

Eye-Q Reading Inventory™

With I Read I Succeed: Vision Fitness Kit For Excellent Reading



Is your child or student having difficulty reading? Do tests show they are capable but not doing well in school? When you listen to the child read aloud does he or she skip lines, re-read material, know the word on one page and not the next? Does he or she seem to skip over punctuation as if it isn't there? Confuse the order of letters in words? Has he or she been labeled as lazy, inattentive, ADHD or learning disabled? Have eye test results shown visual acuity of 20/20 yet reading is still a problem? If you answered yes to any of these questions, the symptoms you see may be the result of an easily correctable visual stress and/or visual perception problem.

The Eye-Q Reading Inventory can help school staff and parents determine whether a child's reading problems result from uncorrected deficiencies in the foundational visual skills essential for reading and many other classroom activities. Weaknesses in any one area may interfere with academic progress and the child's ability to reach his or her full potential. Many children may come to school without the necessary foundational visual skills to be able to read at proficient levels. Often, weaknesses in these areas are undetected and children may be labeled as poor readers, learning disabled or with Attention Deficit Disorder. They may be told that they are not trying "hard enough" or "not concentrating", when in fact, their visual system is unprepared for the daily vision activities demanded of them in the classroom.

Children must have both good eyesight and good visual skills to be proficient readers. However, "eyesight" and "vision" are not the same. Eyesight is the ability to see (acuity) and the eye's responses to the light coming into it. Vision is the ability to make meaning from and interpret the information coming through the eyes. Many children score 20/20 eyesight on the Snellen Test (basic eye chart) but still have poor visual skills which

interfere with their ability to read, copy work from other books or the chalkboard or write clearly. 20/20 eyesight refers to the fact that a certain size letter can be seen from 20 feet away. It does not give information about the skills needed for the act of reading at a distance of about 16 inches from the printed page. Nor does it let a parent or teacher know which types of reading errors a child may be making. Also, many standard eye exams are performed in minutes and a true picture of what actually happens when the child reads all day long is not seen.

Common reading errors include skipping lines, omitting punctuation, changing the order of letters in words, knowing the word on one page and not the next, seeing the word "a" and calling it "the", inserting words or letters from the line above or below, complaints of fatigue or trying to avoid reading altogether. These types of errors are the result of untrained visual skills and often result in low reading comprehension levels or behavioral problems due to the frustration a child feels. Since most children do not know that other students may see the page differently than they do, they may simply feel that they are "dumb" or not smart enough to make the letters stay still or stop changing.

These undetected visual perceptual problems can slow down academic progress, reduce a child's ability to read efficiently and result in poor grades. The American Optometric Association, the Department of Education, through ERIC, The National PTA, COVD.org, OEP.org and Infantsee.org recognize and disseminate information about the specific visual skills every child needs to become a proficient reader. When skill deficiencies are properly diagnosed by a developmental optometrist, they can be trained and corrected. The *I Read I Succeed Visual Fitness Kit* includes activities from eye doctors who are also specially trained in learning, that can help each child to read to their full potential.

Eye-Q Reading Inventory™

Directions

Tell your student or child that you want to check visual skills they need for reading. Let them know that it is not related to their intelligence nor is it a graded reading test. Tell the child they need certain skills to make reading easier and that sometimes the letters or words on the page may look different to different people. Most children think that what they see on the printed page is the same for everyone. They may believe that they are less intelligent than other children when reading is painful or difficult. Let him or her know that you want to know how they *feel* when they read. Be certain to emphasize the word "feel" as this is one area that is often overlooked when students have difficulty reading.

Select something to read that is age appropriate and **has not been read** before. Be sure it is not too difficult or beyond their years. Use a **tape recorder** and let your child read aloud into the recorder. Make a copy of the Inventory to make notes on later. Do not correct your child as they read aloud. Simply let them read into the recorder for 5 minutes if they are 6 to 11 and about 10 minutes if they are 12 – 20 years of age. Before you start, review the types of reading errors on the Inventory. Get familiar with the terms as you will be making notes about them after your child reads. Be sure to ask the student if he or she wears glasses for reading and if so, to wear them during the screening. Also, jot down the last time the student had a complete eye examination with a developmental optometrist.

