Vision for Success: Empowering Parents, Educators and

Therapists for Academic Excellence in K-12 Students

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Introduction

Vision plays a crucial role in student engagement in school activities. Essential visual skills for a child's active participation in school and for an effective, positive reading and learning experience include: the ability to see clearly at various distances (visual acuity), maintain clear vision as the distance from objects changes (eye focusing), ability to keep eyes on a target when shifting gaze between objects (eye tracking), coordinate both eyes for smooth movement across a page and judge distances (eye teaming), use visual information to guide hand movements in writing, drawing, or catching a ball (eye-hand coordination), and organize visual input into letters and words, retaining what has been read (visual perception), among others (American Optometric Association, n.d.). These skills fall under the three-component model of vision, which categorizes them into visual integrity, visual efficiency, and visual information processing (Scheiman, 2020). Visual integrity encompasses visual acuity and overall eye health (Scheiman, 2020). Visual efficiency involves eye focusing, eye teaming, and eye movements, such as saccades and pursuits, crucial for eye tracking (Scheiman, 2020). Visual information processing (also referred to as visual perceptual skills) is the capability to analyze, interpret, and utilize visual information from the environment, including integrating what is seen into sensory/motor skills such as eye-hand coordination and visual motor integration (Scheiman, 2020). Effective perception, interpretation, and processing of visual information are vital for various educational tasks, such as reading, writing, and classroom participation.

The Practice Problem and Question

Literature Review

The focus of the capstone project was on addressing the importance of visual integrity, visual efficiency, and visual processing in relation to the success of students (K-12) in the classroom. To inform the project, peer-reviewed articles were required that investigated the impact of education and

interventions targeting visual integrity, visual efficiency, and visual processing on academic performance. The question guiding the review was: "In school-aged (primary and secondary) students, does educating parents, teachers, and occupational therapists on visual integrity, visual efficiency, and visual processing increase academic performance?"

The databases searched included Medline with full text, CINAHL complete, ERIC, and APA PsycInfo, selected for their comprehensive coverage of relevant literature in the fields of education, psychology, and healthcare. The search yielded a total of 12 articles, which were then screened based on title and abstract. After applying the inclusion and exclusion criteria, 6 articles were identified as meeting the criteria for inclusion in the literature review. These articles were critically appraised to assess their quality, relevance, and contribution to the research question.

Table 1

Literature Review Search

PICO Question: In school-aged (primary and secondary) students, will educating parents, teachers, and occupational therapists on visual integrity, visual efficiency, and visual processing increase academic performance?

Search Terms:(school based interventions or programs or schools or education or students or teachers or classroom) AND (school performance or school achievement or school outcomes or academic achievement) AND (eye movements OR visual efficiency OR visual processing OR visual motor skills OR visual motor integration OR visual analysis OR visual spatial) AND (occupational therapy or occupational therapist or ot OR vision therapy OR optometry OR optometrists OR vision development)

Inclusion criteria: Studies conducted on students in K-12 education; Studies that involve education or interventions targeting visual integrity, visual efficiency, and visual processing; Studies that assess the impact of vision on academic success and classroom performance; Studies published in scholarly journals; Studies written in the English language; Studies available in full text. Studies since 2011. Full text available.

Exclusion criteria: Studies that do not specifically address visual integrity, visual efficiency, and visual processing and academic performance.

Date searched	Database	Yielded Results	Met Inclusion (number and in-text citation)
7/1/2023	Medline with full text	7	4 = (Carames et al., 2022), (Hopkins et al., 2019), (Wood et al., 2018), (Chen et al., 2011)
7/1/2023	CINAHL Complete	2	1 = (van Jaarsveld et al., 2011)
7/1/2023	ERIC	0	0
7/1/2023	APA PsycInfo	3	1 = (Hwang et al., 2020)
	Total:	12	6

Carames et al. (2022), Chen et al. (2011), Hopkins et al. (2019), and Wood et al. (2018) consistently demonstrated a strong association between visual performance and academic achievement in school-aged children. While Hwang et al. (2020) and van Jaarsveld et al. (2011) illustrated how undetected developmental deficits could serve as barriers to academic achievement.

