



Observable Cues to Classroom vision problems

Student's Name: _____

Date: _____ Age: _____

1. Appearance of eyes:

- One eye turns out at any time
- Reddened eyes or lids
- Eyes tear excessively
- Encrusted eyelids
- Frequent sties on eye

2. Complaints when using eyes at desk:

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

3. Behavioral signs of visual problems

A. Eye Movement Abilities (Ocular Motility)

- Head turns as reads across page
- Loses place often during reading
- Needs finger or marker to keep place
- Displays short attention span in reading or copying
- Too frequently omits words
- Repeatedly omits "small" words
- Writes 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
- Squints, closes or covers one eye
- Tilts head extremely while working at desk
- Consistently shows gross postural deviations at all desk activities

C. Eye-Hand Coordination Abilities:

- Must feel of things to assist in any interpretation required
- Eyes not used to "steer" hand movements (extreme lack of orientation, placement of words or drawings on page)
- Writes crookedly, poorly spaced: cannot stay on ruled lines
- Misaligns both horizontal and vertical series of numbers
- Uses his hands or fingers to keep his place on the page
- Uses other hand as "spacer" to control spacing and alignment on 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 continued; 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
- Complains of discomfort in tasks that demand visual interpretation
- Closes or covers one eye when reading or doing desk work
- 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

Observer's Suggestions:

Signed _____

(circle) Teacher, Nurse, Remedial Teacher, Psychologist, Vision Consultant, Other

Phone: _____

Address: _____