Do not shorten the reading time - it is important to allow the full time to see what happens as they become "tired". This time will allow for a more accurate "performance based observation." When children experience certain vision problems, they may often start out reading with no discomfort or errors, but become fatigued quickly. Observing them read aloud for 10 minutes or longer will help determine whether their visual system fatigues after short periods of time. It will also show the specific types of reading errors they are making.

After your child reads, jot down the types of errors they made as you listen to the recording. When the student is finished, ask *only* the starred

questions aloud to them and make checkmarks next to the questions they respond yes to. **Any checkmarks may indicate problems** and make reading difficult.

After giving the *Eye-Q Reading Inventory* you will set up an appointment with a developmental optometrist found on www.covd.org, or www.oep.org. Say you want a full eye exam and learning related vision exam. Bring the Eye-Q Reading Inventory results with you. The eye doctor will make recommendations based on the exam. Many doctors recommend that the exercises in the Eye-Q Vision Fitness Kit can be done at home along with vision therapy exercises in their office. Use the results of the Inventory to find which exercises to do. Each section on the Inventory has numbered exercises that are found in the A+ Vision Manual, Vision Exercises Video and Eyes on Track Book. You may select from a large group of varied exercises that work best for the child. In addition, do all the exercises found in the Vision Exercises Video to strengthen the entire visual system.

These exercises are not a substitute for your eye doctor's directions and prescriptions. They can accompany in office vision therapy and be done at home or at school.

If your child is under 12 months, you will want to visit www.infantsee.org for more information on an eye exam now. Doctors recommend early eye exams to rule out things like lazy eye and other problems that can interfere with reading later on. Make certain to find an eye doctor who also specializes in learning and have eye exams before school begins each year. As a reading specialist, I recommend that you check your child's vision once each year since their reading load increases in each grade and to insure proper eye health.

OVERLAYS: When using the overlays, ask your child which color makes reading easier. Overlays are a temporary solution and may help your child's self-esteem quickly; doctor prescribed vision therapy exercises address the underlying visual causes of the reading problems.

Eye-Q Reading Inventory™

Place checkmarks in the boxes next to types of reading problems you observe.

Use pre-test check boxes during first evaluation and post-test boxes following training exercises.

Ask students questions with ** and observe other items as you listen to student read aloud.

Tracking Skills-Eye Movement Skills

Pre Post

(A+ Manual Exercises numbered in the 1000 series, Zaba Vision Video & Eyes On Track book)

- | | | | |
|--------|--|--------------------------|--------------------------|
| ** 1. | Do you notice that you accidentally skip some lines or sentences when reading? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** 2. | Do you sometimes lose your place when reading or need to use a marker or your finger to keep your place? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Does the student skip or omit words or letters? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | While reading on one line does the student insert words or letters from the line above or below? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Does the student repeat or re-read words? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Is the child's reading slow, choppy and uneven? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** 7. | Do you find that the longer you read, the reading gets harder for you? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** 8. | If you were given a blank sheet of paper to write on, do you write uphill or downhill? | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Does the student leave out small words like "and, the, and a" when reading? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** 10. | When playing sports, is it difficult to catch, hit or throw the ball? | <input type="checkbox"/> | <input type="checkbox"/> |

Binocularity or Eye Teaming Skills (A+ Manual -2000 exercises, A+ 4400 exercise & Vision Video)

