

Does the student often stop before reaching the end of the page?	
Does the student frequently bump or run into people or objects?	
Is the student often startled when people approach from one side or the other?	
Does the student have difficulty with Athletic activities when objects or people are at the edges of the vision range?	
Does the student often trip or fall on steps?	
Does the student seem to often drop objects accidentally off edges of tables, desks, etc.?	
Does the student have difficulty picking up objects?	
Other	

**SUMMARY:**

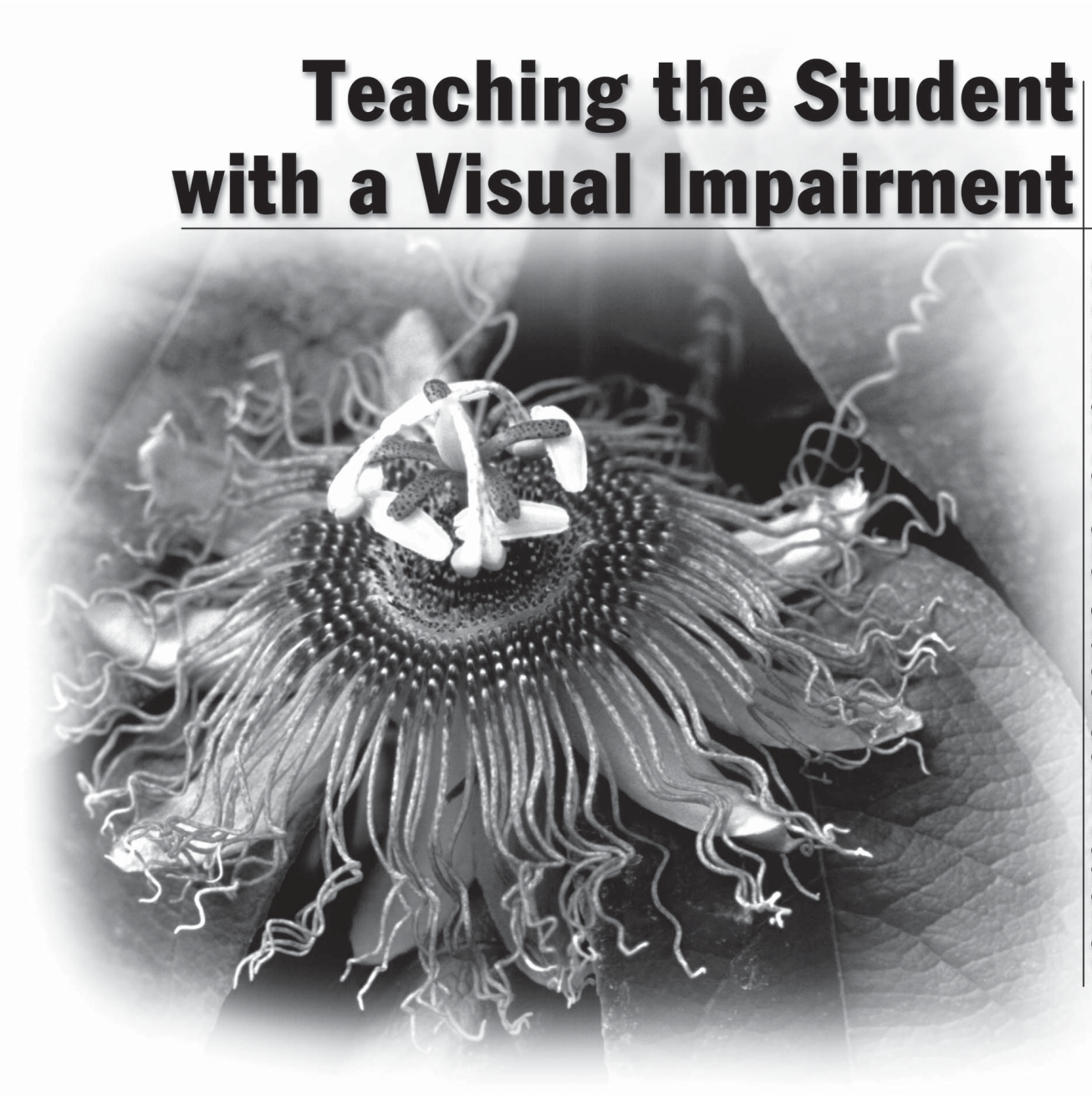
Is referral appropriate?  Yes  No

Referral made to: \_\_\_\_\_ Date of referral: \_\_\_\_\_



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1839 Frankfort Avenue, Louisville, KY 40218  
Phone: 502.895.2405 • Toll Free: 800.223.1839  
Fax: 502.899.2274 • E-mail: info@aph.org  
www.aph.org

Teaching the Student with a Visual Impairment  
Catalog Number: 1-08290-01



# Teaching the Student with a Visual Impairment

A Primer for the Classroom Teacher

## Materials Tote

## Observing Vision

Reference Chapter 2

## Observing Vision

This completed form may help alert parents to problems. It will also be helpful to professionals when attached to a referral form.

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

GENERAL OBSERVATIONS	COMMENTS
Does the student already wear eyeglasses?	
Does the student use special low vision devices? If so, which ones?	
Does student tend to blink or rub eyes a great deal? Is this more prevalent with certain activities or at certain times of the day?	
Does student seem to show frequent signs of eye fatigue?	
Does student seem to have frequent headaches?	
Does the student identify colors?	
Does the student identify shapes?	
NEAR & DISTANCE VISION	COMMENTS
How close does the student hold reading matter?	
Does the student bend down low to peer closely at reading matter and other objects?	

Does the student often walk up close to see objects?	
Does the student usually attempt to sit close to the teacher or main speaker?	
How does the student select books in the library? See titles at a reasonable distance? Difficulty reshelving books?	
Can the student see objects at a distance?  <ul style="list-style-type: none"> <li>• The outfield in a baseball game</li> <li>• Basketball action across the court</li> <li>• The action in a tennis match</li> <li>• Letters &amp; pictures on a bulletin board across the room</li> <li>• Recognize a friend far away on the playground</li> <li>• Identify numbers on a school bus</li> <li>• Other</li> </ul>	
Other	
PERIPHERAL VISION	COMMENTS
Does the student often begin reading somewhere to the right of the actual beginning of the line?	
Does student sometimes miss the end of the line near the right margin?	
Does student start assignments or tests at a point lower on the page than at the beginning?	