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## Visual Perceptual Screening Tool - Kids

The **Visual Perceptual Screening Tool** was developed as a simple means by which anyone can determine if a child is struggling in school or in life in general. It is a simple checklist, which makes use of number of indicators that are associated with a breakdown in visual perceptual performance.

These indicators are things that children do in life, which are directly link to a breakdown in their subtle levels of performance. It is not a test with scores and nor does it replace the need for a formal visual perceptual evaluation; but it is a means of determining if you need to speak to a visual perceptual therapist about your child.

It is incredibly important that children who struggle receive help as soon as possible. It's also important that we treat the cause of the child's struggle, rather than the symptoms. When we do this, a child's struggle typically resolves very quickly, with many children also undergoing profound changes in many areas of their life. Most children only need 3 or 4 therapy sessions for this to happen. **The Visual Perceptual Therapy** is the primary means by which we correct these struggles, and it is available all around the world via Skype. This means that it doesn't matter where in the world you are, you can work with us

It is important that the **Visual Perceptual Screening Tool** is used relative to the child's age ie: you need to ask yourself what you would typically expect of a child of the same age, by way of their performance. If you think your child is performing at a level comparable to a younger child, this is highly indicative that they not only have a visual perceptual deficit, but that they also have a developmental delay associated with this.

Once you have completed the tool and you feel you would like to talk to me, just [email](#) me and we will set up a time to speak.

I endeavour to make everything as simple and stress free as possible, as well as providing practical answers to the questions most parents have.

I look forward to speaking with you in the near future.

Regards



**Natoya Rose**  
**Visual Perceptual Therapist**

**Disclaimer:** This tool is not to be used as a diagnostic tool. A background in visual perceptual performance, along with suitable training and qualifications is required to diagnose a visual perceptual deficit. Doing so on the basis of this tool alone does not substantiate any such diagnosis.

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SPECIALIST OCCUPATIONAL THERAPY SERVICES  
IN NEURO-COGNITIVE PERFORMANCE

HEAD INJURY ✕ STROKE ✕ DEMENTIA ✕ KIDS ✕ ETC

## Visual Perceptual Screening Tool

Child's Name:		Date:
DOB:	Age:	Email address:
Your name:		
Where in the world are you?		
Age level you think the child is performing at:		

### Functional Indicators of a Visual Perceptual Deficit

This section is about the child's general task performance. A significant number of **N**'s in this section indicates that your child should probably be evaluated by a **Visual Perceptual Therapist** to determine their actual level of performance.

Skill	Y/N	Presentation
<b>Integrating Sensory Information</b>		Reads without skipping or missing words (Y – they can N – they cannot)
		Memory is good with no demonstrated issues (Y – it is N – it is not)
		Understands subtleties eg: humour, innuendo, and inference (Y – they do N – they do not)
<b>Stabilisation</b>		Identifies what the task is built around and uses this in their task performance (Y – they can N – they cannot)
		Can engage with a task and start at the beginning (Y – they can N – they cannot)
		Drawings are drawn relative to page ie: not in one corner or very small, not running out of space or over the edge of the page (Y – they are N – they are not)
		Letters placed relative to lines on page. (Y – they are N – they are not)
		Does not reverse letters or numbers (Y – they do not N – they do)
		Can construct sentences evenly within the lines on, and the edges of a page (Y – they can N – they cannot)
<b>Conceptual Frameworks</b>		Understands above, below, left, right, etc. (Y – they do N – they do not)
		Can construct age appropriate sentences. (Y – they can N – they cannot)
		Able to participate in co-ordinated action games such as "Simon Says". (Y – they can N – they cannot)
		Clearly explains their plan to complete task and demonstrates they have some idea what it will looklike when they are finished. (Y – they can N – they cannot)
<b>Integrated Task Performance</b>		Can complete simple copying tasks without constantly referring back to what is being copied. (Y – they can N – they cannot)
		Can copy information off the white board in school. (Y – they can N – they cannot)

