

Vision Screening (12+ months)

Cerebral visual impairment (CVI) and vision processing difficulties

Child's name	
Date of birth	
Completed by	
Relationship to child	
Date completed	

What is CVI?

Cerebral visual impairment (CVI) is a brain-based visual processing condition. The brain has difficulty interpreting and recognising what the eyes are looking at. In many cases, the eyes themselves are healthy.

Who is this for?

Children with neurological or neurodevelopmental conditions are at higher risk of vision processing difficulties. This may include children with:

- **Cerebral palsy**
- Genetic conditions such as **Down syndrome**, **Fragile X syndrome**, or other chromosomal differences
- **Epilepsy**
- A history of prematurity, or brain-based differences or injuries such as **periventricular leukomalacia (PVL)**, **hydrocephalus** or **microcephaly**
- **Autism**
- **Global developmental delay** or **intellectual disability**

Not every child with these diagnoses will have CVI. However, when vision processing difficulties are present, they can have a big impact on learning, mobility, behaviour and daily life.

How to use this questionnaire

This questionnaire is **not intended to diagnose CVI**. It's a reflective tool to help you notice how your child's vision may be affecting everyday activities and behaviour.

For each question, tick the answer that best fits your child: Yes, No, At times, or N/A (not applicable).

What next?

If you've answered "Yes" or "At times" in several areas, a functional vision assessment may be helpful.

A functional vision assessment can identify where your child's vision is affecting daily activities, and guide practical strategies to support them.



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Visual attention	Yes	No	At times	N/A
Does your child need extra time to visually acknowledge an object presented to them?	☐	☐	☐	☐
Does your child seem to “look past” you?	☐	☐	☐	☐
Does your child avoid looking directly at things or people?	☐	☐	☐	☐
Does your child have difficulty keeping their eyes focused on a person or object?	☐	☐	☐	☐
Does your child stop looking when there is clutter or lots of things around?	☐	☐	☐	☐
Does movement or noise in the background make it harder for your child to look at something?	☐	☐	☐	☐
Does your child's ability to see or use vision seem to change from day to day, or moment to moment?	☐	☐	☐	☐

Visual clutter	Yes	No	At times	N/A
Does your child have trouble finding things in a crowded or cluttered space? <i>For example, emptying every toy from the toy box until they find the one they want, instead of looking and picking it out.</i>	☐	☐	☐	☐
Does your child do better when items are spaced out or placed on plain backgrounds?	☐	☐	☐	☐
Does your child bring toys, books or objects close to their face when looking at them?	☐	☐	☐	☐



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Visual form perception	Yes	No	At times	N/A
Does your child respond better to real, 3D objects than to pictures or drawings?	☐	☐	☐	☐
Does your child find it hard to match a real object to its photo? <i>For example, matching a real spoon to a photo of a spoon.</i>	☐	☐	☐	☐
Does your child rely on colour to recognise or find things? <i>For example, always choosing the red cup.</i>	☐	☐	☐	☐
Does your child find it easier to notice objects that are bright and a single colour?	☐	☐	☐	☐

Visual recognition	Yes	No	At times	N/A
Does your child find it hard to recognise familiar items when they appear in new colours or settings?	☐	☐	☐	☐
Does your child need extra time to work out what something is, even if it's familiar?	☐	☐	☐	☐
Does your child rely on familiar locations to recognise objects more easily?	☐	☐	☐	☐

Light sensitivity	Yes	No	At times	N/A
Is your child especially drawn to lights or glowing screens?	☐	☐	☐	☐
Does your child turn away from light or squint, even indoors?	☐	☐	☐	☐
Does your child have difficulty adjusting between light and dark environments?	☐	☐	☐	☐



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Motion processing	Yes	No	At times	N/A
Does your child notice moving objects more readily than still objects?	☐	☐	☐	☐
Does your child get overwhelmed or distracted by fast movement around them?	☐	☐	☐	☐
Does your child find it hard to follow moving objects?	☐	☐	☐	☐
In busy or crowded places, does your child prefer to be held, carried, use a pram, or hold an adult's hand rather than walk independently? <i>For example, shops, playgrounds and other public places.</i>	☐	☐	☐	☐

Visual field and spatial awareness	Yes	No	At times	N/A
Does your child notice objects more easily when they're placed on a certain side? <i>For example, only on the right, or higher up.</i>	☐	☐	☐	☐
Does your child often bump into things or miss objects unless they're pointed out?	☐	☐	☐	☐
Does your child hesitate or slow down when the flooring changes? <i>For example, from dark carpet to tiles, or pavement to grass.</i>	☐	☐	☐	☐
Does your child have difficulty following instructions that include spatial words? <i>For example, "Put the box inside the cupboard under the sink."</i>	☐	☐	☐	☐



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Face recognition and social cues	Yes	No	At times	N/A
Does your child avoid looking at people's faces?	☐	☐	☐	☐
Does your child recognise familiar people more easily in familiar places than in unfamiliar places?	☐	☐	☐	☐
Does your child rely on voices or other cues rather than faces to recognise people?	☐	☐	☐	☐
Does your child have difficulty understanding facial expressions or gestures?	☐	☐	☐	☐

Visuomotor integration	Yes	No	At times	N/A
Does your child have difficulty accurately reaching for or placing objects when using vision alone?	☐	☐	☐	☐
Does your child trip or stumble, especially on uneven or cluttered ground?	☐	☐	☐	☐
Does your child walk up stairs independently, but need extra support going down?	☐	☐	☐	☐
Does your child look away when reaching for things?	☐	☐	☐	☐

Environmental sensitivity	Yes	No	At times	N/A
Does your child have more difficulty using their vision when tired, stressed, or in noisy or busy environments?	☐	☐	☐	☐
Does your child seem anxious or unsettled in unfamiliar environments? <i>For example, shops, busy streets or new places.</i>	☐	☐	☐	☐
In busy places, does your child find it hard to find you if you step away?	☐	☐	☐	☐



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Multisensory processing	Yes	No	At times	N/A
Does your child find it hard to look and listen at the same time? <i>For example, looking away when you speak, or not making eye contact while listening.</i>	☐	☐	☐	☐
When someone talks or there's a new sound, does your child stop what they're looking at until they find or identify the sound?	☐	☐	☐	☐
Does your child prefer to listen first, then look?	☐	☐	☐	☐

Anything else you've noticed? <i>Situations where vision seems easier or harder, things that help, or anything you're wondering about.</i>

About this questionnaire

Screening questions adapted from published functional vision and cerebral visual impairment (CVI) resources, including Perkins School for the Blind CVI materials, CVI Scotland resources, and contemporary functional vision assessment frameworks. This tool is intended to support referral decision-making and is not a diagnostic instrument.

References

- Roman-Lantzy, C. *Cortical Visual Impairment: An Approach to Assessment and Intervention*.
- Dutton, G.N. & Bax, M. *Visual Impairment in Children Due to Damage to the Brain*.
- Perkins School for the Blind. *CVI Protocols, CVI Companion Guide, and CVI Resources*.
- CVI Scotland. www.cviscotland.org
- Functional vision assessment concepts informed by published screening and observational tools.

