

Student Name

Date

Signs of Possible Eye Focus Problems

	Rarely	Often	Usually
Child complains of blurred vision.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Difficulty shifting focus repeatedly from far to near and reverse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complains of eye strain, hurt/sting, or burn after a time, especially with near tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complains of headaches, especially with near tasks.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inattentive to visual detail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor reading comprehension which worsens with time.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holds book close when reading or writing.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Excessive blinking during visual tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows focus difficulty by squinting or peering etc.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avoids concentrated visual demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signs of Possible Eye Tracking Problems

	Rarely	Often	Usually
Loses place often when reading or copying from blackboard.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skips or reads words, letters or lines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Must use finger or guide to keep place on page.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Moves head excessively when reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor reading comprehension Short attention span.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signs of Possible Eye Teaming Problems

	Rarely	Often	Usually
Covers or closes eyes when reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unusual head turn or body posture when reading/writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complains of words moving/dancing or jumbling on page.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading comprehension reduces over time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clumsy and poor ball skills.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rubs eyes.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complains of headaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complains of eye strain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inattentive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signs of Possible Visual-Spatial Dysfunction

	Rarely	Often	Usually
Reverses letters or numbers when writing or copying.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Difficulty distinguishing left & right, either within themselves or outside themselves.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writes right to left	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of coordination and balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Difficulty with rhythmic activity like dance or clapping in time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clumsy, bumps and falls into things often	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor athletic performance.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tendency to work with one side of the body, the other side doesn't participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signs of Possible Visual Analysis Dysfunction

	Rarely	Often	Usually
Has trouble learning the alphabet and recognising words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has trouble writing and recognising letters and numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has difficulty with basic maths concepts like size and position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confuses likeness and minor differences.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mistakes words with similar beginnings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Difficultly recognising the same word repeated on a page.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Difficulty recognising letters or simple forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Difficulty distinguishing the main idea from insignificant detail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Over-generalises when classifying objects.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signs of Possible Visual-Motor Integration Dysfunction

	Rarely	Often	Usually
Difficulty copying from the board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sloppy drawing or writing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor spacing and inability to stay on the lines.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Erases excessively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds orally but written communication poor; problem producing written work on time.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seems to know the material but test results are poor.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Difficulty writing numbers in columns for maths problems.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signs of Possible Visual-Auditory Integration Dysfunction

	Rarely	Often	Usually
Poor spelling ability.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slow to match letters and numbers to their names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Difficulty relating symbols to sounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slow learning to match colours to their names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Difficulty matching shapes to their names.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Difficulty learning to read phonetically.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="text"/>	Phone	<input type="text"/>
School	<input type="text"/>		
Address	<input type="text"/>		
Email	<input type="text"/>		

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