



TEACHER'S HANDOUT INCLUSIVE EDUCATION

TEACHING CHILDREN WITH LEARNING DISABILITIES



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WHAT IS A HIDDEN DISABILITY?

Hidden disability, is an umbrella term that captures a whole spectrum of hidden disabilities or challenges, primarily neurological. Invisible disabilities, or hidden disabilities, are defined as disabilities that are not immediately apparent. Some people with visual or auditory disabilities who do not wear glasses or hearing aids, or discreet hearing aids, may not be obviously disabled. Some people who have vision loss may wear contacts.

A sitting disability is another category of invisible impairments; chronic back pain usually causes sitting problems. Those with joint issues or chronic pain may not use mobility aids on some days. Although the disability creates a challenge for the person who has it, the reality of the disability can be difficult for others to recognize or acknowledge. Others may not understand the cause of the difficulty if they cannot see evidence of it.



not every disability
is visible

“This Is What Disabled Looks Like”: The Sometimes Hard-To-See Line Between Visible and Invisible Disabilities

TEACHING AUTISM IN SECONDARY SCHOOLS.

Lynn McCann is an Autism Specialist teacher, trainer and author. Here Lynn gives us her top five tips on teaching autistic students in secondary school, taken from her latest book "How to support students with autism spectrum conditions in secondary schools".

Secondary teachers may have 120 or more students coming through their lessons every day. Sometimes they meet students only once a week and others they may see every day. Below are some general tips for secondary teachers to help them support autistic students.

Please note that it is very important to recognise that not every autistic student will be the same. Each student is unique and has their own strengths and difficulties - getting to know and understand them will be your biggest reward.

Top 5 TIPS

1. Read the information from the SENCO

This may seem like obvious advice but it is easy to feel overwhelmed by the amount of information given to you by the Special Educational Needs Coordinator (SENCO). If they have a one page profile of the student with Special Educational Needs or Disabilities (SEND), then this will be your most useful document. It should include:

- what the student may struggle with
- what strategies help them most
- what should be avoided
- what the student's interests are and any other useful information.

Use the strategies that have been recommended. For example an autistic student might need extra time to process instructions or may need them broken down into smaller tasks. Using strategies that work will help you build up a good relationship with the student, who will then develop trust in you. Don't wait until the first sign of your usual strategies going wrong (which may be very quickly apparent) before you try those recommended by the SENCO.

2. Make learning accessible

Ask the student where they will be most comfortable sitting in the classroom. The environment and fellow students can be overstimulating for the autistic students' senses and so getting the seating position right can make all the difference. Avoid changing seating plans without consulting them first - change can cause huge anxiety.

Give instructions in lists, breaking down the task into manageable chunks. If the student finds open-ended questions difficult then make it more concrete for them to begin with, or provide them with some vocabulary, structure or ideas. Executive functioning, the brain's ability to organise, plan, predict and monitor, can be an area of difficulty for some autistic students.

Give autistic students time to process information and don't put them on the spot by asking questions publicly, unless you know that they are comfortable with this. Prepare them for what is coming and if you are relying on a teaching assistant (TA) to do this, make sure the TA can also see a copy of your lesson plan.

Use visuals and structured tasks, incorporating the student's own interests wherever possible. Verbal information is

fleeting and the person has to remember it whilst working out what they should do with it. Some autistic students cannot follow the fast pace of verbal information so backing it up with a written account, list or picture can help enormously. Other autistic students have excellent verbal memories but may find it difficult to apply that information to another situation, and may need support to do this.

3. Homework

Well we have to tackle this topic in a secondary school! Homework is difficult for many autistic students for a number of reasons. Most commonly they are exhausted after school. The energy they use just coping throughout the day is far more than most other students and so there may be nothing left in the bank to do homework as well.

Some autistic students may have rigid thoughts about school is school and home is home, and may find it difficult to understand why they need to do schoolwork at home.

Often the biggest difficulties for autistic students is understanding how to do the homework. If the teacher has explained it to the class in a way that the autistic student cannot understand, then they will not be able to do it. This can lead to a lot of distress at home.

There are a number of things you can do to help, including:

- Print the homework off on a sticky label and put that in the student's planner.
- Email the parents so they know what the homework is.
- Differentiate the homework so that it is something related to the student's interests or involves less writing.

