



TEACH CVI

Screening list for children with a suspicion of Cerebral Visual Impairment (CVI)

Screening list CVI 3



“My home: stairs, people, and windows”
Drawing by S.H., a five year old girl with CVI.



Erasmus+

<http://www.teachcvi.net>

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Screening list for children with a suspicion of Cerebral Visual Impairment (CVI)

1) General information

Date questionnaire filled in:

Filled in by (name):

Relation to the child:

- Parent
- Teacher
- Health care professional
- Other interested person (please specify:

2) Information about the child

Name:

Date of birth: Age:y.....m

Gender:

- Male
- Female
- Other

3) Pregnancy and birth

Pregnancy duration: weeks

Birth head circumference: cm

Birth weight: grammes

Multiple births:

- Yes:(e.g. twin or triplet)
- No

Were there any problems during the pregnancy?

- Yes
- No



If yes, please specify the problems:

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Delivery:

- Normal/vaginal delivery
- Caesarean delivery
- Using specific medical procedures (e.g. forceps in childbirth or vacuum extraction)
- Don't know (e.g. adoption)

Were there any problems during the delivery?

- Yes
- No

If yes, please specify the problems:

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4) Medical and/or developmental issues

Is your child being seen for any medical or developmental issues such as ADHD, Autism Spectrum Disorder, epilepsy, motor problems, growth disorders, or others issues?

- Yes
- No

If yes, please specify the issues:

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Refractive errors

Other:

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Have glasses been prescribed?

Yes

No

If yes, please specify why the child has glasses.

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For each question, circle the number that applies to your child

Below there is a list of questions that screen for Cerebral Visual Impairment (CVI).

Circle the number that is the most applicable to the child. Please do so for each question and trust your instinct.

The numbers correspond to:

1 = Never

2 = Occasionally

3 = Frequently

4 = Always

1. Makes eye contact.	1	2	3	4
2. Has difficulties with looking at objects.	1	2	3	4
3. Has difficulties with looking at people.	1	2	3	4
4. Tilts head to look at something.	1	2	3	4
5. Has difficulties following moving objects.	1	2	3	4
6. Has difficulties following moving people.	1	2	3	4
7. Stares at light sources (e.g. lights or windows).	1	2	3	4
8. Falls over clearly visible objects.	1	2	3	4
9. Orientates the head downwards when walking.	1	2	3	4
10. Easily bumps into things.	1	2	3	4
11. Pays attention only to objects in front of him/her.	1	2	3	4
12. Use of vision can fluctuate.	1	2	3	4
13. Clutter in the room appears to interfere with visual attention.	1	2	3	4
14. Objects need to be brought close to be seen.	1	2	3	4
15. Looks away while reaching out for an object.	1	2	3	4
16. Reacts adversely in a strange or unfamiliar environment (e.g. shop or street).	1	2	3	4
17. Has difficulties distinguishing familiar from unfamiliar faces.	1	2	3	4
18. Reacts adversely to traffic sounds or suddenly produced sounds.	1	2	3	4
19. Reacts adversely to, e.g. passing children, cyclists or cars.	1	2	3	4
20. Has difficulties distinguishing familiar from unfamiliar faces in a crowd.	1	2	3	4

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21. Has difficulties with finding the way in unfamiliar environments (e.g. in a restaurant or department store).	1	2	3	4
22. Does not recognise common objects.	1	2	3	4
23. Does not recognise common pictures/images.	1	2	3	4
24. Recognises common objects only when drawn in colour.	1	2	3	4
25. Recognises people by their voice, clothes and posture rather than looking at their faces.	1	2	3	4
26. Has difficulties when the lay-out of a room/class has changed.	1	2	3	4
27. Can find a favourite toy easily when it is amongst other toys.	1	2	3	4
28. Has difficulty catching a ball.	1	2	3	4
29. Gets lost in crowded places (e.g. shopping mall or big group of children).	1	2	3	4
30. Is able to find objects/images on a patterned background (e.g. a chair in a room with a lot of furniture or detail in a complex picture).	1	2	3	4
31. Has difficulties placing objects in a certain spatial position (e.g. table in front of a chair, ball on top of the chair or doll at the right side of the chair).	1	2	3	4
32. Has difficulties with interpreting more complex drawings (e.g. overview picture/situation picture).	1	2	3	4
33. Has difficulties with following the line when reading.	1	2	3	4
34. Has difficulties with passing to the next line when reading.	1	2	3	4
35. Can keep writing along the line.	1	2	3	4
36. Has difficulties with passing to the next line of writing.	1	2	3	4
37. Has difficulties with reading the clock.	1	2	3	4
38. Has difficulties with visual representations (e.g. timelines, tables or weekly schedules).	1	2	3	4
39. Has difficulty walking down steps.	1	2	3	4
40. Hesitates when there is a change of floor surface (e.g. from a wooden floor to a carpet or when encountering steps).	1	2	3	4

1 = Never **2 = Occasionally** **3 = Frequently** **4 = Always**

41. Hesitates where a floor pattern changes (e.g. from black to white tiles).	1	2	3	4
42. Likes to play group games (e.g. football or basketball).	1	2	3	4
43. Has difficulty perceiving the movement of objects (e.g. movement of a car or movement of a ball).	1	2	3	4
44. Has difficulty perceiving the movement of people.	1	2	3	4
45. The child appears to try to compensate by talking a lot.	1	2	3	4

Further comments and questions that were difficult to answer:

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