

Welding OVT

Caroline M. F. Hurst
BSc FCOptom FBABO

Wielding

Definitions

- hold and use;
- have and be able to use (power or influence);
- to deal with successfully (managed);
- to have at one's command or disposal.

Men's Kierin



Men's Kierin Final





Claire Balding and Alex Scott



Chris Boardman



Chris Boardman



Luck is Preparedness + Opportunity

Optometric Vision Therapy = Preparedness + Opportunity



Preparedness Skill

Knowledge

- Developing a model of vision.
- Understanding the tests and meaning of the tests we carry out - both quantitative and qualitative.
- Decide on a lens prescription – where do you want them to go?
- We need to practise to understand the OVT activities and the benefits and actions of each activity.
- We need to learn to plan an appropriate programme of OVT.
- Courses are the best way to start this process of developing our OVT skill.

Preparedness Skill

Equipment

- We need to make/purchase the OVT equipment we want to use,
- know how to use it,
- prepare activity sheets.



Preparedness Skill

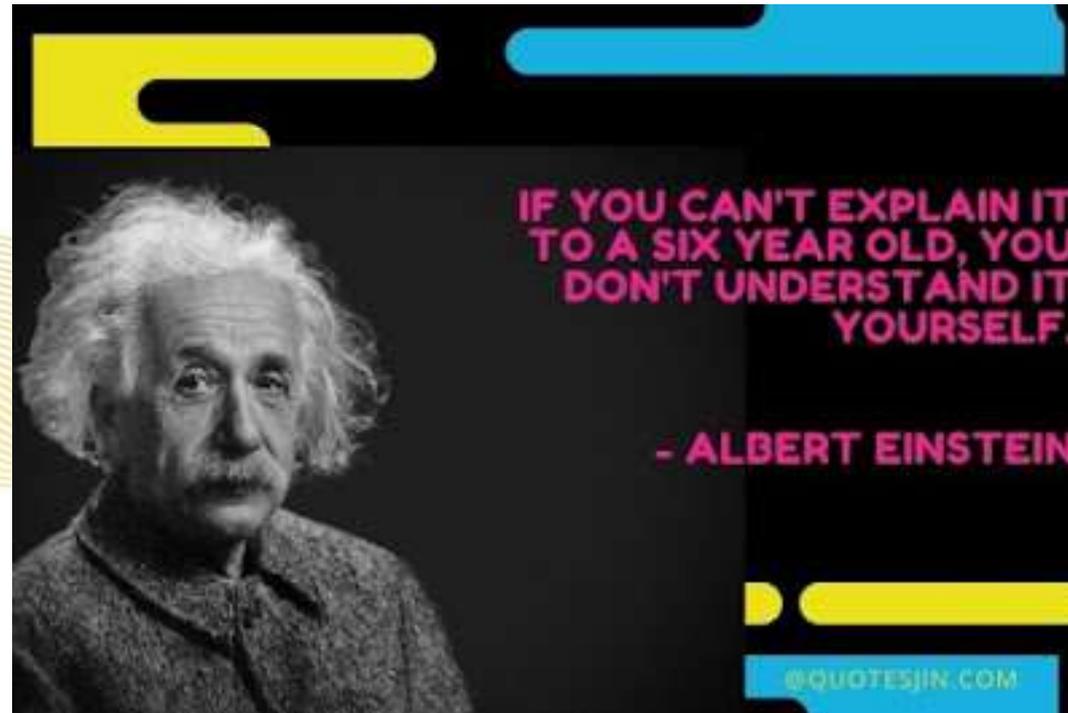
Adaptability & Approach

- this includes being able to adjust the activities to the patient's needs and where you want them to go.
- It includes language - the way you speak to the patient and parent.
- Socratic process.
- 80 % rule.
- Specific praise.

Preparedness Skill

Understanding

- patient needs, and the activities that might help.



Preparedness Skill

Timing

- Of each activity, and time spent on the activity.
- Don't rush, let the patient learn as much from each activity as they can before you move on to the next.
- It may be that they learn more than your expected goal.
- Timing, rhythm and timing of movements is important for visual processing.

Preparedness Skill

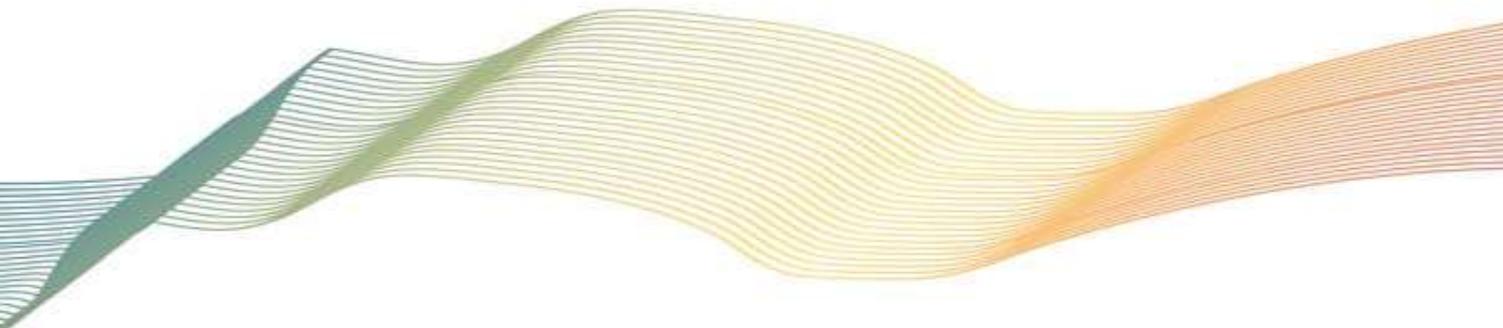
Enthusiasm & Confidence

- Enthusiasm for working with this patient and the activities.
- Have the confidence to know which activity to use and when.
- Know when to make a change.
- Confidence that the OVT will work and the words to explain that to the patient and parents.
- Have confidence in yourself otherwise the patient and parents may lose faith.
- Know when to stop.