- Teach the student how to use speech to text technology in Word or other programmes so there is less writing.
- Support them to do the homework in school homework clubs.
- ...or give them less homework, especially in Ks3. Build it up slowly and make it successful.

4. Understanding behaviour

All teachers want a class of calm and alert students who want to learn. Autistic students can be the quietest and most compliant students in the class. If a student does present 'behaviour that challenges', it is important to remember that this is often communicating a need or difficulty.

Remember to stop and think. Ask yourself the following questions and then work out a way to support the student better:

- Do they understand what I mean?
- Are they struggling with their peers?
- Are they overloaded with sensory sensations?
- Are they worried, anxious, fearful?
- Do they know how to organise that task?

You may need help from the SENCO but a positive approach makes all the difference.

5. Have high expectations

Read subject specific advice about teaching autistic students, get to know the students you teach and build a positive relationship with them. Encourage shared interests with other students, as shared interests often make the best friendships.

Autistic students can thrive and achieve in secondary school. They may need adaptations, a different approach some of the time and a lot of kindness and understanding. Many autistic students can go on to further and higher education, have jobs and families. Assume they will do something in life that they are interested in, and that you can help them get there.

I want to leave you with an example of an autistic student who was interested in where all the pipes and wires were laid around the school. The school gave him a session a week with the Design Technology (DT) technician and built that into his support programme. The student struggled with English and other text based lessons but thrived in DT, IT and practical lessons. This boy went on to be an electrician because the school helped him into an apprenticeship that supported and understood him. We can help all our autistic students thrive.

Further reading

- **Children with autism: Strategies for accessing the curriculum at Key Stages 3 and 4** An old document that has plenty of still current advice
- **Wiltshire County Council (2006). The secondary teacher's toolkit for including young people with social communication difficulties** (including autism spectrum disorders & Asperger syndrome). A good handbook that's

free to download

- **McCann, Lynn (2017). How to support pupils with autism spectrum condition in secondary school. Learn Develop Achieve** My own book covers much more advice and support such as tests, social relationships, emotional development, more subject and access to learning advice, Puberty, Sex and Relationships Education, sensory support and transition.



WHAT IS A SENSORY PATH?



A sensory path is a series of guided movements for kids to follow, shown by markings on the ground or walls. As students follow the path and complete the movements, they work off excess energy and develop their gross motor skills.

Sensory paths are paths on the floor that have activities for children to interact with as they move along the path. Jumping, spinning, stomping, and clapping are a few of the multitude of activities that can be included in a sensory path.



DOCUMENTS FROM STUDENT SUPPORT SERVICES.

N.B.-The results of this Screening Tool are not sufficient to be considered diagnosis of a disability

SCREENING CHECKLIST FOR GIFTED AND TALENTED STUDENTS

Student’s Name: _____ Date: _____

Date of Birth: _____ Age: _____

School: _____

Class Level: _____

Name of person doing Assessment: _____

Person’s position/designation: _____

Ability	Never	S/times	Often
1. Learns quickly, easily, efficiently	☐	☐	☐
2. Reasons things out, uses logic	☐	☐	☐
3. Is able to develop ideas	☐	☐	☐
4. Understands abstract ideas readily, recognizes relationships and implications	☐	☐	☐
5. Has advanced understanding and use of language	☐	☐	☐
6. Has a keen sense of humour. Sees humour in the unusual	☐	☐	☐
7. Mental speed faster than physical abilities	☐	☐	☐
8. Has quick mastery and recall of information	☐	☐	☐
9. Informed in unusual areas beyond his years	☐	☐	☐

Task Orientation

1. Independent worker, shows or takes great initiative	☐	☐	☐
2. Is able to maintain long periods of concentration	☐	☐	☐
3. Seeks complex and challenging activities	☐	☐	☐
4. Follows through and completed tasks on time or before	☐	☐	☐

N.B.-The results of this Screening Tool are not sufficient to be considered diagnosis of a disability

Relationship/Commitment	Never	S/times	Often
1. Is willing to accept instructions with critical examination	☐	☐	☐
2. Is socially adapt	☐	☐	☐
3. Reluctant to practise skill already mastered	☐	☐	☐