The findings from the selected articles offered new insights and perspectives on the relationship between vision and academic achievement, as well as the roles of optometry and occupational therapy in this context. The studies collectively highlighted the significance of visual skills in educational settings and shed light on the challenges faced by specific populations.

Needs Assessment

The objectives of the needs assessment were identified as determining the current needs and challenges related to visual aspects in the educational setting, assessing the awareness and knowledge of parents, teachers, occupational therapists, and other related service professionals regarding visual integrity, efficiency, and processing, and determining the availability of resources and training opportunities to address these visual needs. Specialized instructional support personnel (SISP), also known as non-classroom educators who work with teachers, parents, and other education stakeholders comprised of school counselors, librarians, social workers, occupational therapists, and others, were also invited to take part in this project (National Education Association, n.d.).

The community for this assessment included individuals in Texas, specifically those involved with students under 504 and Individualized Education Program (IEP) plans, and those who might have vision-related issues such as deficits in visual efficiency and visual processing. The assessment focused on two Texas school districts: Austin Independent School District (ISD) and Roma Independent School District (ISD), representing both urban and rural areas within Texas. Target participants were parents of school-aged children with vision-related issues, teachers, occupational therapists, and other SISP. Access to the community was facilitated through collaboration with teachers and occupational therapists from Austin ISD and Roma ISD. Parents were recruited from both districts, and qualitative data was primarily collected through testimonials from various vision therapy clinics nationwide. These testimonials illustrated the frustrations of parents with their children's academic struggles and lack of diagnosis before addressing vision issues. Testimonials were collected from various vision therapy clinics with the understanding that optometrists with expertise in vision development, practice vision therapy, screen and provide treatment using the 3-component model of vision.

Testimonials revealed recurring themes, including the impact of vision on children's academic achievement, children passing standard eye exams without detecting underlying vision problems affecting academic performance, and a lack of awareness about eye health care professionals who specialize in comprehensive vision examinations (Lazarus, 2020; Testimonials, 2021; Vision therapy testimonials, 2020; Vision therapy and vision rehabilitation for adults and children, n.d.). Many children with undetected vision issues struggled with reading, writing, attention, and other academic tasks. Despite passing regular eye exams conducted at pediatrician offices or by other healthcare professionals, these exams failed to identify the underlying vision problems impacting their academic performance. Only through referrals from occupational therapists or recommendations from tutors did some parents discover the potential role of vision therapy in improving their children's vision and academic outcomes. The testimonies also highlighted the importance of accurate diagnosis in identifying vision problems that were previously overlooked by other eye health care professionals.

According to the 2022-23 Texas Academic Performance Report from Austin ISD, approximately 73,198 students were enrolled, with around 10,128 receiving special education services and 7,310 receiving 504 services (Texas Education Agency [TEA], 2023a, p. 27). Roma IS D had approximately 5,960 students, with about 558 receiving special education services and 601 receiving 504 services (Texas Education Agency [TEA], 2023b, p. 27). Many of these students have diagnoses such as Autism, ADHD, Cerebral Palsy, and Down Syndrome, commonly associated with vision impairments related to visual perceptual skills and eye movements (Scheiman, 2020). Occupational therapists could play a crucial role in screening for vision problems and collaborating with parents and pediatricians to address these issues, promoting student success in the school setting and helping them achieve their IEP goals. Furthermore, many students who did not meet the criteria for special education services or section 504 might still experience unnoticed vision-related issues. Teachers played a vital role in detecting potential vision issues and implementing strategies within the classroom to promote student participation.

Teachers, interacting daily with their students, were often the first to investigate what might be impacting their students' academic struggles (Lazarus, 2020; Testimonials, 2021; Vision therapy testimonials, 2020; Vision therapy and vision rehabilitation for adults and children, n.d.). They noticed difficulties maintaining attention and in major subjects such as reading, math, and spelling, leading to suspicions of learning disabilities, ADHD, or dyslexia. Some teachers observed their students demonstrating difficulty in tracking for reading and eye teaming, bringing attention to visible vision issues. Teachers' strong rapport with students and close relationships with their parents made them valuable assets in educating and raising awareness about vision issues.

