



**PENROSE
EYECARE**

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Teacher Questionnaire

To the teacher of Grade

School.....

The child named above is receiving vision care at our office. To address the influence of vision problems on classroom performance we would like your observations of this child's behaviour in school. It has been shown that the teacher is frequently the best observer for identifying vision problems that tend to interfere with school work. The following checklist identifies many of the observable clues and symptoms that are often observed in a child with a vision problem. Please read through this list and check items that you have observed occurring *frequently* in this child's case.

Appearance of eyes

- Reddened eyes or lids
- Excessive tearing of eyes, or rubs eyes frequently
- Blinks excessively

Refractive error or eye focusing problem

- Blinks eyes excessively during near tasks
- Frowns, scowls, or squints to see blackboard
- Avoids close work
- Fatigues easily during visual tasks
- Rubs eyes during or after visual activity
- Complains of blur while reading or writing
- Comprehension is poor when reading or performing near tasks
- Headaches in forehead or temples
- Unusual fatigue or restlessness after doing near tasks
- Complains of letters or lines "floating," "running together," or "jumping around"
- Reports confusion of what is seen

Visual information-processing problem

- Confuses similar words
- Fails to recognize same word in next sentence

Eye tracking (ocular motility) problem

- Skips or rereads words or letters
- Rereads lines or phrases
- Mistakes words with similar beginnings or endings
- Uses finger or marker when reading
- Loses place often when reading

- Repeatedly omits "small" words

- Moves head excessively when reading across page

Eye teaming (binocularity) problem

- Complains of seeing double
- Covers or closes one eye
- One eye turns (in, out, up or down) at any time
- Excessive tearing of the eyes
- Tilts or turns head to one side excessively
- Squints, closes, or covers one eye
- Difficulty following verbal instructions
- Difficulty completing assignment in time allotted
- Poor printing or handwriting
- Short attention span; distractible

.....	Confuses minor likenesses and differences	.....	Says words aloud or moves lips when reading
.....	Makes errors in copying from chalkboard or reference book to notebook	.....	Reverses letters, numbers, or words
.....	Difficulty copying from the chalkboard	.....	Poor ability to remember what is read
.....	School performance not up to potential	.....	Poor eye-hand coordination
.....	Poor recall of visually presented tasks	.....	Repeatedly confuses right-left directions

Please comment on the following

1. Does this child have any academic problems? Yes..... No.....
If so, please explain (e.g., subject material, behavior, etc.).....
2. Is he or she in the top third, middle third, or lower third of his or her class?.....
3. How does academic achievement compare with potential?
4. At what grade level does this child read?.....
5. Please check any areas of difficulty:
.....Vocabulary..... Word recognition.....Oral reading
.....Reading rate.....Interpretation.....Silent Reading
.....Attention.....Comprehension..... Memory
.....Math skills.....Spelling..... Written work
6. Do you believe that there are any factors that may be interfering with academic achievement?.....
7. Any other observations or comments that you believe may be beneficial to us would be appreciated.