

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 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 therapists 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 system's 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"> Models of Vision and Where OTs and PTs fit in Components of Vision: Visual Integrity, Visual Efficacy, Visual Processing Anatomy of the Visual System and Visual Pathway
9:15-10:00	<p>Implications for therapy outcomes Development of Visual System</p> <ul style="list-style-type: none"> Primitive Reflexes Impact on Vision Our Role in School Based, Acute Rehab, Outpatient and Long-Term Care Settings
10:00-10:15	Break
10:15-12:00	<p>Visual System's Role in Sensory Processing</p> <p>LAB: 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"> Visual Processing: Visual Spatial Skills, Visual Analysis skills, Visual Motor Integration Areas of Visual Processing and Strategies to incorporate into Treatment Impact of vision on Reading and Writing Tasks Importance of Assessing Vision Across All Settings and Ages
2:45-3:00	Break
3:00-3:30	Case Studies
3:30-5:00	<p>LAB: Functional Oculomotor Assessment</p> <ul style="list-style-type: none"> Treatment Strategies on how to incorporate results of Assessment <ul style="list-style-type: none"> Binocular Vision (Eye Teaming Issues) Accommodative (Focusing)

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"> Developmental Delays Down Syndrome Autism Learning Disabilities Cerebral Palsy Stroke Traumatic Brain Injury Elderly –Aging Process Concussions Cortical Visual Impairment (CVI)
10:00-10:15	Break
10:15-11:00	<p>LAB: Case Analysis</p> <p>Participants are invited to bring cases</p> <ul style="list-style-type: none"> When to Treat, Remediate, Compensate or Refer with Various Diagnoses What is a Visual Deficit?
11:00-12:00	LAB 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"> Differential Diagnosis: Accurately assessing Visual Processing/Visual Perception/Visual Motor Skills
2:30-3:00	Case Studies: Pulling it all together
	<ul style="list-style-type: none"> Clinical Problem Solving and Decision Making Based on Best Practices and Research Evidence
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)

ERI: Life-changing learning

You love what you do. Our courses remind you why. As a therapist, you change lives every day – and have your life changed in return. ERI is life-changing learning, for therapists by therapists.

The ERI Advantage:

- Techniques you'll use the next day
- Peers who share your passion
- Renowned faculty
- Evidence-based courses that improve outcomes
- 30 years of life-changing learning

Specialty Tracks throughout the lifespan – Neonatal, Pediatric, Adult, Geriatric

Each ERI specialty track is designed to make the most of your continuing education time, budget, and goals. Start your search with us, and plan every course you'll take in 2020.

Visit educationresourcesinc.com for all of your 2020 courses.

ERI Rewards

Your ERI experience is more rewarding than ever.

- First Course Discount
 - Bring a Friend Savings
 - Group Discounts
 - \$100 off your 4th Multi-day Course
 - And more
- Subject to availability. Exclusions may apply.
Visit our website for details and coupon codes.

Credits

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.

Approved provider by the **NY** State Board of Physical Therapy for 16.2 hours



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.



Education Resources, Inc is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

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:
info@educationresourcesinc.com or 508-359-6533

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.

Please make check payable and return to: Education Resources, Inc. 266 Main St., Suite 12 • Medfield, MA 02052
508-359-6533 or 800-487-6530 (outside MA) FAX 508-359-2959 • www.educationresourcesinc.com

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

Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Work Phone: _____

Cell Phone: _____

Needed in the event of an emergency scheduling change

Email: _____

Please clearly print your email address for course confirmation

Employer: _____

Discipline: _____ Specialty: _____

How did you learn of this course _____

Education Resources reserves the right to cancel any course due to insufficient registration or extenuating circumstances. Please do not make non-refundable travel arrangements until you have called us and received confirmation that the course will be held. We are not responsible for any expenses incurred by participants if the course must be cancelled.

☐ I have read your refund policy above and understand.

Cardholder's name & billing address with zip code if different from above:

Signature _____

Amount charged _____

I hereby authorize you to charge my: ☐ VISA ☐ MC ☐ DISCOVER# _____

Exp. Date _____ CVV2 Code _____