Teachers at Austin ISD shared that some resources were limited and not well-suited for providing additional challenges to students with higher-level skills. Activities involving movement or multisensory learning strategies helped improve student engagement in classroom activities. Teachers across both districts expressed a need for resources and embedded strategies that could be easily applied to their existing classroom curriculum, indicating a lack of full understanding of the roles of different professionals in and out of the school that play a part in vision, reading, and writing. Given the education and resources, teachers could communicate any observations or concerns regarding vision difficulties in the classroom for additional special education or 504 service evaluations. Should these students not qualify for services, teachers could provide support to meet these students where they are to promote optimal classroom participation.

Vision Related Issues in the School Setting

For my capstone experience, I had the privilege of collaborating with the Optometry Center for Vision Therapy (OCVT) in Austin, TX, an esteemed agency renowned for its commitment to addressing vision-related issues in and out of the educational sphere serving individuals across the lifespan. OCVT College of Optometrists in Vision Development (COVD) board certified doctors oversee an individualized

program with a vision therapist who sends you home exercises to help with a variety of vision issues including but not limited to; amblyopia (often referred to as lazy eye), dyslexia, autism spectrum disorder, vision related learning disabilities and much more (https://ocvt.info/). The center, under the guidance of my mentor—a certified vision therapist with extensive knowledge in the 3-component model of vision and considerable experience with school-aged children facing various vision issues—provided platform for my project. My capstone focused on the implementation of the 3-component model of vision in the school setting, a choice driven by an interest in how deficits in visual integrity, efficiency, and information processing can significantly impact students' academic performance and overall school experience. This focus aligns with the broader educational objectives of developing and enhancing knowledge and skills pertinent to teaching and learning within the realm of occupational therapy. The project aimed not only to advance the understanding of occupational therapy practitioners and the wider community regarding the pivotal role of vision in education but also to bridge the gap between occupational therapy and vision therapy, thereby fostering a more integrated approach to supporting students' educational achievements and wellbeing.

Processes

Plan and Processes

Based on the needs identified through observation and interviews, the aim was to develop a website to function as a comprehensive resource for parents, teachers, occupational therapists, and other related services. The website was designed to equip these stakeholders with the knowledge and resources they needed in order to identify and address vision-related challenges in K-12 students, with the goal of improving overall academic performance and classroom engagement. The website provided education on vision and how vision-related issues manifest in the classroom, along with strategies that could be embedded within the classroom curriculum for remediation, compensation, and adaptation. In

addition, the website outlined the roles of different professionals in and out of the school setting in order to address vision challenges that require the expertise of an eye care professional and what professionals are available within school campuses that may aid in removing learning barriers and promote academic success. Surveys were distributed to evaluate stakeholders' knowledge and skills in identifying visual issues and implementing strategies, providing feedback for website improvement.

The capstone experience has involved collaboration with several key stakeholders, including myself, Daniella Pérez, as the student completing the doctoral capstone experience, my faculty mentor Claudette Fette, Ph.D., OTR, with 26 years of experience in various settings including school-based practice, and my agency mentor Ashley Coley, COVT, a certified vision therapist with a depth of knowledge in the 3-component model of vision. Angela M. Cecil, PhD, MBA, OTR, has served as the Doctoral Capstone Coordinator, ensuring compliance with accreditation standards.

Implementation Strategies

During the capstone experience, activities were structured into distinct phases to methodically address the project's goals and objectives, ultimately aiming to measure the impact of the project on improving understanding and practices related to vision in school settings for K-12 students.

Phase 1: Design and Planning Phase

In the initial weeks, there was a focus on laying the groundwork for the project. Project began with meeting with my agency mentor – a certified vision therapist at the Optometry Center for Vision Therapy – and faculty mentor to clarify our roles and responsibilities and to discuss the project's objectives. The Memorandum of Understanding (MOU) was finalized and signed, establishing a clear mentoring and supervision plan. The following weeks were dedicated to collecting feedback from stakeholders, including parents, teachers, and occupational therapists to update the needs assessment to pinpoint the specific requirements for the website development, educational materials, and visual

assessment tools. The necessary computer software, website templates, and visual resources were researched and acquired. Supervisory and mentorship roles were established and put into practice in preparation for collaborating on the project.