- | | | | |
|--------|---|--------------------------|--------------------------|
| ** 11. | Do you put your elbow on the table and cover one eye when you read? | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | If the child writes numbers in a column, do they line up under each other properly? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** 13. | Do you see two of the letters or words on a page or do the words double? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** 14. | Do you tilt your head to one side when you read? | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | Does the student reverse the order of the letters within words? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** 16. | Do you squint or close one of your eyes when you read? | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. | Does the student leave out letters, phrases or numbers when reading? | <input type="checkbox"/> | <input type="checkbox"/> |

Eye Hand Coordination Skills (A+ Manual -3000, 5000 exercises & Vision Video)

- | | | | |
|---------|--|--------------------------|--------------------------|
| ** 18.. | Do you ever feel like you are clumsy, bump into things or knock things over? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** 19. | When you write, do you stay on the printed lines or are they hard to see? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** 20. | Do you need to use your hands or fingers to make spacing when you write? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** 21. | Do you have trouble telling your left from your right? | <input type="checkbox"/> | <input type="checkbox"/> |

Eye-Q Reading Inventory™

Visual Form Perception Skills; Figure Ground

(A+ Manual -7000 exercises; Vision Video)

Pre Post

- | | | | |
|----|--|--------------------------|--------------------------|
| | 22. Does the student read the beginning of words and make up his or her own ending? | <input type="checkbox"/> | <input type="checkbox"/> |
| | 23. Does the student often read the word "a" as the word "the"? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** | 24. Do you have trouble remembering what you just read? | <input type="checkbox"/> | <input type="checkbox"/> |
| | 25. Does the student read the endings of words and make up their own beginning? | <input type="checkbox"/> | <input type="checkbox"/> |
| | 26. Does the student read the middle of words and make up their own beginning or ending? | <input type="checkbox"/> | <input type="checkbox"/> |
| | 27. Does the student reverse letters like b,d, p, q, or numbers like 6 and 9, 2 and 5? | <input type="checkbox"/> | <input type="checkbox"/> |
| | 28. Does the student confuse similar words like that and what, plus and pulse? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** | 29. When you are trying to find hidden figures in drawings is it difficult for you? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** | 30. Do you ever feel like you bump into things a lot? | <input type="checkbox"/> | <input type="checkbox"/> |

Visual Form Perception Skills; Laterality, Directionality

(A+ Manual -5000-6000 exercises; Vision Video)

- | | | | |
|----|---|--------------------------|--------------------------|
| | 31. Does the student reverse words like was and saw? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** | 32. Do you know a word on one page and then not recognize it on another? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** | 33. Do you move your lips or whisper the words to yourself when you read silently so you can hear the words in your mind? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** | 34. When you write or copy do you reverse letters or words? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** | 35. When you want to know the difference between some letters like b's and d's do you ever draw them or try to figure them out with your fingers? | <input type="checkbox"/> | <input type="checkbox"/> |

Refractive Status - May Need Referral to Eye Doctor (A+ Manual -4000 exercises & Vision Video)

Possible farsightedness, nearsightedness, focusing problems, astigmatism, etc.

- | | | | |
|----|--|--------------------------|--------------------------|
| | 36. Do you avoid reading or reading aloud? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** | 37. Does reading feel uncomfortable for you? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** | 38. Are you restless or easily distracted when you read? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** | 39. Do your eyes bother you right now? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** | 40. Do your eyes get red and watery? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** | 41. Do your eyes hurt, ache, or burn? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** | 42. Do your eyes feel dry, sandy, scratchy, or itchy? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** | 43. Do you rub your eyes a lot? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** | 44. Do you feel tired and drowsy when you read? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** | 45. Do you get headaches when you read? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** | 46. Do you get nauseous or sick to your stomach when you read? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** | 47. Do you open your eyes wide when you read? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** | 48. Do you squint or frown when you read? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** | 49. Do you blink a lot to try and make the print clear up? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** | 50. Do you move closer to the page or back away when you read? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** | 51. Is it an effort to keep looking at the words when you read? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** | 52. Does the print get blurry when you read? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** | 53. Is it ever hard to see the board from where you sit? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** | 54. Do you look away to take frequent breaks? | <input type="checkbox"/> | <input type="checkbox"/> |
| | 55. Does this child's eyes cross or does one eye wander or turn in or out? | <input type="checkbox"/> | <input type="checkbox"/> |

Eye-Q Skills Reading Inventory™

Contrast Sensitivity; Light and Dark

Pre Post

Use the colored plastic overlays provided in the activity kit. Place the overlay directly over the material the student reads. Allow the student to choose the color if that color makes reading easier for them. Overlays are temporary solutions; vision therapy can corrects causes.