Creativity

1. Reveals originality in oral or written work	☐	☐	☐
2. Displays great curiosity and imagination	☐	☐	☐
3. Asks provocative searching questions	☐	☐	☐
4. Musically creative/ imaginative	☐	☐	☐
5. Shows unusual insights	☐	☐	☐
6. Generates many solutions or alternatives	☐	☐	☐

Additional Comments/ Explanations:

Signature: _____

SCREENING CHECKLIST FOR STUDENTS WITH BEHAVIOUR AND EMOTIONAL DIFFICULTIES

Student's Name: _____ Date: _____

Date of Birth: _____ Age: _____

School: _____

Class Level: _____

Name of person doing Assessment: _____

Person's position/designation: _____

Classroom Conformity	Never	S/times	Often
Does not stay in seat	☐	☐	☐
Does not sit appropriately in seat	☐	☐	☐
Does not stay in class	☐	☐	☐
Late to lessons/ classes	☐	☐	☐
Does not enter/ leave classroom appropriately	☐	☐	☐
Takes belongings of others	☐	☐	☐
Abuses school equipment	☐	☐	☐
Talks inappropriately in class	☐	☐	☐
Does not accept changes in routine	☐	☐	☐
Throws/ flicks objects in class	☐	☐	☐
Seeks attention/ approval from teacher inappropriately	☐	☐	☐

Task Orientation

Does not start on time	☐	☐	☐
Does not complete task in given time	☐	☐	☐
Lacks interest/ motivation towards task	☐	☐	☐
Lacks confidence task-wise	☐	☐	☐
Does not cope with task frustration	☐	☐	☐
Refuses to work / try	☐	☐	☐

N.B.-The results of this Screening Tool are not sufficient to be considered diagnosis of a disability

Acceptance of Authority	Never	S/times	Often
Physically abuses teacher	☐	☐	☐
Verbally abuses teacher	☐	☐	☐
Lies to teacher	☐	☐	☐
Deliberately provokes/ irritates teacher	☐	☐	☐
Argues with teacher	☐	☐	☐
Does not follow teacher directions	☐	☐	☐
Tries to manipulate teacher	☐	☐	☐
Does not follow school rules	☐	☐	☐
Does not accept punishment	☐	☐	☐
Refuses to discuss problems	☐	☐	☐

Emotional Control

Easily reduced to tears	☐	☐	☐
Not willing to try new situations	☐	☐	☐
Cannot express feelings appropriately	☐	☐	☐
Cannot cope with social frustration	☐	☐	☐
Physical self abuse	☐	☐	☐
Abuses own property	☐	☐	☐

Peer Relationships	Never	S/times	Often
Physically abuses peers	☐	☐	☐
Verbally abuses peers	☐	☐	☐
Provokes peer conflict physically/ verbally	☐	☐	☐
Fights with peers	☐	☐	☐
Abuses peer property	☐	☐	☐
Rejected by peers	☐	☐	☐
Not willing to share	☐	☐	☐
Does not forget peer disputes/ seeks revenge	☐	☐	☐
Manipulates peers	☐	☐	☐
Does not resist peer pressure to behave inappropriately	☐	☐	☐
Does not consider feelings of peers/ others	☐	☐	☐
Does not consider effect of behaviour on peers/ others	☐	☐	☐
Inappropriate sexual behaviour	☐	☐	☐

Self Responsibility/ Problem Solving

Does not accept responsibility for own behaviour	☐	☐	☐
Does not anticipate consequences of behaviour	☐	☐	☐
Does not accept consequences of behaviour	☐	☐	☐
Does not participate in strategy decisions	☐	☐	☐
Does not carry out agreed contracts/ commitments	☐	☐	☐
Does not try new behaviours	☐	☐	☐
Does not learn from experience	☐	☐	☐
Does not control use of bad language	☐	☐	☐

Additional Comments/ Explanations:

Signature: _____

SCREENING CHECKLIST FOR STUDENTS WITH HEARING DIFFICULTIES

Student's Name: _____ Date: _____

Date of Birth: _____ Age: _____

School: _____

Class Level: _____

Name of person doing Assessment: _____

Person's position/designation: _____

	Yes	No
1. The child continually has to have things repeated	☐	☐
2. The child misunderstands what you say	☐	☐
3. The child does not pay attention	☐	☐
4. The child is easily frustrated during lengthy explanations	☐	☐
5. The child has limited vocabulary for his/her age	☐	☐
6. The child does not speak clearly	☐	☐
7. The child does not always respond when talked to	☐	☐
8. The child responds better when sitting alone	☐	☐
9. The child has discharge from his/her ear	☐	☐
10. The child complains of earaches		
11. The child confuses words he/she hears	☐	☐
e.g. You have a picture and tell the child point to mouth . The child points to mouse .		
12. The child uses inappropriate volume in speech	☐	☐
13. The child cups a particular ear	☐	☐
14. The child tilts/turns head to one side when someone is speaking	☐	☐
15. The child has frequent colds	☐	☐

N.B.-The results of this Screening Tool are not sufficient to be considered diagnosis of a disability

Additional Comments/ Explanations:

Signature: _____

SCREENING CHECKLIST FOR STUDENTS WITH LEARNING DIFFICULTIES

Student's Name: _____ Date: _____

Date of Birth: _____ Age: _____

School: _____

Class Level: _____

Name of person doing Assessment: _____

Person's position/designation: _____

Visual Perceptual Deficits	Never	S/times	Often
1. Reversal b for d, p for q, 15 for 512	☐	☐	☐
2. Inversions u for n, w for m, 6 for 9	☐	☐	☐
3. Re-reads lines/ skip lines	☐	☐	☐
4. Reading improves with larger print/ fewer items on page/ uses a marker to exclude portion of page.	☐	☐	☐
5. Sequencing errors, was/saw, on/no, 31/13	☐	☐	☐
6. Does not see main themes in picture, picks up some minute	☐	☐	☐
7. Detail erases excessively	☐	☐	☐

Visual Motor Deficits

1. Letters /numbers collide with each other. No space between words/numbers	☐	☐	☐
2. Letters/numbers not on line/cannot colour within lines	☐	☐	☐
3. Forms letters/numbers in strange way/illegible handwriting	☐	☐	☐
4. Cannot align numbers	☐	☐	☐
5. Cannot cut or paste	☐	☐	☐

Auditory Perceptual Deficits	Never	S/times	Often
1. Cannot understand conversation or learning delivered at the normal rate	☐	☐	☐
2. Comprehend in information is repeated slowly	☐	☐	☐
3. Does not hear differences in sound – short “i”, “e”, explosive sounds, b,p,d,t,c,g,j,m; does not hear final consonants accurately	☐	☐	☐
4. Cannot tell direction sound is coming from	☐	☐	☐
5. Cannot filter out extraneous noise; cannot distinguish teacher’s voice from others	☐	☐	☐
6. Hears wrong answers; maintains “teacher said it”	☐	☐	☐

Spatial Relationship Deficits

1. Directionality problems, does not always read, write or count left to right	☐	☐	☐
2. Bumps into things, clumsy, accident prone	☐	☐	☐
3. Does not understand concepts such as: up, down over, under, around, through, first, last, front, back	☐	☐	☐
4. Cannot keep columns straight in Math	☐	☐	☐

Conceptual Deficits

1. Cannot read social situations, does not understand body language/ personal space	☐	☐	☐
2. Does not understand time relationships- yesterday, today, tomorrow, after, before, 15 minutes versus 2 hours, “hurry”	☐	☐	☐
3. Does not associate act with its logical consequence, cannot sequence e.g. in Mathematics	☐	☐	☐

Memory Deficits

Never

S/times

Often

1. Limited expressive language, does not remember names of objects – “that thing”
2. Makes same error again and again, does not seem to benefit from experience
3. Cannot remember number bonds

☐☐☐☐☐☐☐☐☐

Motor Output Deficits

1. Preservation – gives same response again and again
2. Can point to correct spelling but cannot copy it right
3. Can dictate story or paragraph but cannot write it

☐☐☐☐☐☐☐☐☐

Attention Deficit Disorder

1. Cannot stand/ sit still
2. Impulsive- does not consider consequences
3. Highly distractible; responds to visual/auditory stimuli
4. Fidgety – drumming fingers, rolling pencil, fooling with objects
5. Makes noises with mouth, incessant talking, short attention span, disorganised – loses books, papers
6. Spaces off; confuses; does not sit up; head on desk

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Additional Comments/ Explanations:

Signature: _____

SCREENING CHECKLIST FOR STUDENTS WITH MENTAL DIFFICULTIES

Student's Name: _____ Date: _____

Date of Birth: _____ Age: _____

School: _____

Class Level: _____

Name of person doing Assessment: _____

Person's position/designation: _____

Compared with other children, over a period of time, does the child display the following:

I. Intellectual

Yes No

Can pupil perform these drills?