Phase 2: Preparation and Implementation Phase

This phase was marked by the development of learning modules and support materials. Modules were designed to enhance the understanding of the Three-Component Model of Vision and various training materials were uploaded with resources for stakeholders. This included educational videos, quizzes, and pre/post knowledge-based assessments. The agency mentor was consulted in order to create guidelines for implementing visual strategies in the classroom and my faculty mentor to fine tune the pre/post knowledge-based assessments. Recruitment of parents, teachers, and school-based occupational therapists began, alongside the finalization of the website, ensuring all components were functional and accessible.

Phase 3: Review and Evaluation Phase

The final weeks focused on evaluating the project's impact. Feedback was collected from stakeholders, including parents, teachers, and occupational therapists, as well as other SISPs on their experiences using the website and applying visual strategies. This feedback was critical for evaluating the project's effectiveness in increasing awareness, enhancing skills, and improving academic performance. Feedback was analyzed and a final report was prepared summarizing the findings and outlining recommendations for further improvement and sustainability of the project.

To gather this feedback, a variety of methods were used to measure the project's effectiveness. Google Form surveys, YouTube analytics, pre/post knowledge-based assessments utilizing a Likert scale format, direct feedback from participants through open-ended questions, and informal interviews. Specifically, the pre/post knowledge-based assessments focused on the first four videos related to the

3-component model of vision, employing a "What do you know, what do you want to know, and what have you learned" format to measure changes in understanding and application of concepts presented. This approach not only facilitated the gathering of quantifiable data but also provided qualitative insights into the stakeholders' experiences and perceptions, allowing for evaluation of the capstone project's outcomes.

Overview of Survey and Pre/Post Assessment Measurements.

The website survey was designed to measure the website user experience, focusing on aspects such as ease of navigation, content relevance, and overall satisfaction with the provided resources. This qualitative tool allowed for the collection of direct feedback from users, highlighting areas of success and opportunities for further improvement in website design and functionality.

Pre/post assessments formed the basis of the quantitative measurement strategy to capture outcomes. Utilizing a Likert scale, these assessments gauged the familiarity of terms related to vision in education before participants engaged with the educational videos. After watching the videos and reviewing the supplementary resources, participants again completed the Likert scale assessments to measure their understanding and the applicability of the information for classroom application. This before-and-after approach enabled a clear analysis of learning outcomes, demonstrating the effectiveness of the educational content in increasing knowledge and comprehension among stakeholders.

Additionally, YouTube analytics provided valuable data on video viewership and viewer engagement. These metrics allowed for the monitoring of how many viewers accessed the educational videos, how long they engaged with the content, and which videos acquired the most attention.

By analyzing website user experience, learning outcomes from pre/post assessments, and video engagement through YouTube analytics, the project was able to adapt and evolve based on solid evidence of its effectiveness and areas for growth.

Performance Goal

Throughout this experience, the performance goals and objectives were carefully monitored and measured. Initially, the MOU was finalized and a clear plan for mentoring and supervision was established, ensuring open lines of communication with both Faculty and Agency Mentor. This was crucial for setting priorities for the website's development. Necessary assessment for need was conducted to identify needs and resources, updating the needs assessment, and acquiring essential tools for the project.

Professional Reasoning Goal

Comprehensive website and educational materials on visual integrity, efficiency, and processing was developed to meet the professional reasoning goal. This included creating knowledge-based assessments to evaluate stakeholders' understanding before and after completing the education modules. The design and upload of learning modules, alongside the development of guidelines for implementing visual strategies, were key outcomes.

Experience Goal

The experience goal focused on piloting the educational website modules and evaluating their effectiveness through completed knowledge-based assessments. Participants were recruited and the website’s activity was monitored to make necessary improvements. By providing ongoing support and collecting feedback the project's effectiveness in meeting its objectives could be evaluated.

The outcomes and deliverables from each phase were carefully documented, providing a framework for evaluating the success of the capstone experience. The structured approach, combined with regular check-ins and collaboration with key stakeholders, ensured the project not only met its initial objectives but also provided valuable insights and resources for promoting the importance of vision in the academic success of K-12 students.

Guiding Theory

In developing the capstone proposal, the Person Environment Occupation and Participation (PEOP) model guided the process, emphasizing the dynamic interaction between individuals, their environments, and the occupations they engage in (Brown, 2019).

