

REGISTRATION

\$435 fee. (group rate 3 or more \$410 must register together)
Deadline for registration is three weeks prior to course. Registration accepted after deadline on a space available basis. Cancellation accepted up until two weeks prior to course, minus an administration fee of \$75.

NO REFUNDS WITHIN TWO 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

Visual Processing/Gerber

NAME _____

ADDRESS _____

CITY/STATE/ZIP _____

PHONE (H) _____ PHONE (W) _____

CELL _____

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 HEAR OF THIS COURSE? _____

☐ **ERI Rewards.** I am registering for my 4th course since January 2009 and applying \$100 credit to the tuition.

Please indicate course location attending:

☐ **Mar/IN**

☐ **May/CO**

☐ **Oct/NJ**

Education Resources, Inc. 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.

Amount to be charged _____

Signature _____

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

Exp. Date _____ CVV2 code _____

(last 3 digits on back of card).

CREDITS

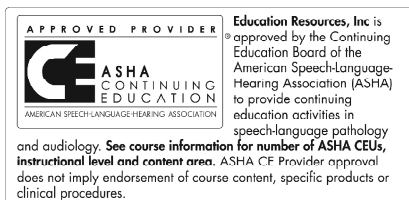
This course meets the criteria for 13.5 contact hours (1.35 CEUs). Application has been made to the **NJ** Board of Physical Therapy Examiners and **TN** Physical Therapy Association. This course meets the **CO** PT requirements for 13.5 contact hours (1.35 points) Intermediate Level, CAT 1. Based on Scientific Evidence. The **IN** and **PA** Boards of Physical Therapy recognizes other state's approvals. Approved sponsor by the State of **IL** Department of Financial and Professional Regulation for Physical Therapy.

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

NBCOT professional development provider-13.5 PDUs.



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

Please contact us with any special needs requests.

info@educationresourcesinc.com or 508-359-6533

COURSE LOCATIONS

Please check our website for suggested overnight accommodations.

March 23-24, 2019 - Indiana
Methodist Hospital
Indianapolis, IN

May 4-5, 2019 - Colorado
Presbyterian/St. Luke's Medical Center
Denver, CO

September 21-22, 2019 - Tennessee
LeBonheur Children's Hospital
Memphis, TN

October 19-20, 2019 - New Jersey
Children's Specialized Hospital
New Brunswick, NJ

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



Melissa Gerber, OTD, OTR/L

March 23-24, 2019 - Indianapolis, IN

May 4-5, 2019 - Denver, CO

September 21-22, 2019 - Memphis, TN

October 19-20, 2019 - New Brunswick, NJ

sponsored by

Stay Tuned!

Your enhanced ERI experience is on its way!
A new look and new interactive website,
reflecting our tradition of excellence, and our
commitment to you and your future!



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COURSE DESCRIPTION

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 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.

COURSE OBJECTIVES

Upon completion of this workshop, participants will be able to:

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 a visual deficits and its functional impact on the client's daily activities.

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 Education Resources Inc. Non-Financial: She has no relevant financial relationships to disclose.*

SCHEDULE DAY ONE

- 8:00-8:30 Registration/Continental Breakfast
- 8:30-9:15 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
- 9:15-10:00 Implications for therapy outcomes Development of Visual System
- 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 Visual System's Role in Sensory Processing
Lab- Treatment Emphasizing the Role of Vision
- 12:00-1:00 Lunch (on your own)
- 1:00-2:45 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
 - 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 Functional Oculomotor Assessment **Lab**
- Treatment Strategies on how to incorporate results of Assessment Binocular Vision (Eye Teaming Issues) Accommodative (Focusing)

AUDIENCE

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

Follow us on Social Media

We invite you to share your ideas with us, post a clinical challenge you are currently facing, or share a great therapy tip with your colleagues. Please visit our Facebook Page and follow us on Linked in.

SCHEDULE DAY TWO

- 7:30-8:00 Continental Breakfast
- 8:00-10:00 Identifying and 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)
- 10:00-10:15 Break
- 10:15-11:00 **Lab** - Case Analysis Participants are invited to bring their own cases
- 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 Self (or sensory)-regulation and its Impact on Working on Visual Processing Skills and Tools and Strategies
- Differential Diagnosis: Accurately assessing Visual Processing/Visual Perception/Visual Motor Skills
- 2:30-3:00 Case Studies: Pulling it all together
- 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)

TESTIMONIALS

"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

"This was a great course with an amazing, knowledgeable presenter. Material covered was presented well and easily understood by all disciplines. Would highly recommend this course." - A. Wilson, OTR