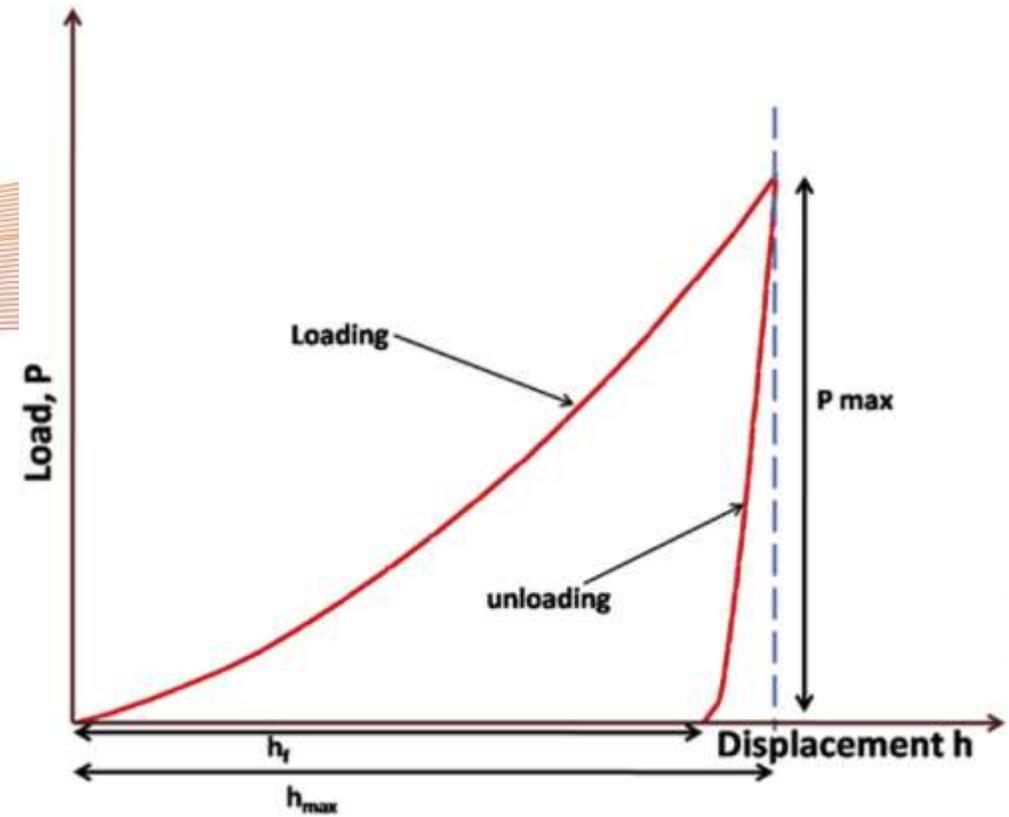
Preparedness Skill

Hierarchy

- understand the relationship between the activities, and the hierarchy of where to start, and how to progress.
- Unloading and loading.



