



Shop 105/12 Salonika Street, Parap NT 0820

PO Box 696, Parap NT 0804

T: 08 8995 9595 F: 08 8995 9594

admin@helensummersoptometrist.com.au

www.helensummersoptometrist.com.au

ABN: 95027926864

Provider Number: 061954BY

## TEACHERS and PARENTS CHECKLIST

If your child or student displays any of the following difficulties which you feel may be causing a problem we may be able to assist. In children, visual defects often express themselves more as poor coordination, various forms of awkwardness and learning problems, than as defective vision.

### A. APPEARANCE OF EYES

- One eye turned in or out
- Frequent blinking
- Squints or screws up eyes
- Red eyes or lids, crusting on lids
- Frequent styes or infections
- Excessive eye movements
- Excessive watering eyes or light sensitivity

### B. BEHAVIOUR

- Holds book very close
- Avoids close work Does little or no reading at home
- Loses place when reading, skips lines
- Omits words or makes errors when reading or copying
- Closes or covers one eye when reading or doing near work
- Confuses left-right directions and reverses letters beyond age expectancy
- Confuses similar words, fails to recognize same word in different context
- Has a short attention span when reading or writing
- Tilts head excessively to one side, up or down
- Makes excessive head movements when reading
- Squints or frowns to see black board clearly
- Rubs eyes frequently
- Thrusts head forward to see distant objects
- Is excessively tense in the classroom
- Has an obvious tendency to favour one eye
- Poor performance or lack of interest in sport or outdoor activities
- Poor memory and comprehension
- Is nervous, irritable, tense or restless after maintaining visual concentration
- Makes errors in copying at near from distance to near

### C. COMPLAINTS

- Headaches
- Difficulty seeing clearly at distance/ Seeing double
- Blurring of vision while writing or reading
- Eye burning or itching during or after close work

Child's Name.....Class.....Teacher.....



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### PHYSICAL and SENSORY MOTOR DIFFICULTIES

The following is a general checklist only. It can help to determine whether a student may be further assisted by being referred on to other professional services.

#### MOTOR and COORDINATION DIFFICULTIES

- Movements look awkward
- Student has poor coordination or balance
- Difficulties with catching a ball or hitting it with a bat
- Student appears clumsy
- Often bumps into furniture or falls
- Often knocks over things or drops them
- Poor at sports, gymnastics, woodwork or other gross motor skills
- Awkward or tense pencil grip
- Whole body "joins in" when writing, e.g. tongue pokes out, leg kick etc.
- Difficulty cutting, pasting or threading
- Often has poor posture in sitting
- Tires easily

#### PERCEPTUAL and MOTOR PLANNING DIFFICULTIES

- Frequent letter or number reversals
- Unable to space letters, words or numbers
- Messy writing, drawing or copying
- Poor at reading, spelling, writing or maths
- Frequently loses place when reading or becomes frustrated when copying from the blackboard
- Has not established hand dominance
- Has poor memory for instructions
- Difficulty in appreciating or recognizing shapes and sizes
- Poor sense of direction and is confused by left, right, up down etc.
- Fearful reaction to movement activities, e.g. Climbs unaware or danger of heights
- Poor sense of rhythm

#### ACTIVITIES of DAILY LIVING

- Requires assistance with toileting, e.g. dressing
- Has difficulty opening lunchbox/ packets/ zippers
- Requires assistance with dressing, e.g. orientation of clothing, fastening, etc.
- Requires assistance at mealtimes

Child's Name.....Class.....Teacher.....