Outcomes

Results

Evaluating the outcomes of the capstone experience was crucial for understanding how best to serve the stakeholders—parents, teachers, occupational therapists, and other related service professionals—by equipping them with the necessary information to promote student participation in school settings effectively. This evaluation aimed to pinpoint which aspects of the project most significantly benefited stakeholders and how the project's educational resources could be optimized to address the challenges faced by students with vision-related issues.

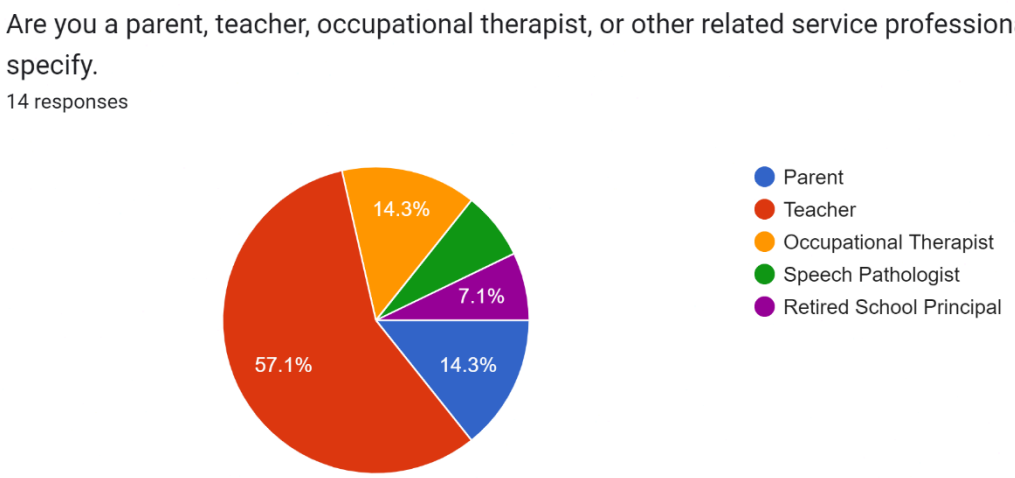
Quantitative Outcomes

The quantitative results from the pre/post assessments provide a comprehensive overview of the changes in knowledge and skills among participants following their engagement with the educational content. A total of 14 participants responded to the survey, with a more detailed breakdown for the pre/post assessment responses including 18 for Vision Fundamentals, 11 for Vision Integrity, 11 for

Visual Efficiency, and 10 for Visual Information Processing. The demographic distribution of participants predominantly consisted of teachers, making up 57.1% of respondents, followed by an equal distribution among parents, occupational therapists, and other professionals, each category comprising 14.3% of the total responses.

Figure 1

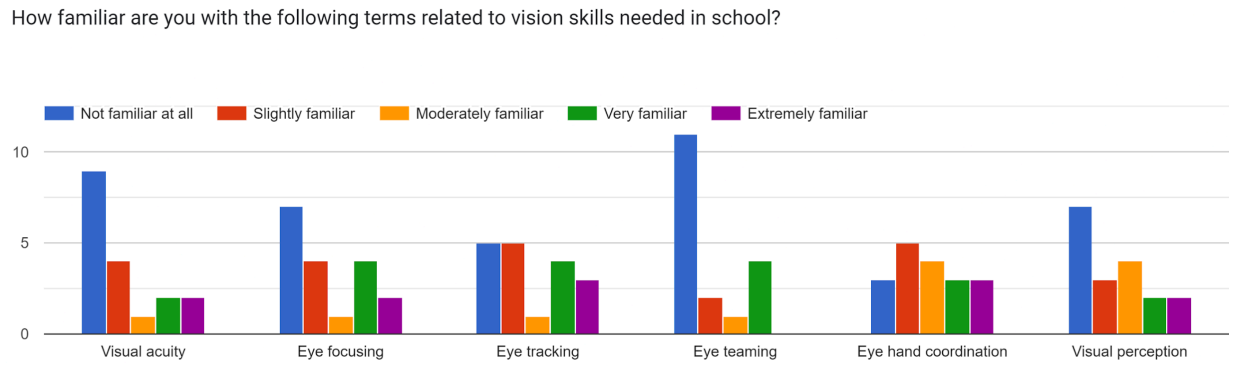
Participant Demographic



To assess familiarity with terms related to the 3-component model of vision and vision skills needed in schools, a Likert scale with five ratings ranging from "Not familiar at all" to "Extremely familiar" was employed. Initially, the majority of participants reported being "not familiar at all" with these terms before interacting with the educational videos and modules. This provided a baseline understanding of the participants' knowledge prior to the intervention.