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Preparedness Skill

KNOWLEDGE**E**

EQUIP**M**ENT

ADAP**T**ABILITY AND APPROACH

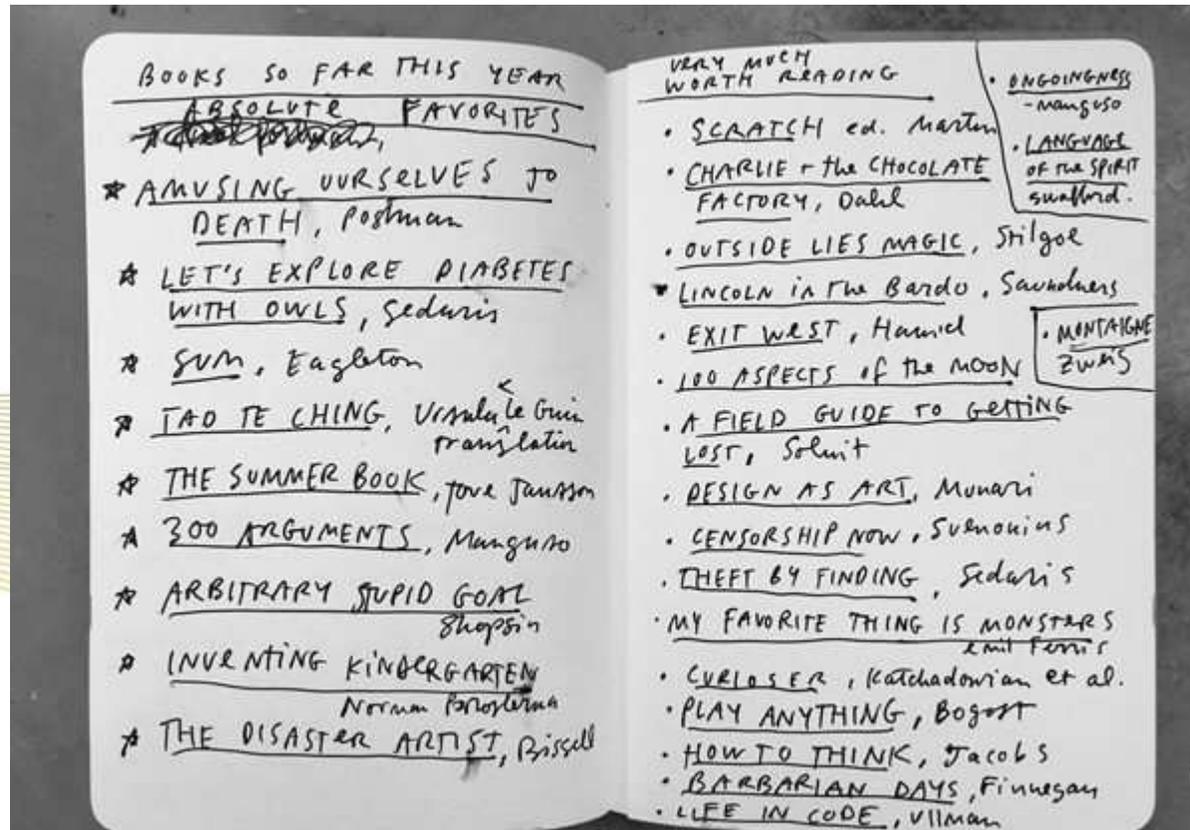
UNDERST**A**NDING

TIMING

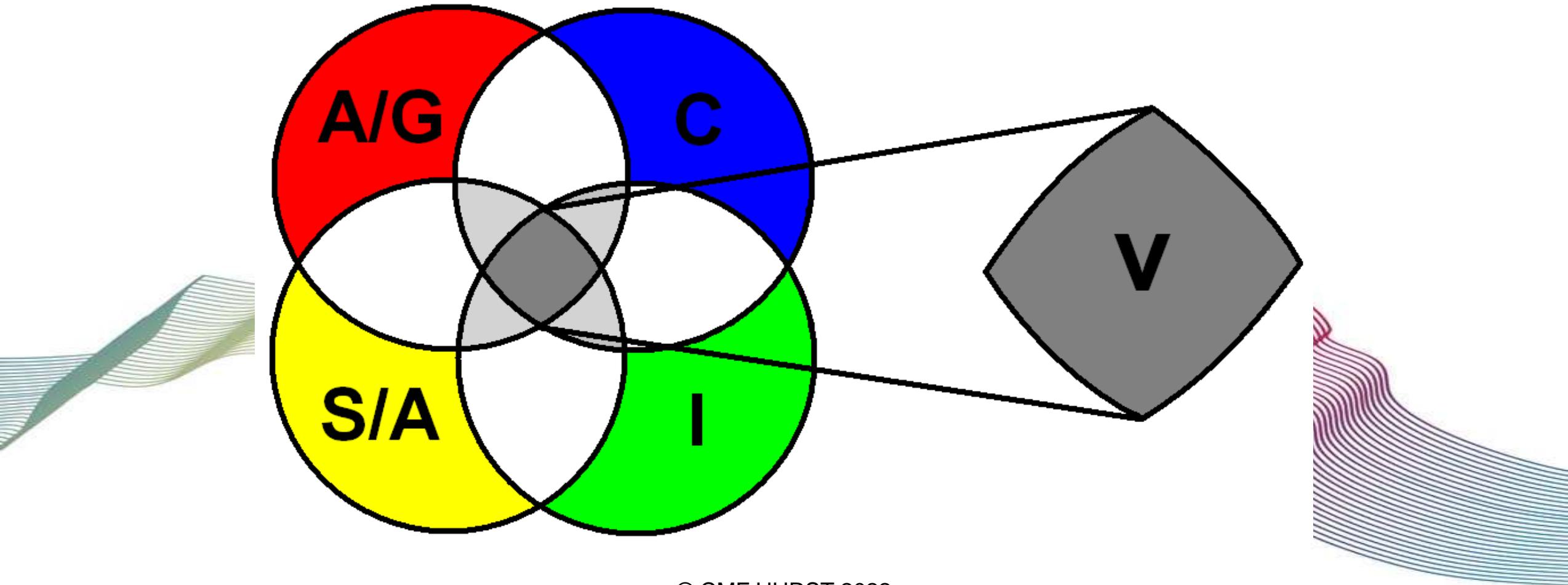
ENT**H**USIASM AND CONFIDENCE

HIERARCH**Y**

Opportunities - Planning



The Visual Process



OVT principles

- Value in itself.
- Prepare for future procedures.
- Practitioner and patient feedback.
- Sustain visual attention AND contain a visual decision.
- Positive stress.
- Relate to visual skills needed in the real world. Visual abilities should be rapid, sustained and at an automatic level.

Kraskin (1965) VT in Action

Learning in OVT

- It has long been observed that the conscious performance of a motor act often involves the entire body, while with habit, only the necessary muscles are involved.
- It is not only the motor involvement that shrinks with practice. The number and range of sensory inputs that are initially “consulted” for conscious control and that can influence the performance are enormous, including many details and irrelevant stimuli.
- With practice, however, the inputs that affect the performance appear to be restricted just to the necessary ones.

Planning - Birnbaum

'This author's approach to the treatment of nearpoint stress-induced vision disorders incorporates

- both skills- and behaviour-oriented training,
- sequentially using vision therapy procedures to remediate deficient vergence and accommodative functions,
- while simultaneously organizing therapy to optimize central-peripheral organization and visual information-processing'.

Planning - Birnbaum

- The practitioner must select procedures at a level at which the patient is capable of performing.
- Demands that are too easy will not foster learning, and demands that are too difficult will generate frustration.
- As performance improves, procedures are sequenced so as to impose progressively greater demand levels in small, manageable increments.
- As training progresses, increased ability, facility, and stamina develop as a product of appropriate instruction, increased demand levels, and repetitive practice.