- | | | | |
|----|---|--------------------------|--------------------------|
| ** | 56. Do white or glossy, shiny pages make reading more difficult for you? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** | 57. Do the words you read seem to get blurry, move around, or change shapes? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** | 58. Do the dots at the tops of the i's or the cross mark of the t's seem to disappear at times? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** | 59. Do fluorescent lights bother you? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** | 60. Is it harder to read in bright light? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** | 61. Do you leave out the punctuation at the end of sentences or does it seem like it is not even there? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** | 62. When you read, does the print seem to blur or be fuzzy or unclear? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** | 63. When you copy from the board to your paper do you notice that you make lots of mistakes? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** | 64. When you copy from another book to your paper, do you seem to make lots of errors? | <input type="checkbox"/> | <input type="checkbox"/> |
| ** | 65. Is it easier to read in dimmer light? | <input type="checkbox"/> | <input type="checkbox"/> |

Skill retrieval strategies for improving reading comprehension

- ** 66. When you read, do you make pictures in your mind of what you have read and then view those pictures again when recalling the material?

This strategy indicates that the child is making visual images in their mind about what they read and then retrieving those images during recall. This is the most efficient method of reading and retrieval. Students who recall material easily report that they use visual input, storage and output methods.

- ** 67. When you read, do you say the words to yourself and try to hear the words again when you recall the material?

This strategy indicates that the student is using an auditory strategy for input and recall of the material. While this strategy may work, it is often too slow to keep up with large volumes of reading and recall because the student is sub-vocalizing. Visual images work much more rapidly than the spoken word.

- ** 68. When you read, do you mostly have certain feelings about the material and then access those feelings again when trying to recall the material?

This strategy indicates that the student is using mostly a kinesthetic strategy when reading and trying to recall their feelings about what they read. Unfortunately, this process lacks reliability because students recall how they felt about the material and not much actual detail from what was read. This strategy often lowers comprehension. Encourage the student to look up with their eyes and make a mental movie of what they are reading. During recall, tell the student to look up again and review the mental movie they made. This will make the recall process much more efficient. See the e-book, Instant Learning™ for Amazing Grades on the website at www.howtolearn.com/products/amazing-grades for more information.



I Read I Succeed™

Vision Fitness Kit for Excellent Reading

with

Eye-Q Reading Inventory™

by Pat Wyman, M.A., Drs. Beth and Greg Gilman, Dr. Joel Zaba, Dr. Kristy Remick

The Eye-Q Reading Inventory™ consists of 68 diagnostic questions related to specific visual skills needed for proficient reading ability. It takes about 10 minutes to administer and is aligned with state reading standards for grade appropriate reading.

Home And School Set

- One set *Eye-Q Reading Inventory* with pre and post test boxes
- One *Vision Exercises Video* by Dr. Joel Zaba - easy to follow exercises to strengthen visual skills
- One *A+ Vision Manual* by Drs. Beth and Greg Gilman. Includes exercises matched to your child's needs and single use reproduction rights. Over 200 pages. Easy to duplicate copies for your child.
- One set colored overlays to place over reading text. Colored overlays help many children improve their reading by eliminating the contrast variations in vision that can cause certain reading problems.
- One *Eyes on Track* book by Dr. Kristy Remick. A fun, easy to use book to strengthen eye tracking skills.

\$189.95 plus \$20.00 shipping In U.S.

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