

CHECKLIST FOR VISION

NAME _____ GRADE _____ DATE _____

SCHOOL _____ TEACHER _____

OBSERVATION AND HISTORY

Please check appropriate items and return to the school nurse for review and determination of action to be taken.

Appearance: Do eyes look normal?

- _____ Eyes turn in or out
- _____ Crusty or red eyelids
- _____ Different sizes - pupils or eyes
- _____ Swelling of eyelids
- _____ Conjunctivitis (pink eye)
- _____ Drooping lids
- _____ Other _____

Behavior: Teacher or parent observation

- _____ Tilts head, covers or closes one eye for critical seeing
- _____ Difficulty in keeping place while reading - a "finger" reader
- _____ Disinterested in activities involving critical seeing
- _____ Excessive stumbling, awkwardness or daydreaming
- _____ Holds printed materials in unusual position
- _____ Other _____

Complaints: Student's statements

- _____ Eyes hurt or blur while reading
- _____ Headaches when reading
- _____ Words move or jump about when reading
- _____ Double vision
- _____ Eye problems following blow to head
- _____ Can't see the chalkboard
- _____ Other _____

Signs or Symptoms of Eye Problems

School personnel should be provided with a list of symptoms and student complaints that might indicate a vision problem, as a basis for referral for screening. If a student exhibits any of the following symptoms over a period, refer the student even if all other vision-screening procedures are normal.

Appearance of eyes:

- _____ One eye turns in or out at any time
- _____ Drooping lids
- _____ Reddened eyes or lids
- _____ Eyes tear excessively
- _____ Encrusted eyelids
- _____ Frequent sties or swollen lids

Behavioral signs of vision problems:

1. Eye movement abilities (ocular motility)

- _____ Head turns as student 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

2. Eye-teaming abilities (binocularity/stereoscopic vision)

- _____ Complains 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 desk activities

3. Eye-hand coordination abilities

- _____ Must feel 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
- _____ Miss-aligns both horizontal and vertical series of numbers
- _____ Uses hands or fingers to keep place on page
- _____ Uses other hand or fingers to keep place on page
- _____ Uses other hand as “spacer” to control spacing and alignment on page
- _____ Repeatedly confuses left-right directions

4. Visual form perception (visual comparison, visual imagery, visualization)

- _____ Mistakes words with same or similar beginnings
- _____ Fails to recognize the same word in the next sentence
- _____ Reverses letters and/or words in writing and copying
- _____ Confuses the same word in the 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

5. Refractive status (nearsightedness, farsightedness, focus problems, etc.).

- _____ Comprehension reduces as reading continues; loses interest too quickly
- _____ Mispronounces similar words as reading continues
- _____ 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 deskwork
- _____ Makes errors in 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 tasks

This list was excerpted from “Learning Related Visual Problems,” ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Drive, Reston, VA.