Automaticity - Peachey

- Excess effort that is required to maintain visual function saps attentional and mental capacity which would otherwise be directed toward the task at hand, and hence interferes with information-processing.
- It is therefore desirable that visual skills reach effortless and automatic levels (Peachey 1990, 1991).

Birnbaum

- The diversity of approaches to vision therapy makes it impossible to speak of a single “correct” treatment plan.
- Different practitioners bring their individual models, experiences, goals, and biases to vision therapy.

Planning

- BABO OVT Guide;

BABO OVT Planning Guide		Learning Level OVT1b	
	Track 1	Track 2	Track 3
	FOCUS	CENTRING	ATTENTION
			PERIPHERAL AWARENESS SACCADDES
	Trombone Reading	Phys Dip	Thumb Rotations
	N12 to N5	Fixation D See 2, move finger	(Monocular)
	Monocular, making clear	Fixation N See 2, move finger	Closed eye (if necessary)
	Coin Circles Using Coin	Phys Dip Trombone	Regular
	Edge	Eye Control Basic	Room
	Monocular	Move hands then eyes	Marsden Ball
	Figure 8	Move eyes + hands together	Follow
	Six Pack Focus (-6.00 Lens)	Closer to 2cm from face	Follow + call
		To metronome with W wand	Follow + pat
	Hart Near / Far Monocular	Brock String	Follow + pat + call
	Distance to near	See 2 strings	Follow + pat + tap feet
	Variety 2+3, 3+3, 3+1, 4+5 etc	Moveable X, zipping +	Follow + pat + tap feet + call
	Near chart closer each time	unzipping	Marsden Ball Games
	With feet stamp every 4 beats	Bead jumping	Bunt ball
	Monocular Accommodative	Bug walk with string	Hand ball
	Rock / Flippers	See 3 Coins	Spell and hit
	Choose power appropriate to	Gain, then clear	V bunt
	patient	Gain, clear and take pen away	Bunt and stamp
	+/- 1.00	Move all directions	Catch 3 ways
	+/- 1.50	As above when walking	3 circles
	+/- 2.00	As above when talking	Look and catch
	+/- 2.00 / - 4.00		Rotator (Monocular)
DO NOT PROCEED FURTHER WITH TRACK 2 UNLESS TRACK 1 AND TRACK 3 ACTIVITIES ARE COMPLETE			
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	Trombone Reading	Variety 2+3, 3+3, 3+1, 4+5 etc	
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		Rock / Flippers	
		+/- 2.00	
		-bi/bo	
		Dino Card	
		Basic BO	
		Switching targets	
		Add mvt as coin circles etc	
		Chevron + diamond	
		Basic BI	
		Switching targets in BI	
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		Chevron	
		Jump ductions	

