



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

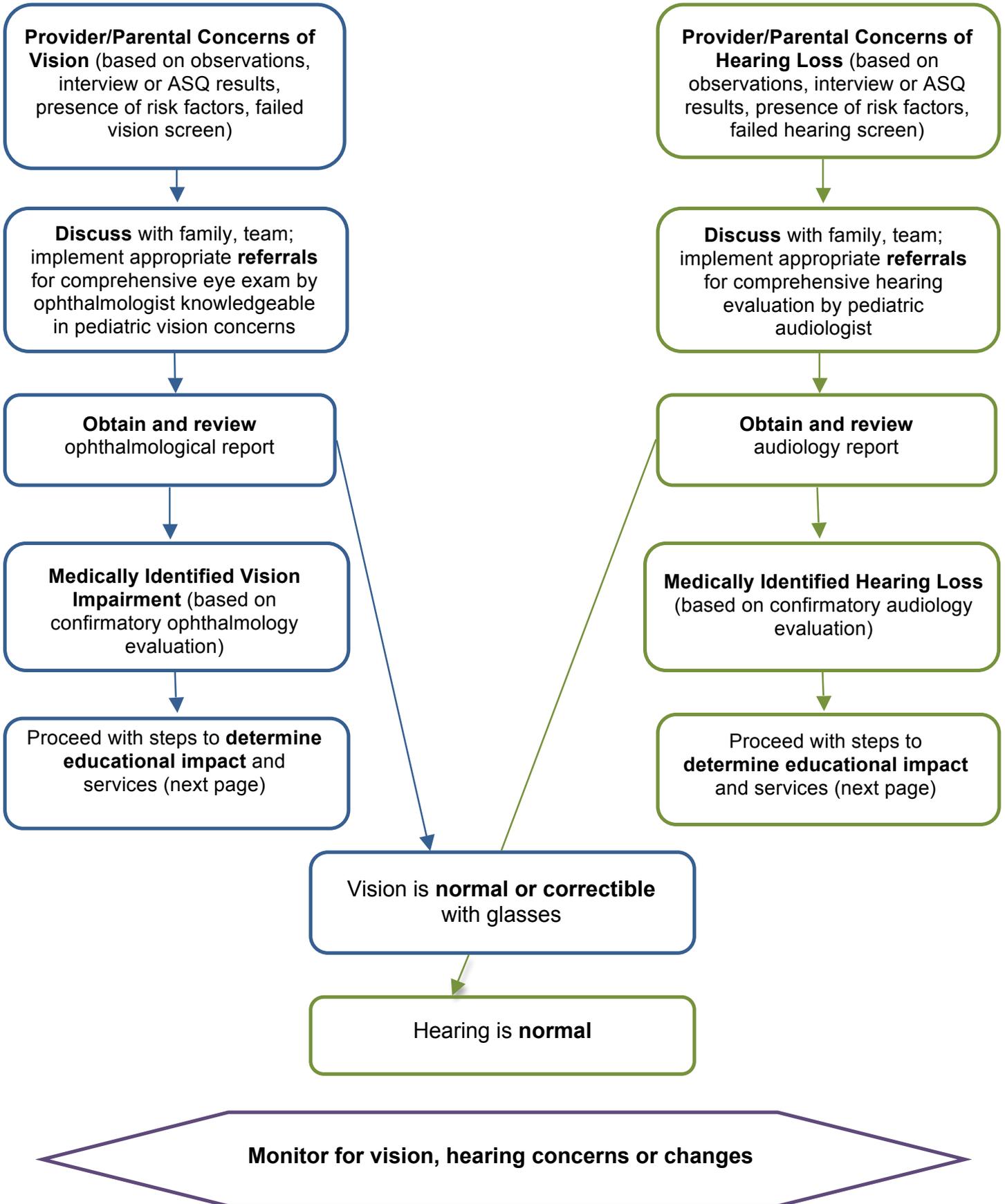
Child Has Notable Eye Concerns:

- 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 eye 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

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

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

If Deafblind