

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 Live Webinar

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. A "mock" telehealth session will be provided to show how to incorporate these skills in a virtual setting.

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
- 6 Show participants what a telehealth session may look like and how to set one up for you and your client to work on visual processing, visual perception and visual motor skills

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 6:10 pm - 10:00pm EST (US)

- 6:10–6:30 Webinar Registration/Zoom Course Opens
- 6:30-8:00 What is Good Vision?
- 🕒 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
 - 🕒 Development of Visual System
 - 🕒 Implications for Therapy Outcomes
 - 🕒 Primitive Reflexes Impact on Vision
 - 🕒 What is our Role? To Treat? To Remediate? Or Refer in Various Settings (School Based, Acute Rehab, Outpatient and Long-Term Care)
- 8:00-10:00 Visual System's Role in Sensory Processing
Examples of how to add vision into your treatment

Schedule – Day 2 6:10pm - 10:00pm EST (US)

- 6:10–6:30 Webinar Registration/Zoom Course Opens
- 6:30-7:30 **LAB:** Oculomotor Assessment
Treatment Strategies on how to incorporate results of Assessment
Please make sure you have someone in your house you can do this with
- 7:30-9:00 pm Visual Processing vs. Visual Deficit
- 🕒 Visual Processing
 - 🕒 Visual Spatial Skills,
 - 🕒 Visual Analysis Skills,
 - 🕒 Visual Motor Integration
 - 🕒 Areas of Visual Processing and Strategies to incorporate into Treatment
 - 🕒 Visions Impact on Reading and Writing Tasks
 - 🕒 Importance of Assessing Vision Across All Settings and Ages

Schedule – Day 2 (Cont.)

- 9:00-10:00 **LAB:** Why did you sign up for this course? Bring Your Own Case Study** (Can be presented by participants? Or send to me to present)
- 🕒 When to Treat, Remediate, Compensate or Refer with Various Diagnoses
 - 🕒 What is a Visual Deficit?
 - 🕒 Strategies to improve Visual Processing in Home and School environments

Schedule – Day 3 6:10pm - 9:30pm EST (US)

- 6:10–6:30 Webinar Registration/Zoom Course Opens
- 6:30-7:30 Identifying & Managing Visual Issues Associated with:
- 🕒 Developmental Delays
 - 🕒 Down Syndrome
 - 🕒 Autism
 - 🕒 Learning Disabilities
 - 🕒 Cerebral Palsy
 - 🕒 Stroke
 - 🕒 Traumatic Brain Injury
 - 🕒 Elderly –Aging Process
 - 🕒 Concussions
 - 🕒 Cortical Visual Impairment (CVI)
- 7:30-9:30 Regulation and its Impact on Working on Visual Processing Skills and Ways to Prepare them to Work on Visual Processing Skills
- 🕒 Assessment for Visual Processing/Visual Perception/Visual Motor Skills Intervention strategies for clients with visual processing, visual perception and visual motor skills (Websites, Apps and Games)
 - 🕒 PuzzleArt Therapy video demonstration and free activity! FREE ACTIVITY TAKE AWAY
 - 🕒 Case Studies: Clinical Problem Solving and Decision Making Based on Best Practices and Research Evidence
 - 🕒 Questions and discussion

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This course can be used toward your NBCOT renewal requirements for 10 units.



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Most Physical therapy State Boards accept webinars as a live offering. Please check with your state board to confirm.

Application has been made to the FL Physical Therapy Association for 12 continuing education contact hours. This course meets the basic criteria of the MD Board of Physical Therapy Examiners for 1.0 CEUs. Application has been made to the NJ Board of Physical Therapy Examiners.

Application has been made to the OK Board of Medical Licensure and Supervision for Physical Therapy. Approved sponsor by the State of IL Department of Financial and Professional Regulation for Physical Therapy for 12 contact hours. Approved provider by the NY State Board of Physical Therapy for 12 contact hours (1.2 CEUs). Education Resources, Inc. is an approved provider for Physical Therapy CEUs in the following states: CA, KY and TX.

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The following state boards of physical therapy either do not require course pre-approval or do not require CEUs for re-licensure: AL, CO, CT, IA, MA, ME, MT, NE, ND, NH, SD, WA.

10 hours of this course qualify towards the discipline-specific hours for the 20-hour requirement for NDTA re-certification. They do NOT qualify towards the 8-hour NDTA Instructor requirement for re-certification.

Please contact us with any special needs requests: info@educationresourcesinc.com

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Webinar Dates and Times

March 14, 16 and 21, 2022

6:10 pm EST • 5:10 pm CST • 4:10 pm MST • 3:10 pm PST (US)

Registration is for all sessions. Zoom log-in instructions and course materials will be emailed/added to your ERI account 5-7 days prior to the first date of the Webinar.



\$369 fee. **LIMITED ENROLLMENT** Cancellation will be accepted until 14 days prior to the start date of the course, minus a \$75 Administration Fee. There will be NO REFUNDS after this 14 day deadline. Registration will be accepted after deadline on a space available basis.

We encourage you to register online!

WEBINAR: Visual Processing, Visual Perception, Visual Motor/Gerber

☐ March 14, 16 and 21, 2022

Course Registration Form

Name: _____

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Needed in the event of an emergency scheduling change

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How did you learn of this course? _____

Education Resources reserves the right to cancel any course due to insufficient registration or extenuating circumstances. We are not responsible for any expenses incurred by participants if the course must be cancelled.

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