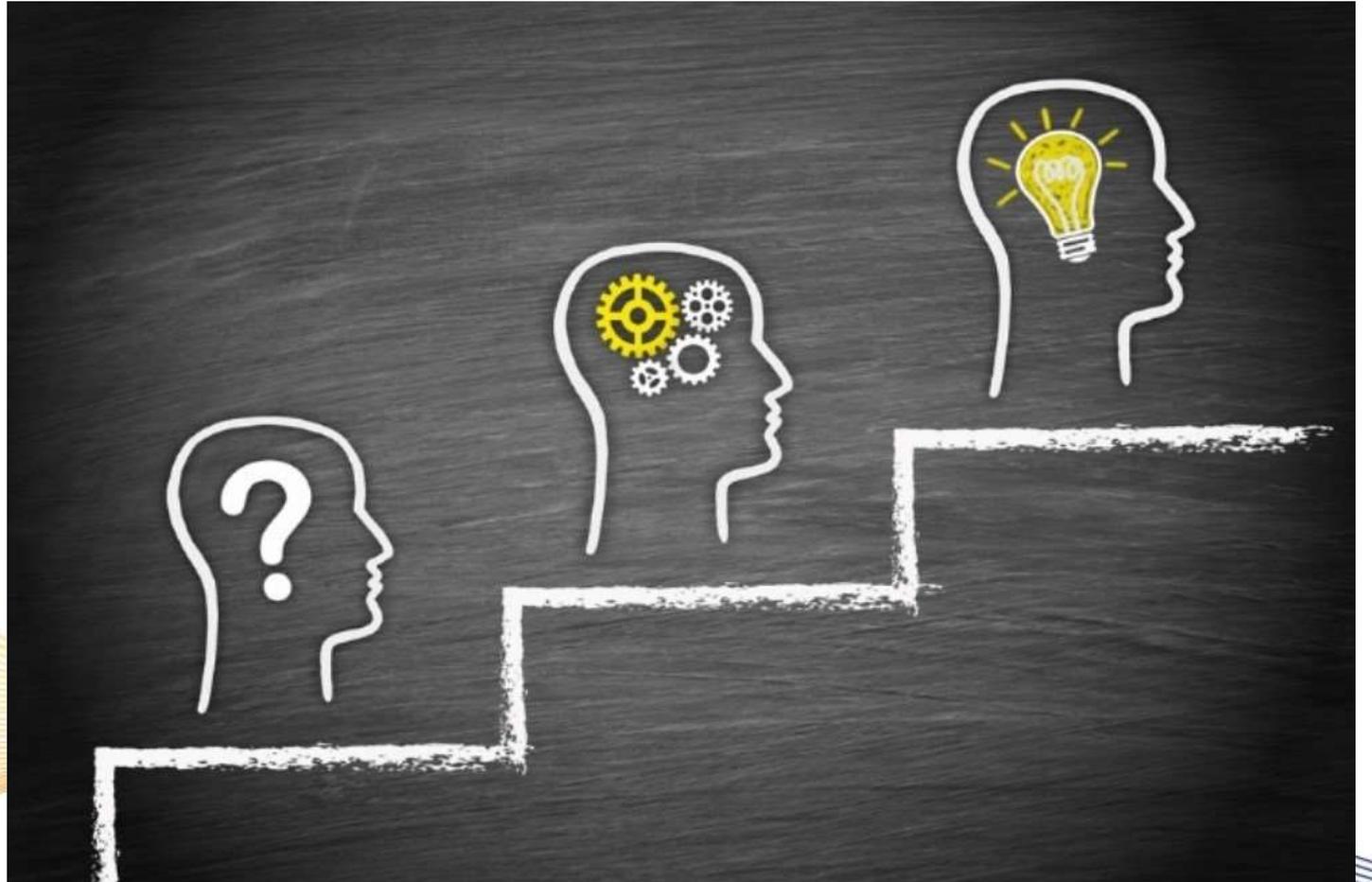
Planning

- BABO OVT Guide;
- Same activities;

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	Variety 2+3, 3+3, 3+1, 4+5 etc	See 2 strings	Follow + pat + tap feet
	Near chart closer each time	Moveable X, zipping +	Follow + pat + tap feet + call
	With feet stamp every 4 beats	unzipping	Marsden Ball Games
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	Trombone Reading	Distance to near	
	Binocular	Variety 2+3, 3+3, 3+1, 4+5 etc	
		Near chart closer each time	
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		+/- 2.00	
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		Dino Card	
		Basic BO	
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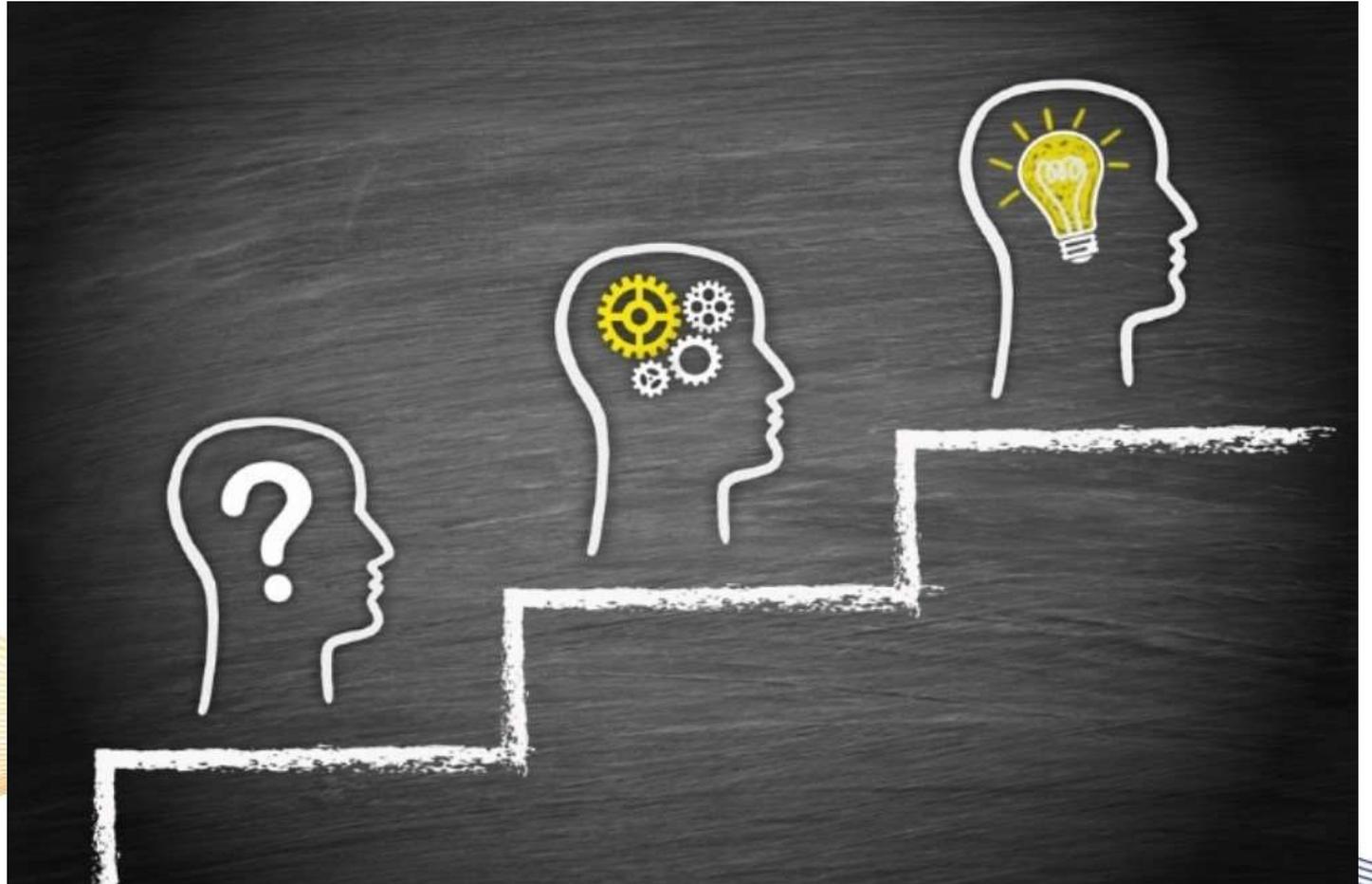
Planning

