

Relations The August Campaign by Toni Bristol

Public

Articles to Help You Spread the Word



It is hard to believe that this August marked the 20th year that we celebrated National Children's Vision and Learning month – how exciting! This year we issued 3 press releases for the campaign:

- 06/04/15 [Texas Mother Shares How She Put an End to Homework Battles](#)
- 07/02/15 [Optometrists focus on Visual Symptoms from Concussions that Block Learning](#)
- 08/04/15 [Eye Coordination Problems Can Make Words “Hop Like Frogs”](#)

Each of these releases is designed to address key questions and concerns parents often have. Even though these stories were issued specifically for the August campaign they are good to share year round.

For the July release, COVD issued [“Return to Learn: A Guide to Visual Recovery after Concussion.”](#) Special thanks to Dr. Barry Tannen for developing the actual guidelines and sharing them with the COVD members. In addition, I would like to introduce Kristopher Herrick, who recently joined the COVD International office. Kris turned the Guide into an infographic which can easily be shared through social media; thank you, Kris!

As part of the August release, we issued an evidence-based infographic, which would not have been possible without help from Dr. Eric Borsting, the COVD Research

August is National *Vision & Learning* Month

A helpful guide from COLLEGE OF OPTOMETRISTS IN VISION DEVELOPMENT

? Why is homework such a struggle? Why does my child avoid reading?

It might be a vision problem!

5 most common signs

- Difficulty completing homework
- Inattentive or easily distracted
- Loss of place when reading
- Eyes are sore when reading
- Gets tired when reading

These behaviors resulting from eye coordination problems can be mistaken for ADD/ADHD^{1, 2, 7}

? My child's vision is 20/20, how can they have a vision problem?

Vision is more than 20/20!

"20/20" only means the ability to see a certain-sized letter from 20 feet away, regardless of:

- Focusing
- Coordinating
- Tracking

This means that vision screenings can miss up to 50% of vision problems that can interfere with learning^{1, 3, 8}

? How likely is it that my child's vision could be the real problem?

Problems with coordination and focusing are common!

10% of schoolchildren = 5 million^{5, 9} in the US alone have significant enough vision problems to interfere with learning

20 years of research has shown that vision problems are treatable with optometric vision therapy^{6, 10, 11}

? What do I do if I think my child has a vision problem?

Our optometrists can help!

Before your child heads back to school, find a developmental optometrist at [covd.org](#) for a comprehensive vision exam!

1. Borsting E, Colton JS, Mitchell GL, Scheiman M, King MT. Differences in children with convergence insufficiency before and after treatment. *Optom Vis Sci*. 2012;89(1):1-10.

2. Borsting E, Mitchell GL, Arnold J, Scheiman M, Chase C, King M, Colton J, et al. Behavioral and academic problems associated with convergence insufficiency in children: an eight-year follow-up. *Optom*. 2011.

3. Borsting E, Mitchell GL, King MT, Scheiman M, Arnold J, Colton J, et al. Improvement in academic behaviors after successful treatment of convergence insufficiency. *Optom Vis Sci*. 2012;89(1):2-8.

4. Borsting E, House M, and Chu K. Measuring ADHD behaviors in children with symptomatic convergence insufficiency in a convergent-misdirection laboratory study. *Optometry*. 2007; 78: 52.

5. Borsting E, House M, DeWard D, Howell S, Karam D, Park M, et al. Association of symptoms and convergence and accommodative insufficiency in school-age children. *Optometry*. 2002; 73: 2-14.

6. Convergence Insufficiency Treatment Trial (CITT) Study Group. Randomized clinical trial of treatment for symptomatic convergence insufficiency in children. *JAMA Ophthalmol*. 2008;126:1336-46.

7. House DL, Chan CP, Sponberg J, and Miller-Kolich A. The relationship between convergence insufficiency and ADHD. *Strabismus*. 2005; 13.

8. House M, Borsting E, Mitchell GL, King M, Scheiman M, Arnold J, et al. Academic behaviors in children with convergence insufficiency with and without reading. *Percept Mot Dev*. 2010;18(1):109-20.

9. House M, Borsting E, Hyman L, House M, Colton J, King M, et al. Frequency of convergence insufficiency among fifth and sixth graders. *Optom Vis Sci*. 1999;76:643-7.

10. Scheiman M, Colton JS, King MT, Mitchell GL, Colton J, Galloway M, et al. Treatment of accommodative dysfunction in children: results from a randomized clinical trial. *Optom Vis Sci*. 2011;88(1):134-52.

11. Steiner R, Anagnostou M, Sussman A. The effects of accommodative facility training on a group of DSM-IV with specific reading impairments: an exploratory treatment study. *Reading and Writing: Disruptions & Psychological Issues: The Journal of the British College of Dyslexia Specialists*. 2007; 20:8-15.

Committee chair and Dr. Michael Galloway, Research Committee member; thank you! Please be sure to read the infographic and spread it through social media.

We also have a shorter version of this infographic that is focused on The Vision & Learning Connection which is available on the [Learning & Vision](#) page of the COVD website. You can access it from the **Patients & Parents Quick Links** on the left hand side of the webpage.

While the best way to use infographics is to post them on social media such as Facebook, Pinterest, etc., you can also print them and hand them out in your office. Through Facebook you also have an option to “boost” your posts or create a “promoted post.” There is a fee associated with this, but it is less than most paid ads. I spoke with a doctor the other day who said that he had posted the August release that talked about “the words hopping like frogs,” and 1 week later he had reached 10,126 people, had 130 likes and 52 clicks. In addition, he had 6 parents call his office to schedule appointments

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Public Relations, continued from page 16


for their children. Each of these parents told his staff that they had seen the Facebook post about National Children’s Vision and Learning month.

For our international members, if you need the infographic changed in any way so you can use it, please contact the COVD International office via email at info@covd.org.

As a reminder, we issued special instructions on how to use these releases to contact the media in your area. It is available in the members only section of the website: “Members”/”Press Materials” – then go to COVD Media Information – and click on “press release template”.

If you have any questions on how to use any of this information, please contact the COVD International Office at info@covd.org.

Return to *Learn*: A Guide to Visual Recovery after Concussion
 Adapted from the work of Barry Tannen, OD, FCOVD

Brought to you by:  COLLEGE OF OPTOMETRISTS IN VISION DEVELOPMENT

Stages of recovery should be coordinated with the patient’s treating physician

Injury Occurs	stage one	stage two	stage three	stage four
				Return to school with accommodations
				Reduced or No:
		Read schoolwork to child for short periods	Increase visual activities if symptoms do not worsen	<ul style="list-style-type: none"> Homework Test taking Note taking Reading
				Breaks every 20 minutes

If symptoms { Double or blurry vision
Loss of place when reading
Headaches after reading } continue for >2 weeks:

Find an optometrist who provides neuro-optometric rehabilitation at covd.org