Figure 2

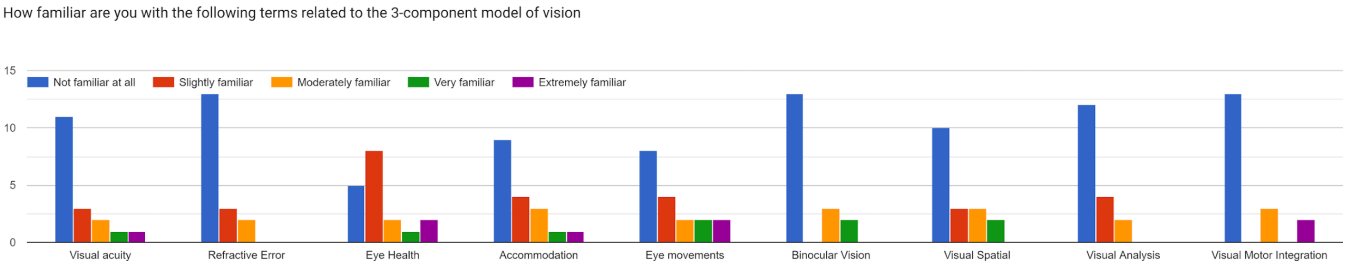
Initial Familiarity with Terms Before Vision Fundamental Module Completion



Note. Majority of participants reported being, “Not familiar at all” with terms related to vision skills needed in school, especially “eye teaming”.

Figure 3

Initial Familiarity with Terms Before Vision Fundamental Module Completion



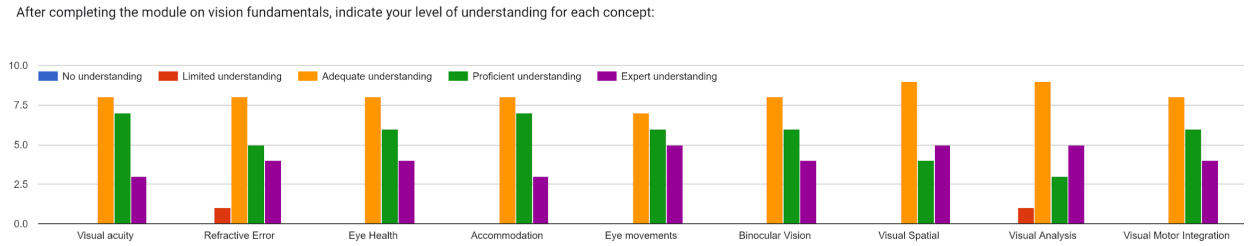
Note. Majority of responses demonstrated “Not familiar at all” when first presented with vision terms.

The post-assessment utilized a similar Likert scale to measure understanding, with options ranging from "No understanding" to "Expert understanding." Results demonstrated a notable increase in the understanding of each concept, with most participants rating their understanding as "Adequate understanding" or above after watching the videos. This shift signifies a substantial improvement in the

participants' knowledge and comprehension of the 3-component model of vision, indicating the educational content's effectiveness in enhancing their familiarity and understanding of crucial vision-related concepts in educational settings.

Figure 4

Level of Understanding Following Vision Fundamental Module Completion



Note. Participant understanding increased from “no understanding” to “adequate understanding” and above following Vision Fundamental Module completion. This trend was seen throughout all other vision education modules.

Feedback from Participants

Feedback from participants reflects satisfaction and appreciation for the comprehensive resource developed through the capstone project. Participants praised the website for its organization, ease of access, and the educational value of its content, particularly highlighting the effectiveness of videos and the strategic use of flashing terms for enhancing comprehension. Many expressed that the website significantly improved their awareness of vision-related issues and equipped them with the knowledge to support students effectively. The effort and research invested in the project were recognized, with anticipation for its evolution and further development.

