

**OPTOMETRISTS
CONTACT LENS PRACTITIONERS
BEHAVIOURAL OPTOMETRY
CHILDREN'S VISION**



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TEACHER CHECKLIST

At **STRACHAN EYECARE** we are interested in visually related learning difficulties, and so we have prepared the following list of "classroom signs and symptoms" which have been proven to be frequently associated with visual problems.

Unfortunately the majority of children's visual problems are not detected by traditional vision screening methods such as the Snellen letter chart used in School Medical Service type screenings. In children, visual problems are more commonly expressed as poor eye-tracking, poor eye-hand or general co-ordination, and very commonly as learning problems, rather than as defective sight.

Teachers' observations of student behaviour are often the first indication that the child may be having visual difficulties.

The parents of have scheduled an Optometric consultation with us for their child in the near future, and thus we would greatly appreciate if you could take the time to consider the following checklist in relation to this child.

Obviously some of these behaviours are normal for children at different stages of development, so please consider this child in relation to his/her grade-level peers.

I (parent signature) grant permission for the release of confidential information regarding my child to **STRACHAN EYECARE**.

Please tick if relevant to this child:

APPEARANCE OF EYES

- One eye turns in or out intermittently.
- Frequent blinking/rubbing of eyes.
- Excessive watering of eyes or light sensitivity.
- Frequently red eyes.

GENERAL BEHAVIOURAL SIGNS

- Complains of tired/sore eyes/headaches/mental fatigue ("I can't think anymore").
- Complains of blurry/double vision with book or blackboard.
- Holds books close when reading or writing.
- Poor/unusual posture when reading or writing (eg. tilts head excessively to side).
- Closes/covers one eye when reading or writing, or has an obvious tendency to favour one eye (eg. habitually holds print to one side).
- Squints, frowns, looks tensely, or thrusts head forward to see blackboard clearly.
- Jerky eye movements (poor eye-tracking).
- Poor ball-handling skills.
- Below average gross motor skills.
- Below average fine motor skills.

ACADEMIC INDICATORS - General

- Avoids close work.
- Has an excessively short attention span when reading or writing.
- Seems to fatigue easily with reading or writing.
- Poor recall of visually presented material.

- Reading

- Slow or still to establish letter-sound correspondence.
- Slow or still to gain basic sight word vocabulary.
- Seems to lack appropriate decoding skills.
- Tends to make inaccurate sight word guesses when reading.
- Poor comprehension of what is read.
- Reverses words, confuses mirror-image letters beyond age/grade expected levels.
- Loses place, skips lines or omits small words when reading.
- Uses finger as marker to keep place when reading.
- Makes excessive head or body movements when reading.

- Writing

- Poor writing/has difficulty staying on the lines/poor spacing or sizing.
- Poor organization or layout of written work.
- Slow to complete written work.
- Omits words or makes errors when copying.
- Reverses letters or numerals beyond age/grade expected levels.
- Has an awkward "pencil grip".

- Spelling

- Spells phonetically regular words better than irregular words.
- Can spell better orally than in writing.

- Maths

- Misaligns digits in columns or lines of numbers.
- Has difficulty with counting/tables/mental arithmetic/spatial concepts.

Is there any subject which seems to be particularly difficult for this child?

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Do you feel this child is performing up to his/her potential at school?

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We would appreciate any other comments you feel may be relevant:

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At **STRACHAN EYECARE**, in addition to regular Optometric services, we offer Developmental Visual Perceptual Assessments, together with Vision Therapy Programs to improve visual information processing skills. If a child has deficient visual or auditory processing skills, the child may not be able to readily interpret, understand and remember what they see or hear, which may limit learning in the classroom environment. Perceptual skills therapy for these children can have strong positive effects on school performance.

TEACHER'S NAMESIGNATURE

SCHOOLGRADE

Thank you for your assistance and co-operation.

SUE STRACHAN GREG STRACHAN CHRISTA SIPOS-ORI PETRA HURLESTON COLETTE PARKINSON