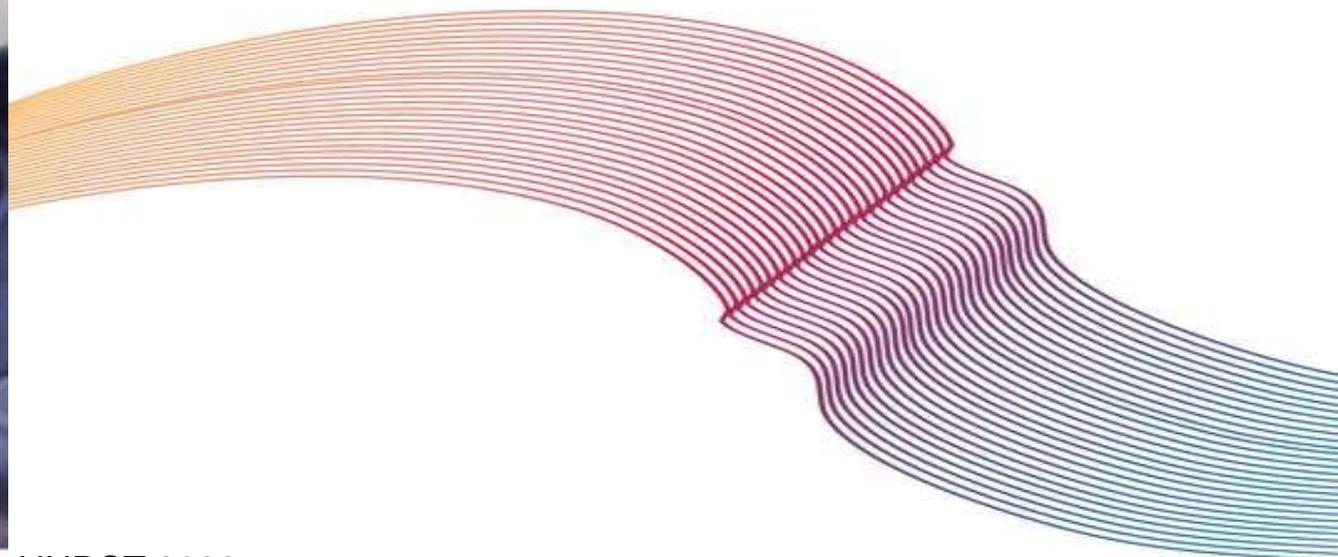
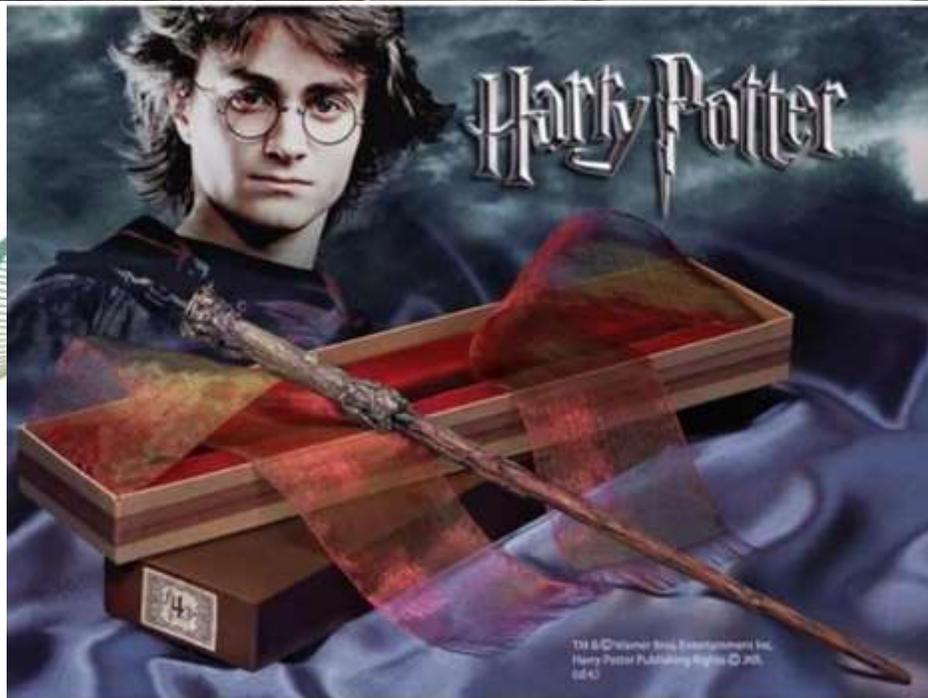
- New courses.
- Individuality of the programme relates to the patient...
- but also to the individuality, successes and experiences of the practitioner.



Planning

- New courses.
- Individuality of the programme relates to the patient...
- but also to the individuality, successes and experiences of the practitioner.
- OVT Programme for humankind.

