

Decision Tree: Risk Factors and Behaviors Suggesting a Possible Vision and/or Hearing Concerns in Young and School-aged Children

Child With Risk Factor for Vision Impairment:

Low birth weight (<3 pounds)

Cerebral palsy

Head trauma

Hearing loss*

Hydrocephalus/Shunt

Meningitis/Encephalitis

Congenital infections (such as CMV)

Retinopathy of Prematurity

Seizures

Syndrome associated with vision concerns

Child With Risk Factors for Hearing Loss

Speech/Language delay

Parental concern about hearing

Family history of hearing loss

Prematurity/NICU > 5 days

Congenital infection (such as CMV)

Bacterial meningitis

Craniofacial abnormalities

Syndromes associated with hearing loss

Ototoxic medications (gentamycin, lasix,

chemotherapy

Head trauma

Child Has Concerning Vision Behaviors:

Any time:

Does not look at faces, give eye contact

Rubs eyes

Squints/Closes eyes/cries, turns away from bright lights

Tilts/Turns head to look

If not occurring by 3 months of age:

Does not notice objects above or below the head

Notices objects only on one side

If not occurring by 5-6 months of age:

Doesn't visually follow moving objects

Doesn't reach for objects

Over- or under-reaches for objects

Seems unaware of self in mirror

Seems unaware of distant objects

Older ages:

Covers or closes one eye when looking

Does not look at pictures in books

Holds books or objects close to eyes

Stops and steps/crawls over changes in floor texture or color

Trips over/bumps into things in path

Child Has Concerning Listening/Speaking Behaviors:

Does not look/attend to voices or sounds (all children with autism spectrum disorder should have a definitive hearing evaluation)

Asks "what?" or "huh?" a lot

Asking for people to repeat what they have said Talking too softly or too loudly

Favoring one ear/turning one ear to a speaker or the TV

Difficulty localizing sounds (i.e. calling the child from another room and the child not knowing where to look)

Having to face the person talking to understand what is being said

Speech delay

Language delay

Articulation problems which are not improving

Child Has Notable Eye Concerns:

Child has a known hearing loss

Far-away look in eyes

Cloudy or milky appearance of eyes

Droopy eye lid(s) (ptosis)

Jerky or wiggling eyes (nystagmus)

Random eve movements

Squinting, excessive blinking

Unequal pupil size

Child Has Notable Physical Concerns:

Child has a known vision impairment

Frequent ear infections

Child has a cleft lip/palate

Shape of ear is abnormal

White patches of skin or hair

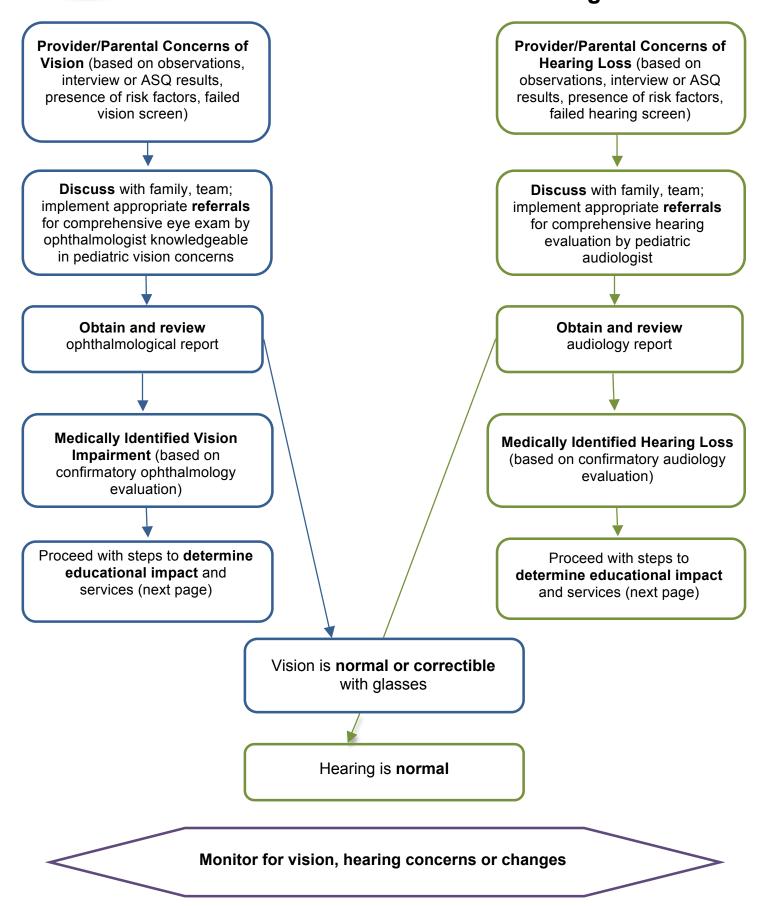
Kidney problems

Heart problems

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Next Steps If There Are Concerns About A Child's Vision Or Hearing





What To Do For Children With Known Vision Impairment And/Or Hearing Loss

If Deafblind

Essential steps for children with confirmed vision impairment impacting educational needs

Obtain **Ophthalmology report** and recommendations

Obtain **Functional Vision Assessment** (to understand impact on educational needs and strategies to employ educationally)

Add appropriate Vision **Services** (i.e. VI, O&M) and **accommodations** to IFSP/IEP

Communicate to all team members the vision accommodations that are needed

Monitor for changes in vision

Ensure Part C and Part B programming includes needs related to vision on IFSP/IEP transition plan

Evaluate and monitor for hearing loss (hearing screening results, audiology report

Refer to **Ohio Center for Deafblind Education** if identified with hearing loss of any degree (unilateral or bilateral)

Consider **deafblind** as appropriate **educational category** on IEP

Monitor for changes in hearing

Essential steps for children with confirmed hearing loss impacting educational needs

Obtain **Audiology report** and recommendations

Obtain Functional Listening
Evaluation (to understand impact on
educational needs and strategies to
employ educationally)

Add appropriate Hearing Services and accommodations to IFSP/IEP (i.e. Regional Infant Hearing Program, Educational Audiology, Teacher of the Deaf/HH, communication needs)

Communicate to all team members, hearing accommodations that are needed

Monitor for changes in hearing

Ensure Part C and Part B programming includes needs related to hearing on IFSP/IEP transition plan

Evaluate and monitor for vision loss (ophthalmology evaluation)

Refer to **Ohio Center for Deafblind Education** if identified with vision loss in addition to hearing loss

Consider **deafblind** as appropriate **educational category** on IEP

Monitor for changes in vision