Feedback also emphasized the importance of incorporating more visual aids, suggesting an increase in visuals and interactive elements to cater to visual learners and enhance the learning experience. Specific inquiries and suggestions pointed towards a desire for more detailed strategies, particularly from an occupational therapy perspective, on adapting or modifying classroom environments and activities for students with various vision issues. Additionally, participants expressed interest in more information on conditions such as astigmatism and Cortical Visual Impairment (CVI), seeking guidance on identification, interaction strategies, and classroom support for affected students.

Discussion

The main deliverable of this capstone project was the development and implementation of a website called, “Vision Education Toolkit,” designed to house educational material and resources to address vision related challenges in the school setting. Parents, teachers, occupational therapists, and other related service professionals as well as SISPs were invited to participate by completing learning modules and providing feedback through a survey and completion of pre/post knowledge-based assessments. The key findings from the results of the pre/post assessments indicate a significant enhancement in the knowledge and understanding of vision-related terms among the participants, who primarily consisted of teachers, parents, occupational therapists, and other professionals. Initially, most respondents reported minimal familiarity with the concepts related to the 3-component model of vision, as evidenced by their pre-intervention responses. However, after engaging with the educational videos and modules, there was a notable shift towards an "Adequate understanding" or higher, demonstrating the effectiveness of the educational content. This improvement highlights the capstone project's success in filling knowledge gaps and enhancing stakeholders' comprehension of vision-related challenges and strategies within educational settings, thereby achieving its goal of promoting better support for students with vision issues in schools.

The feedback collected not only validated the project's effectiveness in raising awareness and providing valuable resources but also highlighted areas for expansion, such as incorporating more visuals, detailed strategies, and further exploration of specific vision-related conditions. Participants' responses have been instrumental in identifying both the strengths of the project and opportunities for enhancing its impact on educators, therapists, parents, and ultimately, students facing vision challenges.

Achievement of Capstone Experience Goals and Objectives

These measurements were aligned with the terms outlined in the Memorandum of Understanding (MOU), directly supporting the achievement of its stated goals, objectives, and deliverables.

Firstly, these measurements directly supported the Professional Reasoning Goal, which mandated the development of a comprehensive website and educational materials focusing on visual integrity, visual efficiency, and visual information processing. The pre/post assessments were designed based on feedback from a diverse group of stakeholders, including parents, teachers, and occupational therapists, as well as through diligent research and collaboration with Faculty and Agency Mentors. By evaluating stakeholders' knowledge and skills before and after interacting with the educational content, these assessments offered evidence of the website's impact and effectiveness in enhancing understanding and application of visual strategies in educational settings.

In alignment with the Experience Goal, the methodology employed in these measurements facilitated the piloting of educational website modules, enabling an evaluation of their effectiveness in educating key stakeholders on the importance of vision in school for K-12 students. The results from the pre/post assessments demonstrated an observable improvement in stakeholders' knowledge and skills related to visual challenges.

The pre/post knowledge-based assessment measurements and YouTube analytics from the videos played a role in monitoring the website's activity and making data-driven improvements based on participant feedback. By evaluating the effectiveness of the project in increasing awareness and understanding among stakeholders, these measurements provided a structured approach to collecting and analyzing feedback on how to best promote participant engagement and understanding in this topic. This ongoing evaluation ensured that the project remained responsive to the needs of its audience, facilitating continuous improvement and adaptation of the educational materials and strategies provided.

Sustainability and Opportunities for Growth

The website will be transitioned into a blog with opportunities for other professionals, in and out of the capstone agency, to contribute material making it accessible for anyone interested in contributing to its development and improvement. New changes and modifications will be monitored and taken into consideration by the student before being published to the public for quality control assurance. This conversion will be carried out by the student, ensuring that the website remains user-friendly and easily navigable for future users.

Continued growth for the project could be established through collaboration with educational institutions, such as universities and school districts across Texas, as well as future capstone students to further promote and encourage the adoption of the website as a valuable resource for school-based occupational therapists and teachers by adding more educational materials and strategies that can be incorporated in the classroom.