- | | | |
|--|--------------------------|--------------------------|
| 1. Less able to grasp abstract concepts | ☐ | ☐ |
| 2. Learns at a slow rate | ☐ | ☐ |
| 3. Unable to apply learned information to new situations | ☐ | ☐ |
| 4. Has memory problems i.e. forgets quickly | ☐ | ☐ |
| 5. Has poor reasoning/problem solving skills | ☐ | ☐ |
| 6. Complains about not understanding the work most of the time | ☐ | ☐ |

II. Adaptive behaviour (Deficient school coping behaviours)

- | | | |
|---|--------------------------|--------------------------|
| 1. Fails to attend to learning tasks | ☐ | ☐ |
| 2. Poor organizational skills | ☐ | ☐ |
| 3. Has difficulties formulating questions | ☐ | ☐ |

III. Interpersonal skills

- | | | |
|---|--------------------------|--------------------------|
| 1. Fails to work/play cooperatively with peers | ☐ | ☐ |
| 2. Poor responses to social issues | ☐ | ☐ |
| 3. Fails to use socially acceptable language | ☐ | ☐ |
| 4. Fails to respond appropriately to teacher direction and cues | ☐ | ☐ |

IV.	Language Skills	Yes	No
	1. Has problems understanding more than one direction at the same time	☐	☐
	2. Fails to communicate needs	☐	☐
	3. Weak in expressing ideas	☐	☐
	4. Inability to listen attentively	☐	☐
	5. Displays improper voice modulation	☐	☐
V.	Emotional Development		
	1. Often avoids social experiences	☐	☐
	2. Is often idle	☐	☐
	3. Is shy and unassertive	☐	☐
	4. Exhibits inappropriate attention-seeking behaviour	☐	☐
VI.	Self - care skills		
	1. Fails to practice good personal hygiene	☐	☐
	2. Shows little interest in physical appearance	☐	☐
	3. Fails to maintain personal belongings	☐	☐
VII.	Academic Achievement		
	1. Displays poor attitude and limited motivation	☐	☐
	2. Rarely completes work	☐	☐
	3. Lacks accuracy	☐	☐
	4. Short attention span	☐	☐
	5. Unable to organize and work independently	☐	☐
	6. Exhibits significant deficits in all academic areas	☐	☐

VII. Speech and Language

Yes No

1. Delayed speech and language development
2. Vocabulary is narrow and simple

☐	☐
☐	☐

IX. Motor Problems

1. Has fine motor problems, lacing, tying
2. Has gross motor problems, e.g. hopping jumpin

☐	☐
☐	☐

Additional Comments/ Explanations:

Signature: _____

SCREENING CHECKLIST FOR STUDENTS WITH PHYSICAL DIFFICULTIES

Student's Name: _____ Date: _____

Date of Birth: _____ Age: _____

School: _____

Class Level: _____

Name of person doing Assessment: _____

Person's position/designation: _____

I. Large Motor Movements	Yes	No
1. Walks up and down stairs easily	☐	☐
2. Walks across a balance beam	☐	☐
3. Balances on one foot	☐	☐
4. Jumps with both feet over a low object	☐	☐
5. Runs without falling	☐	☐
6. Climbs up and down a piece of climbing equipment	☐	☐
7. Picks up and carries a large object	☐	☐
8. Throws a bean bag/ball	☐	☐
9. Catches a bean bag/ball	☐	☐
10. Rides wheeled equipment	☐	☐

