



Dr. Ingrid Lorenzana, FAAO, FCOVD, CBHC

Board Certified Neuro-Developmental Optometrist
 Fellow, College of Optometry in Vision Development
 Fellow, American Academy of Optometry
 Member, Neuro-Optometric Rehabilitation Association
 Brain Health Certification



CogniViiSION™ - TRAIN the BRAIN not the EYES

Child Symptom Survey

Name: _____ Date: _____

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
 3-The statement **FREQUENTLY** applies

2-The statement **OCCASIONALLY** 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 vision screening 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

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1 7	One eye turns in or out.	0	1	2	3	4
1 8	Your child has already been diagnosed with a Lazy Eye (amblyopia).	0	1	2	3	4
1 9	Your child had surgery for a crossed eye, but still has problems with either school or coordination.	0	1	2	3	4
2 0 P R	Your child is sensitive to light, sound, smell, food, texture, and clothing	0	1	2	3	4
2 1 P R	Your child is not able to filter out background noise	0	1	2	3	4
2 2 P R	Your child struggles with bedwetting	0	1	2	3	4
Learning- to- Read		Never	Seldom	Occasionally	Frequently	Always
23	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
24	Omits small words.	0	1	2	3	4
25	Repeats letters or syllables in a word.	0	1	2	3	4
26	Reads the first letter or two of the word and guesses at the rest.	0	1	2	3	4
27	Fails to recognize same word in the next line.	0	1	2	3	4
28	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
29	Confuses likenesses and minor differences, such as substituting “what” for “that”.	0	1	2	3	4
30 PR	Reverses letters or words, such as “b” for “d” or “was” for “saw” when reading or writing.	0	1	2	3	4
31	Need to use a finger to maintain place when reading.	0	1	2	3	4
32	Gets lost when trying to sound words of more than one syllable.	0	1	2	3	4

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33	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
34	Reads well for a short time then begins to make careless errors.	0	1	2	3	4
35	Rapidly tires out and loses comprehension when reading.	0	1	2	3	4
36	Whispers to self while reading silently so the words can go in “through the ears.”	0	1	2	3	4
37	Comprehension is better when using ears to listen to you read than when using eyes to read.	0	1	2	3	4
38	Avoids reading whenever possible.	0	1	2	3	4
39	Will not attempt books with smaller print.	0	1	2	3	4
40	Loves to be read to, but will not read on his/her own self.	0	1	2	3	4
41	Enjoys buying books, but never reads them.	0	1	2	3	4
42	Takes forever to finish a book, even when interested.	0	1	2	3	4
43	Counts pages before considering a book.	0	1	2	3	4
44	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
45 PR	Copying assignments takes forever.	0	1	2	3	4
46	Handwriting is off the lines, going “up and down hill.”	0	1	2	3	4
47 PR	When writing, words are poorly spaced.	0	1	2	3	4
48 PR	Your child lacks spatial awareness.	0	1	2	3	4
49	Your child is bright and reads well, but struggles to get thoughts down on paper.	0	1	2	3	4
50	In math, misaligns digits or columns.	0	1	2	3	4
51	Copies words backwards; for example, was for saw.	0	1	2	3	4

