

## Visual Conditions and Functional Vision: Issues for Early Intervention

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### Functional Vision Assessment and Developmentally Appropriate Learning Media Assessment

#### Caregiver Questionnaire to Determine How the Child Uses Vision

Topor, I. (2004). *Caregiver questionnaire to determine how the child uses vision*. Chapel Hill, NC: Early Intervention Training Center for Infants and Toddlers With Visual Impairments, FPG Child Development Institute, UNC-CH.

The questions below can be used by the TVI in gathering information from caregivers and other professionals who work with young children. Remember that not all questions will be appropriate to ask based on the child's age, additional disabilities, or etiology of visual impairment. This information provides valuable input about the child's use of vision.

<b>QUESTION</b>	<b>CAREGIVER RESPONSE</b>
What is your impression of your child's vision?	
What does your child like to look at?	
What kinds of things do you think your child sees, and in what activities does he or she use vision?	
Does your child respond to your face or to brightly colored toys? If so, how far away, or how close, and in what positions does he or she notice them?	
Does your child use both eyes to look at objects or at your face when at a 4-inch distance?	
What does the child do when you look at him or her from an 8-12 inch distance?	

<p>What toys does your child prefer? Toys that make sounds? Toys that are bright and colorful? Shiny toys?</p>	
<p>Does your child swipe at, reach for, or grasp colorful objects that are close to him or her? If so, describe.</p>	
<p>How does your child respond if many toys are presented at the same time, for example, several toys on a quilt during playtime? Will he or she notice a favorite toy?</p>	
<p>Does your child use both eyes to follow a moving object crossing from one side of the body to the other (such as from left to right)?</p>	
<p>Does your child acknowledge the entrance of a person into a room even when no auditory cue has sounded?</p>	
<p>Does your child look out the windows of cars, buses, or trains?</p>	
<p>Have you noticed your child squinting when playing in bright sunlight? What is the reaction to an outside source of light or from lighting in an indoor environment?</p>	
<p>Describe your child's coloring or drawing skills (if applicable).</p>	
<p>Some children with visual impairments hold their hands near or against their eyes in unusual ways. For example, some wave a hand in front of one or both eyes; others press a hand against an eye. Have you noticed your child doing this, and if so, when do you see this behavior most often?</p>	
<p>Does your child appear to tilt his or her head in an unusual way to look at things?</p>	

How does your child locate things dropped on the floor?	
Is your child more hesitant to explore or move about unfamiliar places, such as open spaces or stairs, than familiar places? If so, describe.	
Has your child's response to wearing eyeglasses changed at any time?	
Does your child move the eyeglasses forward on the nose or look over them?	
How long has your child had the present pair of eyeglasses or contact lenses?	
Does your child wear the patch for the prescribed length of time recommended by the eye care specialist?	
What types of communication systems does your child use? Vocalization (sounds and words), picture or communication boards, gestures or body language, touch cues, objects or textures, sign language, or other methods?	
Describe your child's indoor and outdoor activities on a typical day.	
Of the activities in your child's schedule, which ones—for example, playing, eating, or moving around in the environment—would you like to focus on to enhance your child's use of vision?	

Do you have any additional concerns about your child's visual functioning?

What are your priorities for your child?

## References

Topor, I.L. (1999). Functional vision assessments and early interventions. In D. Chen (Ed.), *Essential elements in early intervention* (pp. 157-206). New York: AFB Press.

Topor, I., & Erin, J. (2000). Educational assessment of visual function in infants and children. In B. Silverstone, M.A. Lang, B. Rosenthal, & E.E. Faye (Eds.), *The Lighthouse handbook on vision impairment and vision rehabilitation* (pp. 821-831). New York: Oxford University Press.

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S4 Handout A

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