



INFORMAL VISION SKILLS INVENTORY

CHILD'S
NAME: _____ DOB: _____

OBSERVER: _____ DATE: _____

INFORMANT: _____

Before the child sees the ophthalmologist and before you refer him/her to a teacher of the visually impaired, it is important to share information about what things the child responds to visually and what he does to indicate he has seen something. Having this information in advance of conducting the test(s) will help the ophthalmologist and the teacher of the visually impaired to plan his/her assessment strategies, especially for hard to test children. Through observation and/or interview with the family, staff or caregivers who know the child best, list examples of visual stimuli the child consistently seems to respond to and how he/she shows he/she has seen something.

Things the Child Seems to See	What does he/she do to let you know he/she sees this information?
Responds to lights	
Seems to respond to specific colors (list colors):	
Seems to respond to things in motion	
Seems to respond visually when he/she is moving or traveling in a car/stroller	
Seems to see objects well enough to move towards them if he/she wants them	
Seems to see well enough to reach out and grasp objects he/she desires	
Seems to see if he brings things in close enough (note how close):	

Do you think that the child's vision has stayed the same, become better, or become worse over time?

Do the child's eyes appear somewhat different from most other children? Describe what seems atypical about their appearance:

Does the child like (calms, excites, etc.) or dislike (startles, causes him to cry, etc.) certain visual stimuli? What are they and how do you know this?

Things he/she likes to look at or seems to respond well to visually:	How you know

Things he/she is bothered by visually (bright lights, busy patterns, etc.):	How you know

Are there situations or times when the child **does not** seem to see? When does this happen and what makes you think he/she is not seeing?

A situation where he/she doesn't seem to see (in poorly lit situations, seems to miss things on the ground, when there is bright light or glare, etc.)	What he/she seems to miss (specific areas/fields of vision, can't distinguish colors, can't judge drop-offs, etc.)	What makes you think he/she is missing the information (falls often, trips over things, overreaches, brings materials up very close, positions head oddly to look at things, etc.)

Appendix C-1 – Developed by Region 12 Deafblind Stakeholder Committee, 2002