></p> <p>Participants are invited to bring cases</p> <ul style="list-style-type: none"> <li>❶ When to Treat, Remediate, Compensate or Refer with Various Diagnoses</li> <li>❷ What is a Visual Deficit?</li> </ul>
11:00-12:00	<b>LAB</b> continued: Strategies to improve Visual Processing in Home and School environments
12:00-1:00	Lunch (on your own)
1:00-2:30	<p>Self (or sensory)-regulation and its Impact on Working on Visual Processing Skills and Tools and Strategies</p> <ul style="list-style-type: none"> <li>❶ Differential Diagnosis: Accurately assessing Visual Processing/Visual Perception/Visual Motor Skills</li> </ul>
2:30-3:00	<p><b>Case Studies:</b> Pulling it all together</p> <ul style="list-style-type: none"> <li>❶ Clinical Problem Solving and Decision Making Based on Best Practices and Research Evidence</li> </ul>
3:00-3:15	Break
3:15-4:00	Intervention strategies for clients with visual processing, visual perception and visual motor skills (Websites, Apps and Games)

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The course meets the criteria for 13.5 contact hours (1.35 CEUs). Application has been made to the **OH** Physical Therapy Association and the **NJ** Board of Physical Therapy Examiners. The **PA**, **OR** and **IN** State Boards of Physical Therapy accept other state board's approvals. This course satisfies CE Requirements for **WA** Physical Therapists.

Approved sponsor by the State of **IL** Dept. of Financial and Professional Regulation for Physical Therapy for 16 hours.

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Approved provider of continuing education by the American Occupational Therapy Association #3043, for 13.5 contact hours - Intermediate Level Occupational Therapy Process: assessment, intervention. The assignment of AOTA CEUs does not imply endorsement of specific course content, products or clinical procedures by AOTA.



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This course is offered for up to 1.35 ASHA CEUs (Intermediate Level, Professional area)

Application has been made to Washington Speech Language Hearing Association (WSLHA) for OSPI CECHs

NBCOT professional development provider - 13.5 PDUs

Please contact us with any special needs requests:

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## Locations and Dates – 2020

March 21-22	Oregon, OH	ProMedica Bay Path Hospital
May 1-2	Puyallup, WA	Children's Therapy Unit
June 13-14	Chicago, IL	Shriner's Hospital for Children
Oct 24-25	Cedar Knolls, NJ	P.G. Chambers School



\$435 fee. (Group rate 3 or more \$410 must register together) Deadline for registration is 3 weeks prior to course. Registration will be accepted after deadline on a space available basis. Cancellation accepted up until 2 weeks before course, minus an administration fee of \$75. NO REFUNDS WITHIN 2 WEEKS OF COURSE.

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Limited enrollment. We encourage you to register online!

**Visual Processing, Visual Perception, Visual Motor/Gerber**

March/OH     May/WA     June/IL     Oct/NJ

**Course Registration Form**

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Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

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Needed in the event of an emergency scheduling change

Email: \_\_\_\_\_

Please clearly print your email address for course confirmation

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Discipline: \_\_\_\_\_ Specialty: \_\_\_\_\_

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