



## Teacher Questionnaire

Patient Name: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

The child named above is receiving vision care at our clinic. In order to address the impact of vision problems on classroom performance, we would like your observations of the child's behavior in school. It has been shown that the teacher is frequently the best observer for identifying vision problems that tend to interfere with schoolwork. The following checklist identifies many of the 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 noted to occur frequently in this child's case.

### Appearance of Eyes

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

### Refractive or Eye Focusing (Accommodation) Problem

- Blinks eyes excessively during near tasks
- Frowns, scowls, or squints to see blackboard
- Fatigues easily during visual tasks
- Rubs eyes during or after visual activity
- Complains of blurring 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

### Eye Tracking (Ocular Motility) Problem

- Skips 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 as reads across page

### Eye Teaming (Binocularity) Problem

- Complains of seeing double
- Covers or closes one eye
- One eye turns (in, out, up, down) at any time
- Excessive tearing of the eyes
- Tilts head to one side excessively
- Squints, covers, or closes one eye
- Avoids close work
- Complains of letters or lines "floating", "running together", or "jumping around"
- Reports confusion of what was seen

### Visual Information-Processing Problem

- Confuses similar words
- Fails to recognize same word in next sentence
- Confuses minor likenesses and differences
- Makes errors in copying from chalkboard or reference book to notebook
- Difficulty copying from the chalkboard
- Difficulty following verbal instructions
- Difficulty completing assignment in time allotted
- Poor printing or handwriting
- Short attention span; distractible
- Says words aloud or moves lips as reads



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- Reverses letters, numbers, or words
- Poor ability to remember what is read
- Poor eye-hand coordination
- Repeatedly confuses right-left directions
- School performance not up to potential
- Poor recall of visually presented tasks

1. Does the child have any academic problems?  Yes  No

If yes, please explain. (i.e., subject material, behavior, etc.)

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2. What is their academic standing in class?  top third  middle third  lower third

3. How does academic achievement compare with potential? \_\_\_\_\_

4. At what grade level does the 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 feel that there are any factors that may be interfering with academic achievement?

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7. Any other observations and/or comments which you feel may be beneficial to us would be appreciated.

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May we contact you if further information is required?  Yes  No

Teacher Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_ Email: \_\_\_\_\_

School Name: \_\_\_\_\_ Address: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I hereby give my consent to release the above information.

Parent or Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_