II. Fine Motor Movements	Yes	No
1. Grasps pencil between thumb and forefinger (index)	☐	☐
2. Buttons and unbuttons clothing	☐	☐
3. Laces shoes	☐	☐
4. Copies a single line	☐	☐
5. Copies a shape, returning to general point of beginning	☐	☐
6. Copies large letters	☐	☐
7. Copies small letters	☐	☐
8. Cuts out pictures of various shapes from magazines, etc. without being more than 1/4" from edge	☐	☐
9. Colours remaining within lines 95%	☐	☐
10. Uses a pencil sharpener	☐	☐

Additional Comments/ Explanations:

Signature: _____

N.B.-The results of this Screening Tool are not sufficient to be considered diagnosis of a disability

SCREENING CHECKLIST FOR STUDENTS WITH SPEECH AND LANGUAGE DIFFICULTIES

Student's Name: _____ Date: _____

Date of Birth: _____ Age: _____

School: _____

Class Level: _____

Name of person doing Assessment: _____

Person's position/designation: _____

I. Oral Motor Screening

Yes No

Can pupil perform these drills?

- | | | |
|---|--------------------------|--------------------------|
| 1. Vibrate lips "motor boat" (Br-r-r-r-, no voice) | ☐ | ☐ |
| 2. Produce the sound pa 10 times | ☐ | ☐ |
| 3. Produce the sounds pr, tr alternately 10 times | ☐ | ☐ |
| 4. Produce the sounds pr, tr, kr alternately 10 times | ☐ | ☐ |

Listening the Multisyllabic words/phrases

Can the pupil repeat these phrases after the teacher?

- | | | |
|------------------------|--------------------------|--------------------------|
| 1. Hippopotamus | ☐ | ☐ |
| 2. Entertainment night | ☐ | ☐ |

(Note: Child must at least approximate an equal number of syllables)

The Six (6) Sound Test

Can the child produce these sounds:

- | | | |
|---------|--------------------------|--------------------------|
| 1. /u/ | ☐ | ☐ |
| 2. /a/ | ☐ | ☐ |
| 3. /sh/ | ☐ | ☐ |
| 4. /s/ | ☐ | ☐ |
| 5. /m/ | ☐ | ☐ |

(Note: Ensure that child faces away from teacher's gaze)

Consonant Test

Yes No

Can Child produce:

a) 1st step

1. b/p e.g. be, up

☐☐

2. h e.g. her, who

☐☐

3. f/v e.g. off, after, over, even

☐☐

b) 2nd step

1. d/t e.g. dark, tight

☐☐

2. s/z e.g. shoes, has

☐☐

c) 3rd step

1. k/g e.g. can't, against

☐☐

d) blends?

1. black, old

☐☐

2. brought, grey

☐☐

3. exact, true

☐☐

Synthesis of sounds

☐☐

Can pupil repeat these sentences?

1. The quick brown fox jumps over the lazy dog

☐☐

2. Peter Piper picked a peck of pickled peppers

☐☐

3. She sells sea shells on the sea shore

☐☐

Identify the sounds dropped

☐☐

Additional Comments/ Explanations:

Signature: _____

SCREENING CHECKLIST FOR STUDENTS WITH VISION DIFFICULTIES

Student's Name: _____ Date: _____

Date of Birth: _____ Age: _____

School: _____

Class Level: _____

Name of person doing Assessment: _____

Person's position/designation: _____

I. Appearance of the eyes

Yes No

- | | | |
|--|--------------------------|--------------------------|
| 1. Eye turns in or out | ☐ | ☐ |
| 2. Reddened eyes or lids | ☐ | ☐ |
| 3. Excessive tearing | ☐ | ☐ |
| 4. Encrusted or swollen lids | ☐ | ☐ |
| 5. Frequent ...'enlarged or different in size | ☐ | ☐ |
| 6. Pupil of the eye is cloudy | ☐ | ☐ |
| 7. There is no pupil or one is larger than the other | ☐ | ☐ |
| 8. Drooping eyelids | ☐ | ☐ |

II. Complaints during deskwork

- | | | |
|--|--------------------------|--------------------------|
| 1. Headaches | ☐ | ☐ |
| 2. Burning or itching eyes | ☐ | ☐ |
| 3. Nausea or dizziness | ☐ | ☐ |
| 4. Blurring of the print | ☐ | ☐ |
| 5. Fatigues easily or complains of discomfort in tasks that demand visual interpretation | ☐ | ☐ |

