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**Children’s Symptom History**

**Name Date**

**Address**

**City State Zip code Phone**

**What is the reason for your visit today?**

**Use the following rating scale to score your child’s performance. Circle the number that best describes your child.**

**0-The statement NEVER applies.**

**1-The statement SELDOM applies.**

**2-The statement OCCASIONALLY applies.**

**3-The statement FREQUENTLY applies.**

**4-The statement ALWAYS applies.**

**Physical Complaints**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Never** | **Seldom** | **Occasionally** | **Frequently** | **Always** |
| **1** | **Headaches when reading or doing desk work.** | **0** | **1** | **2** | **3** | **4** |
| **2** | **Car sickness.** | **0** | **1** | **2** | **3** | **4** |
| **3** | **Upset stomach.** | **0** | **1** | **2** | **3** | **4** |
| **4** | **Exhausted after a day at school.** | **0** | **1** | **2** | **3** | **4** |
| **5** | **Complains of blurred vision, even if the screening at the school or pediatrician’s office have been normal, or a routine eye examination has been normal.**  | **0** | **1** | **2** | **3** | **4** |
| **6** | **Eyestrain during reading or desk work.** | **0** | **1** | **2** | **3** | **4** |
| **7** | **When reading, sees the print dance.** | **0** | **1** | **2** | **3** | **4** |
| **8** | **When reading, sees the print run together.** | **0** | **1** | **2** | **3** | **4** |
| **9** | **Complains that the print is too small.** | **0** | **1** | **2** | **3** | **4** |
| **10** | **Sees two of things when there is only one.** | **0** | **1** | **2** | **3** | **4** |
| **11** | **Covers an eye when trying to read.** | **0** | **1** | **2** | **3** | **4** |
| **12** | **Tilts and turns head to side to ignore one eye when reading, writing, or watching TV.** | **0** | **1** | **2** | **3** | **4** |
| **13** | **Squints when looking from near to far or from far to near.** | **0** | **1** | **2** | **3** | **4** |
| **14** | **Rubs eyes when reading.** | **0** | **1** | **2** | **3** | **4** |
| **15** | **Holds book too closely; face too close to desk surface.** | **0** | **1** | **2** | **3** | **4** |
| **16** | **Moves closer and further away from book, as if to “focus” it.** | **0** | **1** | **2** | **3** | **4** |
| **17** | **One eye turns in or out.** | **0** | **1** | **2** | **3** | **4** |
| **18** | **Your child has already been diagnosed with a Lazy Eye (amblyopia).** | **0** | **1** | **2** | **3** | **4** |
| **19** | **Your child has surgery for a crossed eye, but still has problems with either school or coordination.**  | **0** | **1** | **2** | **3** | **4** |

**Learning- to- Read**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Never** | **Seldom** | **Occasionally** | **Frequently** | **Always** |
| **20** | **Very slow at sounding out words even when the rules are known; i.e., knows the letter sounds for “c,” “a,” and “t,” but labors to sound out “cat”.** | **0** | **1** | **2** | **3** | **4** |
| **21** | **Omits small words.** | **0** | **1** | **2** | **3** | **4** |
| **22** | **Repeats letters or syllables in a word.** | **0** | **1** | **2** | **3** | **4** |
| **23** | **Reads the first letter or two of the word and guesses at the rest.** | **0** | **1** | **2** | **3** | **4** |
| **24** | **Fails to recognize same word in the next line.** | **0** | **1** | **2** | **3** | **4** |
| **25** | **Can read a word that is isolated and large on a flash card, but can’t recognize the same word when it’s smaller or squeezed into a line of print.**  | **0** | **1** | **2** | **3** | **4** |
| **26** | **Confuses likenesses and minor differences, such as substituting “what” for “that”.** | **0** | **1** | **2** | **3** | **4** |
| **27** | **Reverses letters or words, such as “b” for “d” or “was” for “saw”.** | **0** | **1** | **2** | **3** | **4** |
| **28** | **Need to use a finger to maintain place when reading.**  | **0** | **1** | **2** | **3** | **4** |
| **29** | **Gets lost when trying to sound words of more than one syllable.**  | **0** | **1** | **2** | **3** | **4** |
| **30** | **Reading improves if you use a pickup stick or pen tip to point to the parts of the words for your child, reducing the need for accurate eye control.**  | **0** | **1** | **2** | **3** | **4** |

