

## Anatomy of a (Visual) Training/Therapy Procedure Part 1

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## Training/Therapy Activities

- Some training/therapy activities are instituted within the normal environment.
- Designed to develop or promote changes in behavior/performance.
  - Some may have limited goals
  - Sometimes goals are more general
- e.g. Child rearing

## Training/Therapy Activities

- Some training/therapy activities are provided in a structured situation outside the normal environment.
- Designed to develop or promote changes in behavior/performance.
  - Some may have general goals
  - Sometimes goals are more limited
- e.g. Early schooling, soccer camp

## Training/Therapy Activities

- Procedures may strive to be isomorphic with the targeted behavior/performance.
- Other procedures bear little resemblance to the behavior/performance we seek to improve.

## Training/Therapy Activities

- These activities are communicated by **Descriptions** that specify:
  - Participants
  - Equipment
  - Physical arrangements, and...

## Training/Therapy Activities

- **Instructions** that specify:
  - Rules
  - Boundaries
  - Expected behavior/performance

## Training/Therapy Activities

- Descriptions and Instructions often include modifications to temper the difficulty of the activity.
  - Increase
  - Decrease

## Training/Therapy Activities

- These modifications might serve to alter variables within the parameters of the basic procedure, or...
- They might add elements from outside the parameters of the basic procedure.

## Training/Therapy Activities

How do they work?

- 1.
- 2.
- 3.

## (Visual) training/therapy activities

- There are a large number of activities that are promoted as Visual Training/Therapy.
- What differentiates these activities from any other training/therapy activities?

## (Visual) training/therapy activities

- *What differentiates these activities from any other training/therapy activities?*
- Maybe they target specific functions of the visual system with the goal of improving the performance of these specific functions.
  - Accommodative activities
  - Convergence activities
  - Binocular activities

## (Visual) training/therapy activities

- *What differentiates these activities from any other training/therapy activities?*
- Or maybe specific visual functions are NOT the target of the training/therapy.
- In this view the target of visual training/therapy is the behavior/performance.
- We move toward the desired behavior/performance by exploiting the tremendous potential of the visual process.

## How does it work?

- In the first description a specific visual function is the figure.
- The descriptions and instructions define how we attempt to directly alter the figure.
- It is hoped (and sometimes statistically correlated) that altering the specific piece of the visual system will improve some desired behavior/performance.

## How does it work?

- Alternatively, the behavior/performance is viewed as the figure.
- Let's define:
  - Figure as that of which you are aware, and...
  - Ground as that of which you are not aware.
- Omnia in duo partes divisa est.
- (Everything is divided into two parts.)

## How does it work?

- The *Gestalt* principle is that the figure emerges from the ground and to alter the figure we must change the ground.
- Our role in therapy is to see the ground from which the figure emerges.
- [The visual process is the (unseen) ground from which the figure of behavior/performance emerges.]

## Figure/Ground

- "There is a continuous alternation as to which 'part' of the organism stands in the foreground – and which is in the background."
  - Paul's quote from Goldstein
- Recognize that we can view the totality of our therapy situation as "the organism."
- The "figure" of the procedures provided as VT emerge from a ground structure. The appearance of the very same procedures can appear differently depending on the ground from which they emerge.

## Figure/Ground

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- Although the figure of the individual's behavior/performance is ultimately of some importance, the capacity to change or improve that behavior/performance is a function of our ability to reveal and grasp the ground from which it emerges.
- The ability to make that ground figural will be related to your ability to see the ground structure of our own therapy.

END

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## How does it work?

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- Reduce content
- Recognize elements of process
- Provide a "safe environment" for errors
- Provide direction for process
- Help patient recognize/evaluate errors
- Find an element of play