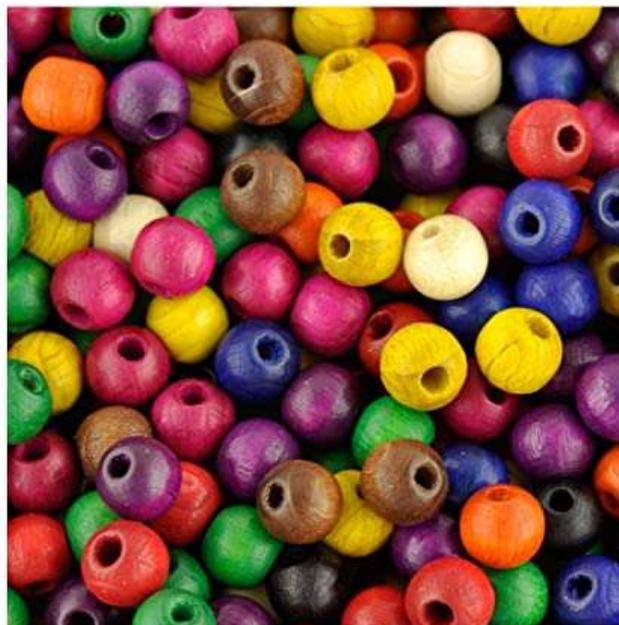


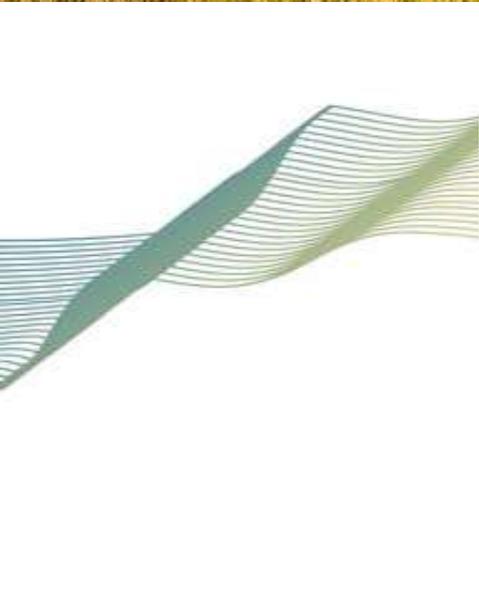


HURST 2022

A F J N F D R E S T
J H I J K S D F R E
R B T C S G V C S F
B C S A V H F D X Z
L S D C X Z G H J V
C V L H K G O F D B
K P O G F P O G F K
P D O F K V B K D F
C V B D E A F O T E
D H L C B N Z A R I

A F J N F D R E S T
U H I J K S D F R E
R B T C S G V C S F
B C S A V H F D X Z
L S D C X Z G H J V
C V L H K G O F D B
K P O G F P O G F K
P D O F K V B K D F
C V B D E A F O T E
D H L C B N Z A R I







‘Water is the driving force of all nature’ Leonardo da Vinci.

Vision, Visual Process

Vision

Taking meaning from all sensory input, relating it to previous experience.

The primary purpose of the visual process is to direct action.



Directing action - understanding space

- Blueprint.
- Interact with their environment.
- Learning the visual process to direct action.
- Developing the posture and movement skill to move with voluntary control.



Directing action - understanding space

- Understanding of space and position;
- Movement of body, eyes, mind;
- Paying attention to a point within a volume of space;
- Ability to process information within a volume of space.



Peter Jansen, Netherlands

Personally, my aims for my patient.....

- Learning to look.
- Developmental progression through OVT, with a robust motor/processing base, and voluntary control of movements rather than reflexive.
- Automaticity of functions.
- Allowing the patient to reach towards their full potential.



Personally, my aims for my patient.....

- Learning to look.
- Developmental progression with a robust motor/processing base, with voluntary control of movements rather than reflexive.
- Automaticity of functions.
- Allowing the patient to reach towards their full potential.
- Happiness.



Planning

- Learning and practising - own visual process.

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	Coin Circles Using Coin Edge Monocular Figure 8	Eye Control Basic Move hands then eyes Move eyes + hands together Closer to 2cm from face	Marsden Ball Follow Follow + call Follow + pat	
	Six Pack Focus (-6.00 Lens)	To metronome with W wand	Follow + pat + call Follow + pat + tap feet	Continuous Eye Movement
	Hart Near / Far Monocular Distance to near Variety 2+3, 3+3, 3+1, 4+5 etc	Brock String See 2 strings Moveable X, zipping + unzipping	Follow + pat + tap feet + call	Hart First And Last Column Jumping
	Near chart closer each time With feet stamp every 4 beats	Bead jumping Bug walk with string	Marsden Ball Games Bunt ball Hand ball	Clock Fixations
	Monocular Accommodative Rock / Flippers Choose power appropriate to patient +/- 1.00 +/- 1.50 +/- 2.00 +/- 2.00 / - 4.00	See 3 Coins Gain, then clear Gain, clear and take pen away Move all directions As above when walking As above when talking	V bunt Bunt and stamp Catch 3 ways 3 circles Look and catch Rotator (Monocular)	Word Fixations / Jump Reading Walking + Reading Walking + obstacle course
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		Dino Card Basic BO Switching targets Add mvt as coin circles etc Chevron + diamond Basic BI Switching targets in BI Add mvt as coin circles etc Chevron Jump ductions		

Planning

- Learning and practising - own visual process.
- Allows us to look at the patients' directed action as a view of their visual process.

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Planning

- Learning and practising - own visual process.
- Allows us to look at the patients' directed action as a view of their visual process.
- When, where, why and how to wield OVT.

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Broken Bits

Broken bits of visual skill
-> bits activities?



