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| **Name:** |  | **DOB:** |  | **Visual Impairment:** |  |

**Visual Development**

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| **Fixation** | |
| Light |  |
| Large object (balloon, football) |  |
| Medium-sized object (tennis ball) |  |
| Small object (ping pong ball) |  |
| Very small object (Smartie or smaller) |  |

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| **Response to faces** | |
| Responds to face of carer |  |
| Responds to black and white image of face |  |
| Responds to photographs of faces |  |
| Engages in eye contact |  |
| Sustains eye contact |  |

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| **Transference of gaze** | |
| Two items shown one at a time |  |
| Two items shown at the same time |  |
| Three items shown one at a time |  |
| Three items shown at the same time |  |

|  |  |
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| **Tracking** | |
| Left |  |
| Right |  |
| Down |  |
| Up |  |
| Circle |  |
| Diagonal / |  |
| Diagonal \ |  |
|  |  |
| **Convergence** |  |

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| **Symbolic representation** | | |
| Matches two identical items | |  |
| Match item to photograph of the item | |  |
| Matches item to lifelike image (drawing or painting) | |  |
| Matches item to black-and-white image | |  |
| Matches item to cartoon-style image | |  |
| Shows interest in the results of personal mark-making activity | |  |
|  | |  |
| **Partial View** | |  |
| Identifies entire object | |  |
| Identifies object which is slightly hidden behind obstruction | |  |
| Identifies object which is significantly hidden behind obstruction | |  |
| Identifies item from birds’ eye view | |  |
| Identifies item from side view | |  |
| Identifies item from view of base | |  |
| Identifies item in photographs taken from different angles | Top |  |
| Side |  |
| Bottom |  |

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| **Scanning** | |
| Locates specified item presented alone against plain background |  |
| Locates specified item amongst five other items against plain background |  |
| Locates specified item amongst ten other items against plain background |  |
| Locates single item against highly patterned background |  |
| Locates item amongst five other items against patterned background |  |
| Locates item amongst ten other items against patterned background |  |
| Locates specific item from cluttered toy box |  |

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| **Name:** |  | **DOB:** |  | **Visual Impairment:** |  |

**Tactile skills Listening skills**

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|  | | **Touch and vision** | **Touch alone** |  | Responds to sound | Calms | |  |
| Shows confidence in handling a variety of textures | Hard |  |  |  | Startles | |  |
| Soft |  |  |  | Stills | |  |
| Dry |  |  |  | Increases physical movement | |  |
| Wet |  |  |  | Turns head towards source of sounds (including speech) | | |  |
| Sticky |  |  |  | Reaches for source of sound | | |  |
| Gloopy |  |  |  | Points in direction of sound | | |  |
| Identifies large object from choice of two (beaker, hairbrush, favourite toy) | |  |  |  | Recognises voice(s) of primary carer(s) | | |  |
| Identifies large object from choice of five | |  |  |  | Responds to own name | | |  |
| Identifies small object (coin, marble, pasta shape, button, padlock key) from choice of two | |  |  |  | Turns to speaker when addressed | | |  |
| Turns between two people to track conversation | | |  |
| Identifies small object from choice of five | |  |  |  | Identifies common sounds (eg. phone, washing machine) | | |  |
| Identifies ‘odd one out’ from five or more large objects. | |  |  |  | Responds to familiar stories and rhymes | | |  |
| Identifies ‘odd one out’ from five or more small objects. | |  |  |  | Shows anticipation during familiar stories and rhymes | | |  |
| Sorts large objects into two categories | |  |  |  |  | | |  |
| Sorts small objects into two categories | |  |  |  |  | | |  |
| Sorts large objects into three categories | |  |  |  |  |  | |  |
|  | |  |
| Sorts small objects into three categories | |  |  |  | **Social development** | | | |
| Identifies ‘odd one out’ from selection of large objects. | |  |  |  | Demonstrates secure attachment | | |  |
| Identifies ‘odd one out’ from selection of small objects. | |  |  |  | Social referencing (6 months) | | |  |
| Tracks a line of Velcro from L - R | |  |  |  | Joint attention (9 months) | | Reciprocation |  |
| Initiation |
| Tracks a line of wool/string from L - R | |  |  |  | Theory of Mind (3-4 years) | | |  |
| Tracks ‘broken’ line from L - R | |  |  |  | Imitative play (mimics the actions of others) | | |  |
| Threads beads onto straw/knitting needle | |  |  |  | Symbolic play (uses an item to represent a different item) | | |  |
| Threads beads onto pipe cleaner | |  |  |  | Fantasy play (creates imaginative play scenarios and settings). | | |  |
| Threads beads onto string | |  |  |  |  |  | |  |
| Places and releases pegs onto edge of box using pinch action | |  |  |  |  |  | |  |
| Opens and closes a variety of different containers | |  |  |  |  |  | |  |
| Pops bubble wrap with pincer action | small |  |  |  |  |  | |  |
| large |  |  |