

Plano Vision Development Center

EDUCATOR'S CHECKLIST

OBSERVABLE CLUES TO CLASSROOM VISION PROBLEMS

Student's Name _____ Date _____

APPEARANCE OF EYES:

One eye turns in or out at any time _____
 Reddened eyes or lids _____
 Eyes tear excessively _____
 Encrusted eyelids _____
 Frequent styes on lids _____

COMPLAINTS WHEN USING EYES AT DESK:

Headaches in forehead or temples _____
 Burning or itching after reading or desk work _____
 Nausea _____
 Print blurs after reading a short time _____

BEHAVIORAL SIGNS OF VISUAL PROBLEMS:

A. Eye Movement Abilities (Ocular Motility)

Loses place often during reading _____
 Needs finger or marker to keep place _____
 Displays short attention span in reading or copying _____
 Frequently omits words _____
 Repeatedly omits "small" words _____
 Writing up or down hill on paper _____
 Rereads or skips lines unknowingly _____
 Orients drawings poorly on page _____

B. Eye Teaming Abilities (Binocularity)

Complaints of seeing double (diplopia) _____
 Repeats letters within words _____
 Omits letters, numbers, or phrases _____
 Misaligns digits in number columns _____
 Head extremely tilted while working at desk _____
 Consistently shows gross postural deviations at all desk activities _____

C. Eye-Hand Coordination Abilities

Must feel things to assist in any interpretation required _____
 Eyes not used to "steer" hand movements (extreme lack of orientations, placement of words or drawing on page). _____
 Writes crooked, poorly spaced: cannot stay on ruled lines _____
 Misaligns both horizontal and vertical series of numbers _____
 Uses hand or fingers to keep place on the page. _____
 Repeatedly confuses left-right directions _____

D. Visual Form Perception (Visual Comparison, Visual Imagery, Visualization)

Mistakes words with same or similar beginnings _____
 Fails to recognize same word in next sentence _____
 Reverses letters and/or words in writing and copying. _____
 Confuses likenesses and minor differences _____
 Confuses same word in same sentence _____
 Repeatedly confuses similar beginnings and endings of words. _____
 Fails to visualize what is read either silently or orally _____
 Whispers to self for reinforcement while reading silently _____
 Returns to "drawing with fingers" to decide likes and differences _____

E. Refractive Status (Nearsightedness, Farsightedness, Focus Problems, etc.)

Comprehension reduces as reading continues; loses interest too quickly _____
 Mispronounces similar words as continues reading _____
 Blinks excessively at desk tasks and/or reading; not elsewhere _____
 Holds book too closely; face too close to desk surface _____
 Avoids all possible near-centered tasks _____

Complaints of discomfort in tasks that demand visual interpretation _____
 Closes or covers one eye when reading or doing work _____
 Makes errors when copying from chalkboard to paper on desk _____
 Makes errors in copying from reference book to notebook _____
 Squints to see chalkboard, or requests to move nearer _____
 Rubs eyes during or after short periods of visual activity _____
 Fatigues easily; blinks to make chalkboard clear up after desk task _____

NOTE: Many children exhibit symptoms listed above at some stage of childhood. This does not necessarily mean the child has a problem. However, if symptoms persist, it is suggested that such a child be given a thorough visual analysis and physical examination to determine the exact cause.

Unless a child is visually "ready" he/she cannot be taught effectively how to read, write, or "learn." He/She may be destined for disappointment, frustration and failure in school, college, and in his/her subsequent business and professional life.

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