Broken Bits

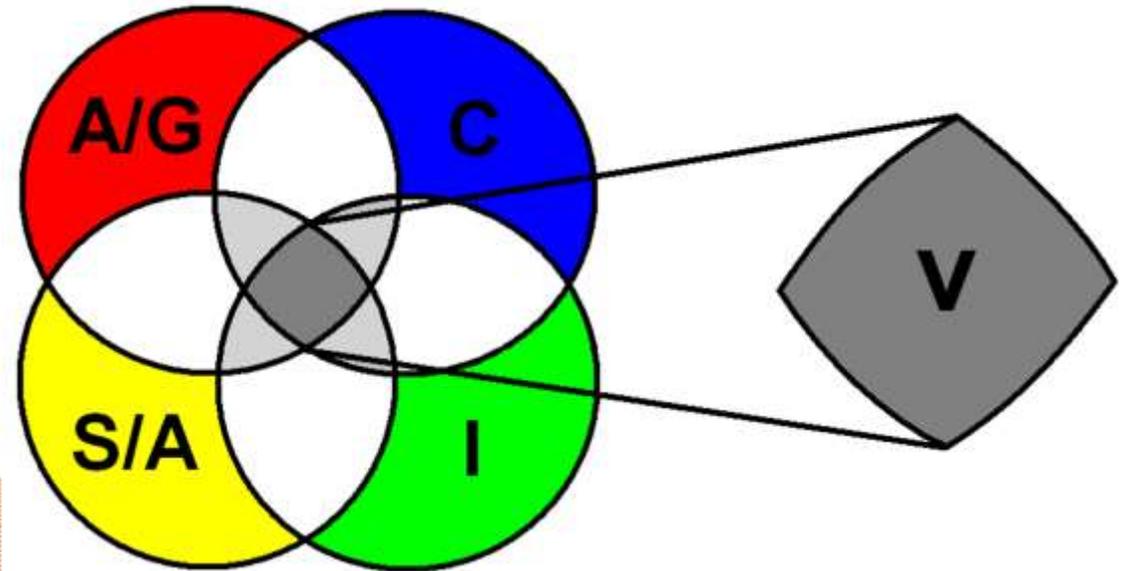
Broken bits of visual skill
-> bits activities?

Skeffington?



Wholistic

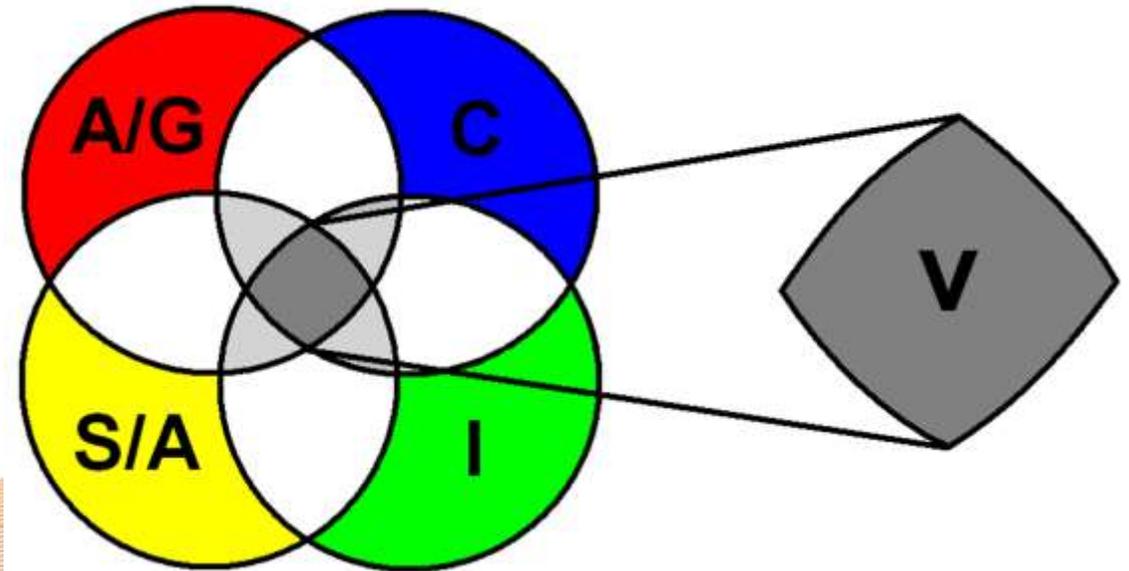
Visual process -> directed action
of the whole person.



Wholistic

Visual process -> directed action
of the whole person.

We can wield our OVT activities to
enhance the performance of the
whole person.



Wholistic

- Then we can, with our understanding of our own visual pathways,
- find a way in to the patient's visual process,
- and give them the chance to make changes.



Finding the way in

Lenses;
Movement;
Light and colour.

Choices will depend upon :
Our successes,
Our OVT plan,
Response from the patient.



Behavioural Optometry

Interesting patients, to challenge us - thinking,

- philosophy,

- therapy,

- sharing,

- friendship across the world,

- courses, meetings and discussions,



Behavioural Optometry

Interesting patients, to challenge us - thinking,

- philosophy,

- therapy,

- sharing,

- friendship across the world,

- courses, meetings and discussions,

- happiness.



Sharing - Teaching

Optometric Vision Therapy = Preparedness + Opportunity

KNOWLEDGE
EQUIPMENT
ADAPTABILITY AND APPROACH
UNDERSTANDING
TIMING
ENTHUSIASM AND CONFIDENCE
HIERARCHY

Socratic teaching

80% rule

Sharing - Teaching

- Teaching is OVT with a group of people at the same time.
- Making sure that everyone understands, and being able to answer questions.
- Sharing the physical experiences to allow the delegates to make changes in their visual process.



Sharing – Teaching -Change

- Covid - Zoom OVT,
- Learning Curve,
- Success + some children who didn't like to see my face on the screen!!



Sharing – Teaching -Change

- Covid - Zoom OVT,
- Learning Curve,
- Success + some children who didn't like to see my face on the screen!!
- Online courses in real time, ability to answer questions.
- Hybrid courses with a real time audience and some people streaming.



Wielding OVT

Wield your OVT programme, based on your visual process, with confidence and enthusiasm!!

