

Student Name

Date

Signs of Possible Eye Focus Problems

Rarely Often Usually

- Child complains of blurred vision
- Difficulty shifting focus repeatedly from far to near and reverse
- Complains of eye strain or irritation after a time, especially with near tasks
- Complains of headaches, especially with near tasks
- Inattentive to visual detail
- Poor reading comprehension which worsens with time
- Holds book close when reading or writing
- Excessive blinking during visual tasks
- Shows focus difficulty by squinting or peering etc
- Avoids concentrated visual demands

Signs of Possible Eye Tracking Problems

Rarely Often Usually

- Loses place often when reading or copying from blackboard
- Skips or reads words, letters or lines
- Must use finger or guide to keep place on page
- Moves head excessively when reading
- Poor reading comprehension
- Short attention span

Signs of Possible Eye Teaming Problems

Rarely Often Usually

- Covers or closes eyes when reading
- Unusual head turn or body posture when reading/writing
- Complains of words moving/dancing or jumbling on page
- Reading comprehension reduces overtime
- Clumsy and poor ball skills
- Rubs eyes
- Complains of headaches
- Complains of eye strain
- Inattentive

Signs of Possible Visual-Spatial Dysfunction

Rarely Often Usually

- Reverses letters or numbers when writing or copying
- Difficulty distinguishing left and right
- Writes right to left
- Lack of coordination and balance
- Difficulty with rhythmic activity like dance or clapping in time
- Clumsy, bumps and falls into things often
- Poor athletic performance
- Tendency to work with one side of the body, the other side doesn't participate

Signs of Possible Visual Analysis Dysfunction

Rarely Often Usually

- Has trouble learning the alphabet and recognising words
- Has trouble writing and recognising letters and numbers
- Has difficulty with basic maths concepts like size and position
- Confuses likeness and minor differences
- Mistakes words with similar beginnings
- Difficulty recognising the same word repeated on a page
- Difficulty recognising letters or simple forms
- Difficulty distinguishing the main idea from insignificant detail
- Over-generalises when classifying objects

Signs of Possible Visual-Motor Integration Dysfunction

Rarely Often Usually

- Difficulty copying from the board
- Sloppy drawing or writing skills
- Poor spacing and inability to stay on the lines
- Erases excessively
- Reponds orally but written communication is poor
- has difficulty producing written work on time
- Seems to know the material but test results are poor
- Difficulty writing numbers in columns for maths problems

Signs of Possible Visual-Ausitory Integration Dysfunction

Rarely Often Usually

- Poor spelling ability
- Slow to match letters and numbers to their names
- Difficulty relating symbols to sounds
- Slow learning to match colours to their names
- Difficulty matching shapes to their names
- Difficulty learning to read phonetically

Children showing any of the above problems need prompt attention and assessment of their vision, visual integrity and vision processing. An experienced behavioural optometrist can assess all of these areas. Delays can affect academic performance and reinforce compensatory behaviour.

Using the Checklist

The list is a useful reference and communication tool for teachers who think a student might have vision related problems. A copy of the completed form should be kept on the child's record for future reference. If any of the above problems are noted, the child should be assessed by an experienced behavioural optometrist. Please call us at any time if you have questions or would like additional information.

Teacher Name

Phone

School

Address

Email

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