

VISUAL IMPAIRMENT CHECKLIST

Glynis Hannell BA (Hons) MSc Psychologist

Name of child or adolescent

Age

Each item should be checked off using the following rating scale

- 0 Not at all, never occurs, does not apply
- 1 Mild, sometimes observed, applies to some extent
- 2 Moderate, often observed, certainly applies
- 3 Severe, frequently observed, strongly applies

General visual difficulties

Complains of headaches or difficulties seeing	0	1	2	3
Leaves words out when reading or copying	0	1	2	3
Confuses similar shapes such as 3 and 8	0	1	2	3
Makes mistakes with colours	0	1	2	3
Messy bookwork.....	0	1	2	3
Bumps into things, poor at ball games.....	0	1	2	3

Sign of difficulties with close work

Holds books very close or keeps shifting position	0	1	2	3
Looks sideways or squints at print	0	1	2	3
Leans back when reading or writing	0	1	2	3
Puts head very near the desk when working.....	0	1	2	3
Tilts head to one side when writing or drawing	0	1	2	3
Loses place when reading or copying; skips lines.....	0	1	2	3

Signs of difficulties with distance work

Squints, frowns or leans forward when copying from the board.....	0	1	2	3
Tilts head when trying to see in the distance	0	1	2	3
Copies from students sitting nearby instead of copying from the board	0	1	2	3
Sits close to the television or board	0	1	2	3

Physical problems with eyes

Eyes do not coordinate; move in different directions.....	0	1	2	3
Eyes flicker or seem to drift	0	1	2	3
Sensitive to bright light	0	1	2	3
Red eyes, itchiness or discomfort	0	1	2	3
Eyes water very easily	0	1	2	3
Pupils of eyes are different from one another in size	0	1	2	3
Pupil of eye is white or cloudy.....	0	1	2	3

Positive characteristics and strengths (describe at least 3)

Important notes

This checklist can be used to help diagnose and recognize visual impairment. However, several conditions have similar characteristics and there may a range of explanations for the observations made. Specialist assessment is necessary for a formal diagnosis.

- Supporting notes on Visual Impairment (pages 177–80)
- Guides for discussions with colleagues, parents and students (pages 184–8)