III. Behavioural Signs	Yes	No
1. Head turns as child reads across a page	☐	☐
2. Looks at material from an unusual angle	☐	☐
3. Loses place often during reading	☐	☐
4. Short attention span while reading or copying	☐	☐
5. Omits small words frequently or substitutes small words	☐	☐
6. Writes uphill, downhill or scrunched together	☐	☐
7. Re-reads or skips lines unknowingly	☐	☐
8. Positions drawing poorly on page	☐	☐
9. Rubs eyes during or after short periods of visual activity	☐	☐
10. Looks in the wrong direction when given something to look at	☐	☐
IV. Eye teaming		
1. Reports seeing double	☐	☐
2. Repeats letters within words	☐	☐
3. Omits letters, numbers, phrases	☐	☐
4. Squints, cover or closes one eye	☐	☐
V. Eye-hand coordination		
1. Must feel things to assist in interpretation	☐	☐
2. Lack of orientation – eyes not used to steer hands	☐	☐
3. Misaligns numbers horizontally and vertically	☐	☐
4. Uses hand or fingers to keep in place	☐	☐
5. Repeatedly confuses left and right (beyond Grade 1)	☐	☐
6. Uses other hand as a space to control spacing alignment on the page	☐	☐

VI.	Visual Form Perception	Yes	No
-----	------------------------	-----	----

- | | | | |
|----|---|--------------------------|--------------------------|
| 1. | Mistakes words with same or similar beginnings | ☐ | ☐ |
| 2. | Fails to recognise same word in next sentence | ☐ | ☐ |
| 3. | Reverses letters or words in writing or copy (beyond Grade 1) | ☐ | ☐ |
| 4. | Confuses likeness or minor differences | ☐ | ☐ |
| 5. | Whispers to self while reading silently | ☐ | ☐ |
| 6. | Draws with fingers to decide likeness or differences | ☐ | ☐ |

VII.	Refractive errors (nearsightedness, farsightedness, astigmatism)
------	--

- | | | | |
|----|---|--------------------------|--------------------------|
| 1. | Comprehension and interest decreases below average and continues decreasing | ☐ | ☐ |
| 2. | Mispronounces similar words | ☐ | ☐ |
| 3. | Blinks excessively while reading/not elsewhere | ☐ | ☐ |
| 4. | Holds book too close or too far away | ☐ | ☐ |
| 5. | Avoids near tasks consistently | ☐ | ☐ |
| 6. | Has difficulty with or avoids distance activities – such as on the playground | ☐ | ☐ |
| 7. | Errors in copying | ☐ | ☐ |
| 8. | Squints – requests to move closer | ☐ | ☐ |
| 9. | Blinks to see chalkboard after near task | ☐ | ☐ |

VIII.	Postural behaviours
-------	---------------------

- | | | | |
|----|--|--------------------------|--------------------------|
| 1. | Exhibits neck and facial straining | ☐ | ☐ |
| 2. | Demonstrates head thrust (leaning forward) | ☐ | ☐ |
| 3. | Demonstrates head tilt (moving head to side) | ☐ | ☐ |
| 4. | Has gross postural deviations | ☐ | ☐ |

IX. Sensory Behaviours

Yes No

- | | | |
|----------------------------------|--------------------------|--------------------------|
| 1. Presses or pokes eyes | ☐ | ☐ |
| 2. Stares at light | ☐ | ☐ |
| 3. Rocks head back and forth | ☐ | ☐ |
| 4. Explores with one eye only | ☐ | ☐ |
| 5. Difficulty perceiving colours | ☐ | ☐ |
| 6. Sensitivity to light | ☐ | ☐ |

X. Movement Behaviour

- | | | |
|---|--------------------------|--------------------------|
| 1. Shuffles feet | ☐ | ☐ |
| 2. Takes false steps | ☐ | ☐ |
| 3. Walks with head down | ☐ | ☐ |
| 4. Bumps into objects | ☐ | ☐ |
| 5. Often has difficulty following a moving object | ☐ | ☐ |

Additional Comments/ Explanations:

Signature: _____

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Unesco Club Teacher



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