Developing In-Depth Knowledge

Several key moments significantly contributed to the development of specialized knowledge and skills, particularly in the intersection of occupational therapy and vision education within school-based

settings. Firstly, conducting in-depth research for educational content on the 3-component model of vision for the website was a pivotal moment. This not only enhanced understanding of vision's role within occupational therapy but also how to effectively screen and intervene for vision issues in schools. The gain of specialized knowledge on the scope of occupational therapy in vision, preparing me to better address and support students' visual needs.

Another moment that enriched expertise was researching the roles of various professionals in the school environment, such as related service professionals as well as specialized instructional support personnel (SISP), teachers, speech and language pathologists, LSSPs, diagnosticians, and specialists in dyslexia and vision impairment. This broadened the perspective on interdisciplinary collaboration, emphasizing the importance of a cohesive approach to supporting students with vision-related challenges.

Delving into the distinctions and roles of different eye care professionals, including optometrists, and ophthalmologists - specifically developmental optometrists - was crucial. It equipped knowledge to guide families towards the appropriate level of care, enhancing the role as a resource for parents and guardians navigating vision care for their children.

Furthermore, exploring strategies to promote viewer engagement and participation on the website deepened my understanding of how to effectively communicate and disseminate information to a wide audience. This evaluation of the program not only improved the website's impact but also honed my skills in creating engaging educational materials.

Overall, program development and application cultivated a deep dive into the significance of vision in education and occupational therapy's role in addressing it, shaping my development into a specialized practitioner.

Advancing Practice

Newly acquired, in-depth knowledge in the focused area of vision within the scope of occupational therapy has uniquely prepared me to advance my practice as a soon-to-be occupational therapist. This expertise is not confined to the school setting; it extends across all practice areas, particularly highlighting the importance of understanding vision issues that may arise from conditions like Traumatic Brain Injury (TBI) or Cortical Visual Impairment (CVI) in patients of all ages. By gaining a comprehensive understanding of visual development and the roles of various eye health professionals, I am now better equipped to contribute to efficient rehabilitation and treatment plans, emphasizing the critical need for early intervention. This specialized skill set enables me to not only advocate for but also implement strategies that address the complex needs of those with vision-related challenges, ultimately enhancing the quality of care provided. Furthermore, this knowledge empowers me to serve as a resource within the occupational therapy profession, fostering a greater awareness and understanding of vision's integral role in occupational performance and participation. Through this, I am prepared to make a meaningful impact on the lives of those we serve and collaborate with, reinforcing the holistic approach that is central to occupational therapy practice.

Conclusion

The capstone experience has been a transformative journey, not only in terms of personal and professional growth but also in its contributions to the field of occupational therapy and the broader community we serve. Through program development, and implementation of the vision education toolkit, this project has successfully addressed a critical gap in awareness and understanding of vision-related issues in various settings. The outcomes of this initiative, evidenced by the significant improvement in stakeholders' knowledge and skills, highlight the profound impact that education and resources can have on enhancing the support provided to individuals with vision challenges.

The implications of this capstone extend beyond the immediate outcomes. By integrating a comprehensive approach to vision within the occupational therapy practice, particularly in recognizing and addressing conditions like Traumatic Brain Injury (TBI) and Cerebral Vascular Accident (CVA), the project highlights the necessity of early intervention and efficient rehabilitation. The specialized skills and knowledge acquired through this experience prepare me to advance the practice of occupational therapy, advocating for and implementing strategies that prioritize vision as a key component of holistic care.

The significance of these new specialized skills and knowledge cannot be overstated. They not only enhance my ability to serve individuals with vision impairments effectively but also position me as a resource and leader within the occupational therapy profession. This capstone experience has laid the groundwork for ongoing development and advocacy in the field, driving forward the importance of vision in occupational performance and participation.

In conclusion, the capstone experience has been a pivotal milestone in my journey as an occupational therapist. It has not only enriched my understanding and capabilities in addressing vision-related issues but also set the stage for future contributions to the profession and the individuals we serve. The knowledge and skills garnered through this project will inform my practice and advocacy, ensuring that vision is recognized and addressed as a fundamental aspect of occupational therapy, across all settings and throughout the lifespan.

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