**Reading to Learn**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Never** | **Seldom** | **Occasionally** | **Frequently** | **Always** |
| **31** | **Reads well for a short time then begins to make careless errors.** | **0** | **1** | **2** | **3** | **4** |
| **32** | **Rapidly tires out and loses comprehension when reading.** | **0** | **1** | **2** | **3** | **4** |
| **33** | **Whispers to self while reading silently so the words can go in “through the ears.”**  | **0** | **1** | **2** | **3** | **4** |
| **34** | **Your child can sound our or recognize the words but his comprehension is better when he uses his *ears* to listen to you read than when uses his *eyes* to read to himself.**  | **0** | **1** | **2** | **3** | **4** |
| **35** |  **Avoids reading whenever possible.**  | **0** | **1** | **2** | **3** | **4** |
| **36** | **Reading comprehension is not so good as your child’s intelligence would predict.** | **0** | **1** | **2** | **3** | **4** |
| **37** | **Will not attempt books with smaller print.** | **0** | **1** | **2** | **3** | **4** |
| **38** | **Loves to be read to, but will not read himself.**  | **0** | **1** | **2** | **3** | **4** |
| **39** | **Enjoys buying books, but never reads them.**  | **0** | **1** | **2** | **3** | **4** |
| **40** | **Takes forever to finish a book, even when interested.**  | **0** | **1** | **2** | **3** | **4** |
| **41** | **Counts pages before considering a book.**  | **0** | **1** | **2** | **3** | **4** |
| **42** | **Your child reads well, but their reading skills don’t reflect his/her intelligence and potential.** | **0** | **1** | **2** | **3** | **4** |

**Getting it on Paper**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Never** | **Seldom** | **Occasionally** | **Frequently** | **Always** |
| **43** | **Makes errors in copying from desk to paper.** | **0** | **1** | **2** | **3** | **4** |
| **44** | **Copying assignments takes forever.** | **0** | **1** | **2** | **3** | **4** |
| **45** | **Handwriting is off the lines, going “up and down hill.”**  | **0** | **1** | **2** | **3** | **4** |
| **46** | **When writing, words are poorly spaced.**  | **0** | **1** | **2** | **3** | **4** |
| **47** | **Your child is bright and reads well but struggles to get thoughts down on paper.** | **0** | **1** | **2** | **3** | **4** |
| **48** | **In math, misaligns digits or columns.** | **0** | **1** | **2** | **3** | **4** |
| **49** | **Copies words backwards; for example, was for saw.** | **0** | **1** | **2** | **3** | **4** |
| **50** | **Confuses bs and ds.** | **0** | **1** | **2** | **3** | **4** |
| **51** | **In math, becomes confused if there are too many problems on the same page.** | **0** | **1** | **2** | **3** | **4** |
| **52** | **Can spell out loud but not when having to write the words.**  | **0** | **1** | **2** | **3** | **4** |
| **53** | **Makes errors when copying from reference book to notebook.** | **0** | **1** | **2** | **3** | **4** |
| **54** | **Brain moves faster than hands. Your child is bright, but his/her hands are not.**  | **0** | **1** | **2** | **3** | **4** |
| **55** | **Leaves out letters or words when copying.**  | **0** | **1** | **2** | **3** | **4** |
| **56** | **When writing, can’t spell the same word that were known on the spelling test.**  | **0** | **1** | **2** | **3** | **4** |
| **57** | **Spells words like they sound rather than correctly.**  | **0** | **1** | **2** | **3** | **4** |

