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ESSENCE OF VISION STIMULATION TO
INITIATE THE EYE CONTACT AND LEARNING OF A CHILD WITH AUTISM

Researchers
Teresita R. Yambot, OD, MAED, FPAO
Elena C. Borromeo, OD, FIAACLE
Maria Pia Laurene Yambot, OT
John Kirby Casilan, OT
Roberto Reyes
Carlo Federico Yambot
Mary Ann Sy

ABSTRACT
Background
Autism spectral disorder (ASD) is a group of developmental disabilities that can cause significant social, communication and behavioral challenges. Children with autism commonly do not have eye contact and they process information in their brain differently than other people.

Case Summary
The Child with Autism is 3.4 years old, has behavioral problems, non-verbal with fleeting eye contact, and hyperactively roaming around the room. He has short attention span and needed maximal prodding because he throws away things or toys.

Result
Light Stimulation was presented on both eyes and soothing music on both ears during the 1st session, resulting in visual auditory skills enhancement. He was able to focus with full attention using the odyssey activity for more than 30 minutes. Eye fixation, head and eye coordination were attained resulting to smooth binocular movement. He exhibited eye contact during the 2nd session and sequenced light activities on the 3rd session. He did form and numerical pegs during the 4th session and was singing the alphabet while sequencing the letters. The occupational therapist and parent were amazed after a month: the child with autism now has eye contact, visual focus, follows instructions, starts to communicate, and do various school activities with full attention sitting down.

Discussion
Vision Stimulation with the use of light stimulus enhances the function of the retina and fovea resulting to binocular alignment of the visual axes, precise focusing and eye contact. The light stimulus becomes a vision stimulus in the retina that is transformed to nerve impulses when transmitted from the visual pathway to the visual cortex of the brain. The synchronized vision stimulus holds the child’s full attention in a longer span and the pleasant music calms him down to do various tasks enjoyably. Developing the visual auditory skills combined with visual motor integration skills like hand and eye coordination activities with manipulative tools enhances sensory organization for precise visual information processing essential for the learning process of a child with developmental and intellectual disabilities.