

TEACHER REFERRAL

Child's Name

Grade

Estimated Reading Level

Teacher's Name

Visual Checklist

Appearance of the Eyes

- Redness of the eyes
- Redness of the lids
- Watering of the eyes
- One eye turning in or out when tired

Evidence of Discomfort

- .Rubbing the eyes
- Avoiding bright lights
- Closing the eyes
- Excessive blinking
- Holding the head at an angle, or turning it from side to side when reading or doing book work
- Poor posture
- Holding the book very close
- Covering one eye or closing one eye while reading
- Squinting when working at the desk
- Slow with work that requires reading

Older children may complain of:

- Sore or tired eyes
- Itchy eyes
- Blurred or double vision
- Headaches (at school or after school)
- Mental fatigue ("My brain is tired", or "I can't think any more")

Educational Indicators

Early Years of Primary Schooling

- Has difficulty with cutting and pasting
- Has trouble colouring in, is unable to keep within the lines
- Has difficulty copying simple shapes and letters
 - Unable to develop age-appropriate ball skills
- Tracing skills are poor
- Orients drawings poorly on the page
- Has trouble with left/right orientation

Educational Indicators:

Middle Years of Primary Schooling

- Fails to recognise the same word in the next sentence
- Repeatedly omits small words when reading
- Rereads or skips words or lines unknowingly
- Uses finger to keep place while reading
- Keeps losing the place while reading (Where am I up to?)
- Comprehension declines as reading continues
- Writing is up or down hill
- Irregular letter or word spacing
- General lack of progress in spelling
- Misaligns digits in columns or lines of numbers
- Has trouble copying from page to page or black board to page
- The child's performance in reading and writing (including spelling) does not match the performance in mathematics

- The child initially performs to expectations, but in years 2 and 3 begins to fall behind and to struggle with reading instructions and with spelling

At any stage of schooling

- The child's performance does not match the expectations from either formal or informal assessments of ability
- The child exhibits avoidance or disruptive behaviours (leaving their seat, looking at other children's work rather than their own, talking rather than working, gazing into space or out of the window or becoming distressed over the near - focus activity e.g. colouring, cutting, handwriting)