

Educator's Checklist
Observable clues to classroom vision problems

Student: _____ **School:** _____ **Date:** _____

It has been shown that the teacher is frequently the best observer for identifying vision problems that tend to interfere with schoolwork. The following checklist identifies many of the observable clues and symptoms that are often observed in a child with a vision problem. Please use this list and check items that you have noted to occur frequently in this child's case.

Appearance of Eyes

- Reddened eyes or lids
- Excessive tearing of eyes, or rubs eyes
- Blinks excessively

Refractive Error or Eye Focusing (Accommodation) Problem

- Blinks eyes excessively during near tasks
- Frowns, scowls, or squints to see blackboard
- Avoids close work
- Fatigues easily during visual tasks
- Rubs eyes during or after visual activity
- Complains of blur while reading or writing
- Comprehension is poor when reading or performing near tasks

Eye Tracking (Ocular Motility) Problem

- Skips or rereads words or letters
- Rereads lines or phrases
- Mistakes words with similar beginnings or endings
- Uses finger or marker when reading
- Loses place often when reading
- Repeatedly omits "small" words
- Moves head excessively as reads across page

Eye Teaming (Binocularity) Problem

- Complains of seeing double
- Covers or closes one eye
- One eye turns (in, out, up, or down) at any time
- Tilts or turns head to one side
- Squints, closes, or covers one eye
- Complains of letters or lines "floating," "running together," or "jumping around"
- Reports confusion of what is seen

Visual Information-Processing Problem

- Confuses similar words
- Fails to recognize same word in next sentence or page
- Confuses minor likenesses and differences
- Makes errors in copying from chalkboard or reference book
- Difficulty following verbal instructions
- Difficulty completing assignments in time allotted
- Poor printing or handwriting
- Short attention span, distractible
- Says words aloud or moves lips as reads
- Reverses letters, numbers, or words
- Poor ability to remember what is read
- Poor eye-hand coordination
- Repeatedly confuses right-left directions
- Poor recall of visually-presented tasks
- School performance not up to potential

Please comment on the following:

1. Does this child have any academic problems? Yes_____ No_____
If so, please explain (e.g., subject material, behaviour, etc.)

2. How does academic achievement compare with potential?

3. At what grade level does this child read? _____

4. Please check any areas of difficulty:

- | | | |
|---------------------------------------|---|---|
| <input type="checkbox"/> Vocabulary | <input type="checkbox"/> Word Recognition | <input type="checkbox"/> Oral Reading |
| <input type="checkbox"/> Reading Rate | <input type="checkbox"/> Interpretation | <input type="checkbox"/> Silent Reading |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Comprehension | <input type="checkbox"/> Memory |
| <input type="checkbox"/> Math Skills | <input type="checkbox"/> Spelling | <input type="checkbox"/> Written Work |

5. Do you feel that there are any factors that may be interfering with academic achievement?

6. Any other observations and/or comments which you feel may be beneficial to us would be appreciated.

Referral

Teacher Name _____ Signature _____ Date _____

Phone _____ Best contact time(s): _____

Please provide a contact number and the best time to call if you do not mind us contacting you if further information is required.

Parent or Guardian I hereby give my consent to release the above information.

Name _____ Signature _____ Date _____

Please feel free to get in touch if you have any questions or concerns.

Carolyn McIlvin - Optometrist

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