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52	Confuses b's and d's.	0	1	2	3	4
53	In math, becomes confused if there are too many problems on the same page.	0	1	2	3	4
54	Can spell words out loud but not when having to write the words.	0	1	2	3	4
55 PR	Makes errors when copying from board to notebook.	0	1	2	3	4
56	Brain moves faster than hands. Your child is bright, but his/her hands are not in sync.	0	1	2	3	4
57 PR	Leaves out letters or words when copying.	0	1	2	3	4
58	When writing, can't spell the same word that were known on the spelling test.	0	1	2	3	4
59	Spells words like they sound rather than correctly.	0	1	2	3	4
Coordination and Sports		Never	Seldom	Occasionally	Frequently	Always
60	Runs into things.	0	1	2	3	4
61	Stumbles, trips, or falls.	0	1	2	3	4
62 PR	Clumsy/Poor balance	0	1	2	3	4
63 PR	Awkward when moving.	0	1	2	3	4
64	Has/had difficulty in learning to ride a bike.	0	1	2	3	4
65	Knocks over things.	0	1	2	3	4
66 PR	Prefers to sit in a "W" position	0	1	2	3	4
67 PR	Can't cross the midline of body	0	1	2	3	4
68 PR	Has poor posture or slumps when sitting	0	1	2	3	4
69 PR	Walks on their toes	0	1	2	3	4
70 PR	Your child wraps their legs around their chair legs	0	1	2	3	4
71 PR	Can't keep eye on the ball (when catching/rolling).	0	1	2	3	4
72	Catches "by feel", trying to grab the ball after it bounces off chest.	0	1	2	3	4

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73 PR	Spends all of his/her time reading. Avoids exercise, especially ball sports.	0	1	2	3	4
74 PR	Your child lies on desk or slumps when sitting	0	1	2	3	4
75	Glasses are rapidly becoming stronger.	0	1	2	3	4
76	Can't hit a ball.	0	1	2	3	4
77	In tennis, can't return lobed balls.	0	1	2	3	4
78	In baseball or softball, misjudges and runs underneath pop flies.	0	1	2	3	4
79 PR	Struggles with swimming	0	1	2	3	4
80 PR	Your child has mixed laterality (no dominant hand, foot, eye, or ear)	0	1	2	3	4
Attention		Never	Seldom	Occasionally	Frequently	Always
81	Attention much better when using ears to listen rather than when using eyes to read.	0	1	2	3	4
82	Attention is good for math (except for story problems) but poor for reading.	0	1	2	3	4
83	Homework is a battle.	0	1	2	3	4
84	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
85	The longer your child uses eyes for reading or writing, the greater the frustration and fidgeting become.	0	1	2	3	4
86	Assignments aren't completed in school and have to be brought home.	0	1	2	3	4
87	Your child can't "stay on task" when reading or writing.	0	1	2	3	4
88	Needs to put his/her hand on everything; Information from eyes is not enough.	0	1	2	3	4
89 PR	Has to work to sit in a chair, seems to be constantly readjusting balance.	0	1	2	3	4
90	Has the same reading struggles whether on or off medication.	0	1	2	3	4
91	"Attention" problems develop when school work or reading is mentioned. Attention is fine for "hands on" mechanical type activities.	0	1	2	3	4

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92 PR	Fidgets and struggles to attend focus.	0	1	2	3	4
93 PR	Your child has poor short-term memory recall.	0	1	2	3	4
Behavior - Self Esteem - Relationships		Never	Seldom	Occasionally	Frequently	Always
94	Self-confidence is low, attitude is poor.	0	1	2	3	4
95	Your child is either worn out or angry when coming home from school.	0	1	2	3	4
96 PR	Poor eye contact.	0	1	2	3	4
97	Your child is unhappy and withdrawn.	0	1	2	3	4
98 PR	Your child has difficulty expressing themselves in social situations.	0	1	2	3	4
99	Your child has books rather than friends.	0	1	2	3	4
100	In school, your child is ridiculed by other students or the teacher.	0	1	2	3	4
101	Your child's frustration in school seems to trigger behavior problems.	0	1	2	3	4
102	Homework ends up with you angry and your child crying.	0	1	2	3	4
103	Your child's struggle with homework affects the whole family.	0	1	2	3	4
104	In sports, your child is left sitting on the bench. Your child isn't asked to participate.	0	1	2	3	4
105	Your child's school performance could limit future educational and job opportunities.	0	1	2	3	4
106 PR	Your child is emotionally unstable or has constant mood swings.	0	1	2	3	4
107 PR	Your child has chronic fears, phobias, or anxiety.	0	1	2	3	4
108 PR	Your child is impulsive.	0	1	2	3	4
109 PR	Your child freezes in stressful situations.	0	1	2	3	4