

**Date:** \_\_\_\_\_

**Childs: Name:** \_\_\_\_\_

**Parent or Guardian:** \_\_\_\_\_

**Parents Observations/Notes:**

**Checklist for vision-related skill difficulty:**

(Please circle that which applies to your child)

**Ask your child about the occurrence of the following if you are unsure:**

- Cannot read comfortably for as long as s/he would like.
- Soreness, itching, burning, redness, tearing, headaches or other eye discomfort during or after reading/writing.
- Rubbing, blinking or squinting during reading or writing.
- Makes careless errors copying from the chalkboard/ smart-board or from a book to paper.
- Loses their place or copies slowly.
- Covers or closes one eye when reading
- Words, letters or lines become fuzzy, blurry or run together, 'jump around' or look double when reading and writing.
- Consistently uses finger, ruler or other marker to guide eyes and keep place.
- To frequently loses place or skips words or whole lines when reading. Rereads same sentence.
- Poor reading comprehension or memory for what was read. Has to read same material over again.
- Things look blurry when suddenly looking up and away after reading, but then clear up.

- Your child is bright but struggles with reading.
- Your child avoids reading. Unwillingness to read at school or voluntarily for pleasure.
- Child is a better reader on the first pages, then fatigues. Counts pages left to read or wants to get away.
- Short attention span. Cannot sit still or stay on task "attention deficit disorder"
- Homework that should take 30 minutes drags on with parent losing patience.
- Child learned how to read easily in 1st, 2nd & 3rd grades, but beginning in 4th & 5th began having difficulty.
- Frowning, restlessness, twisting of the body or other signs of frustration & tension while reading or writing.
- Holds book very close or moves book or head closer, then farther as if to clear the print.
- Holds book far to one side, turns or tilts head or rests head on plan or desk while reading.
- Fails to recognize same word in next sentence.
- It is difficult for your child to get thoughts down even though s/he understands and can discuss what was heard.
- Persistent spelling difficulty. Misspells words s/he knows.
- Child reads haltingly and slowly, one word at a time, with a pause between each word.
- Excessive head movement or bobbing when reading. Turns Head rather than eyes to read.
- Avoids sports or exhibits poor eye-hand or eye-foot coordination - trouble hitting, throwing, catching or kicking.
- Math, with the exception of story problems is better than other subjects.
- When performing math problems your child fails to align columns or rows of numbers.
- Poor handwriting. Writes crookedly. Poor spacing of letters or words; can't keep words on lines.
- Persistent reversals after Grade 1. Confuses 'b', 'd' and 'p', 'q'. "was", "saw" or 12 & 21.
- Child was prescribed reading glasses
- Makes seemingly careless errors while reading; Little words such as 'as', 'of' 'at and 'is' are skipped or misread.
- Medication, counselling, tutoring or other treatments failed to improve school performance as desired
- Says words aloud, whispers or moves lips for reinforcement while reading