**Coordination and Sports**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Never** | **Seldom** | **Occasionally** | **Frequently** | **Always** |
| **58** | **Runs into things.** | **0** | **1** | **2** | **3** | **4** |
| **59** | **Stumbles, trips, or falls.** | **0** | **1** | **2** | **3** | **4** |
| **60** | **Clumsy. Poor balance.** | **0** | **1** | **2** | **3** | **4** |
| **61** | **Awkward when moving.** | **0** | **1** | **2** | **3** | **4** |
| **62** | **Has/had difficulty in learning to ride a bike.** | **0** | **1** | **2** | **3** | **4** |
| **63** | **Knocks over things.**  | **0** | **1** | **2** | **3** | **4** |
| **64** | **Can’t keep eye on the ball.** | **0** | **1** | **2** | **3** | **4** |
| **65** | **Catches “by feel”, trying to grab the ball after it bounces off chest.**  | **0** | **1** | **2** | **3** | **4** |
| **66** | **Spends all time reading. Avoids exercise, especially ball sports.**  |  |  |  |  |  |
| **67** | **Glasses are rapidly becoming stronger.** | **0** | **1** | **2** | **3** | **4** |
| **68** | **Can’t hit a ball.** | **0** | **1** | **2** | **3** | **4** |
| **69** | **In tennis, can’t return lobed balls.** | **0** | **1** | **2** | **3** | **4** |
| **70** | **In baseball or soft ball, misjudges and runs underneath pop flies.**  | **0** | **1** | **2** | **3** | **4** |

**Attention**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Never** | **Seldom** | **Occasionally** | **Frequently** | **Always** |
| **71** | **Attention much better when using ears to listen rather than when using eyes to read.** | **0** | **1** | **2** | **3** | **4** |
| **72** | **Attention is good for math (except for story problems) but poor for reading.**  | **0** | **1** | **2** | **3** | **4** |
| **73** | **Homework is a battle.** | **0** | **1** | **2** | **3** | **4** |
| **74** | **During reading and homework there comes a point after which it does no good to push any further. Your child “shuts down.”** | **0** | **1** | **2** | **3** | **4** |
| **75** | **The longer your child uses eyes for reading or writing, the greater the frustration and fidgeting become.**  | **0** | **1** | **2** | **3** | **4** |
| **76** | **Assignments aren’t completed in school and have to be brought home.**  | **0** | **1** | **2** | **3** | **4** |
| **77** | **Your child can’t “stay on task” when reading or writing.**  | **0** | **1** | **2** | **3** | **4** |
| **78** | **Needs to put his/her hands on everything; Information from eyes is not enough.**  | **0** | **1** | **2** | **3** | **4** |
| **79** | **Has to work to sit in a chair, seems to be constantly readjusting balance.**  | **0** | **1** | **2** | **3** | **4** |
| **80** | **Has the same reading struggles weather on or off medication.**  | **0** | **1** | **2** | **3** | **4** |
| **81** | **“Attention” problems develop when school work or reading is mentioned. Attention is fine for “hands on” mechanical type activities.**  | **0** | **1** | **2** | **3** | **4** |

**Behavior, Self Esteem, Relationships**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Never** | **Seldom** | **Occasionally** | **Frequently** | **Always** |
|  |  |  |  |  |  |  |
| **82** | **Self-confidence is low, attitude is poor.** | **0** | **1** | **2** | **3** | **4** |
| **83** | **Your child is either worn out or angry when coming home from school.** | **0** | **1** | **2** | **3** | **4** |
| **84** | **Your child’s poor eye contact makes others assume your child isn’t listening.** | **0** | **1** | **2** | **3** | **4** |
| **85** | **Your child is unhappy and withdrawn.** | **0** | **1** | **2** | **3** | **4** |
| **86** | **Your child has books rather than friends.** | **0** | **1** | **2** | **3** | **4** |
| **87** | **In school your child is ridiculed by other students or the teacher.**  | **0** | **1** | **2** | **3** | **4** |
| **88** | **Your child’s frustration in school seems to trigger behavior problems.** | **0** | **1** | **2** | **3** | **4** |
|  | **Homework ends up with you angry and your child crying.**  | **0** | **1** | **2** | **3** | **4** |
| **89** | **In sports, your child is left sitting on the bench. Your child isn’t asked to participate.**  | **0** | **1** | **2** | **3** | **4** |
| **90** | **Your child’s struggle with homework affects the whole family.**  | **0** | **1** | **2** | **3** | **4** |
| **91** | **Your child’s school performance could limit future educational and job opportunities.**  | **0** | **1** | **2** | **3** | **4** |
| **92** | **Grades are good but your child isn’t working up to the potential and the whole family seems to be frustrated.**  | **0** | **1** | **2** | **3** | **4** |