<b>Integrated Task Performance cont.</b>	Can correctly raise their left or right hand when asked. (Y – they can N – they cannot)
	Does not look to others to speak for them. (Y – they do not N – they do)
	Can provide basic personal information - name, age, address, etc. (Y – they can N – they cannot)
	Can continue with a task when they have been interrupted (Y – they can N – they cannot)
<b>Attention</b>	Is not distracted by visual or auditory stimulation. (Y – they are not N – they are)
<b>Contextual Inter-relationships</b>	Can read new words without referring to pictures to do so. (Y – they can N – they cannot)
	Can perform tasks consistently ie: performance does not decline when the task changes. (Y – they can N – they cannot)
	When shown something new or given a new piece of information, can apply this in all situations (Y – they can N – they cannot)
<b>Concentration</b>	Can stay engaged in a variety of tasks for an hour or more (Y – they can N – they cannot)
	Does not demonstrate undue fatigue when having to apply themselves for extended periods of time (Y – they do not N – they do)
<b>Sensory Overload</b>	Does not demonstrate any hyperactivity. (Y – they do not N – they do)
	Activity levels do not increase beyond the expected in response to increased sensory stimulation or new situations. (Y – they do not N – they do)
	General task performance, problem solving, and decision making do not decline as sensory loading increases (Y – they do not N – they do)
<b>Pattern Recognition</b>	Can identify patterns within a task and uses them to complete the task (Y – they can N – they cannot)
	Works out new words by identifying and utilising syllables (Y – they can N – they cannot)
	Understands patterns in numbers and how they work (Y – they can N – they cannot)
<b>Conceptual Task Performance</b>	The task is completed in a step by step, logical and sequential manner (Y – they can N – they cannot)
	Planning and strategy apparent within the task. (Y – they it is N – it is not)
	Able to explain their processing and why they chose that particular way to complete the task. (Y – they can N – they cannot)
	Able to give other options for task completion other than the one they are shown. (Y – they can N – they cannot)
<b>3 Stage Commands and Planning</b>	Able to complete tasks that contain an inherent 3 steps or instructions eg: go to your room and get ready for bed and brush your teeth (Y – they can N – they cannot)
<b>Problem Solving &amp; Decision Making</b>	Outcomes that are what the child anticipated. (Y – they are N – they are not)
	Able to understand or identify the cause of mistakes in tasks (Y – they can N – they cannot)
	Demonstrates they understand cause and effect. (Y – they can N – they cannot)

<b>Problem Solving &amp; Decision Making Cont.</b>	Able to identify a range of possible ways of completing a task. (Y – they can N – they cannot)
	Moves at a steady pace taking time to evaluate the consequences of choices. (Y – they can N – they cannot)
<b>Organisation</b>	Environment around the child eg: desk or room is kept organised and under their control. (Y – they can N – they cannot)

## Behaviours Indicative Of A Visual Perceptual Deficit

In this section a **YES** means that the child is demonstrating the behaviour. A significant number of **Y's** in this section indicates that your child should probably be evaluated by a **Visual Perceptual Therapist** to determine their actual level of performance.

Skill	Y/N	Presentation
<b>Avoidance Behaviours - functional</b>		The child habitually demonstrates delays in beginning task. (Y – they do N – they do not)
		The child habitually sharpens pencils, etc in preference to beginning task. (Y – they do N – they do not)
		The child wanders around the room in preference to beginning task. (Y – they do N – they do not)
		The child habitually throws paper, etc at other students in preference to beginning task (Y – they do N – they do not)
		The child habitually looks for an unnamed something in preference beginning task (Y – they do N – they do not)
		The child habitually sits and waits in preference to beginning task (Y – they do N – they do not)
		The child cries when given a challenging task to do. (Y – they do N – they do not)
<b>Avoidance Behaviours - behavioural</b>		The child yawns and stretches rather than engaging in task performance (Y – they do N – they do not)
		The child wriggles and moves around rather than engaging in task performance (Y – they do N – they do not)
		The child 'lies in chair' rather than engaging in task performance (Y – they do N – they do not)
		The child cries rather than engaging in task performance (Y – they do N – they do not)
<b>Task Based Behaviours - functional</b>		The child habitually states or demonstrates that they don't know what to do. (Y – they do N – they do not)
		The child habitually spends time in preparation without beginning task. (Y – they do N – they do not)
		The child habitually spends time collecting materials for task without beginning task. (Y – they do N – they do not)
		The child habitually gets stuck on collecting information for the task without beginning task. (Y – they do N – they do not)
		The child habitually starts, rips page out, starts, rips page out; OR writes, whites out, writes, whites out; OR asks teacher how to spell every word. (Y – they do N – they do not)
		The child habitually does not finish work or tasks. (Y – they do N – they do not)
		The child habitually asks a neighbour what to do. (Y – they do N – they do not)
		The child habitually copies others work. (Y – they do N – they do not)
		The child habitually initiates tasks but stops when they see what others are doing and moves to duplicate that (Y – they do N – they do not)

<b>Behaviours associated with sensory overload</b>	Habitually stares or is transfixed by bright lights or other visual stimuli (Y – they do N – they do not)
	Does not like to be touched ie: is tactile defensive (Y – they do N – they do not)
	Has strong food preferences or intolerances (Y – they do N – they do not)
	Avoids eye contact (Y – they do N – they do not)
	Likes to keep space from others in interactions (Y – they do N – they do not)
	Controls their environment and/or toys ie: groups toys or other items together and can become angry when their order is disrupted. (Y – they do N – they do not)
	Does not like certain sounds or noises (Y – they do N – they do not)
	Hangs back or does not join in in group events, sports or games (Y – they do N – they do not)
	Taps or hits themselves in the head or engages in other actions aimed at the body, which have a strong sensory impact (Y – they do N – they do not)

**Please note:** any child who exhibits anxiety when, confronted by any task or situation, is undoubtedly struggling. We do not recommend that any child exhibiting such symptoms be made to engage or perform in these situations. We do recommend, however, that they are evaluated by a competent Visual Perceptual Therapist, who understands the complete dynamic of children’s performance.