
Visual Perceptual Screening Tool - Adults

At the core of any [cognitive issue](#) is an issue with how [sensory information](#) is [processed](#) and [integrated](#). Visual perceptual deficits (VPD) are incredibly common; around half of children currently in school have a VPD and many will go on and continue to struggle into adulthood. When we add to this the numbers of people who have suffered a [traumatic brain injury](#), [stroke](#) or have suffered some degree of damage to the brain from illness and [other conditions or issues](#), the numbers are truly staggering.

The **Visual Perceptual Screening Tool** was developed as a simple way of identifying what a person is struggling with and why. It makes use of [functional indicators](#) ie: things that we do in life, which point to these subtle levels of performance. It is not a test with scores and nor does it replace the need for a formal [visual perceptual evaluation](#); but it is a means of determining if where the actual breakdown in performance is occurring.

Once you have completed the tool and you feel you would like to talk to me, just [email](#) me and we will set up a time to speak.

I endeavour to make everything as simple and stress free as possible, as well as providing practical answers to the questions most parents have.

I look forward to speaking with you in the near future.

Regards



Natoya Rose
Occupational Therapist

Adult Visual Perceptual Screening Tool		
Name:		Date:
DOB:	Age:	Email address:
Where in the world are you?		
Diagnosis:		

Functional Indicators of a Visual Perceptual Deficit

This section is about the person's general task performance. A significant number of **N's** in this section indicates that the person should probably be evaluated by a **Visual Perceptual Therapist** to determine their actual level of performance.

Skill	Y/N	Presentation
Integrating Sensory Information		Able to remember previous events and happenings and can remember appointments (Y – they can N – they cannot)
		Does include vital steps in tasks or vital pieces of information in communication (Y – they do N – they do not)
		Understands what others are telling them in all situations (Y – they do N – they do not)
		Understands subtleties eg: humour, innuendo & inference (Y – they do N – they do not)
Stabilisation		Is able to perform everyday tasks independently (Y – they can N – they cannot)
		Can engage with a task when it is presented to them & is able to start at the beginning (Y – they can N – they cannot)
		Does not become confused or get things mixed up (Y – they do not N – they do)
		Is able to move around in the community, without getting lost (Y – they can N – they cannot)
Conceptual Frameworks		Can clearly describe circumstances & give directions to others. (Y – they can N – they cannot)
		Clearly explains their plan to complete a task, & demonstrates that they have some idea what it will look like when they are finished. (Y – they can N – they cannot)
		Can write emails and the like, which make sense and do not take a long time to construct (Y – they can N – they cannot)
Integrated Task Performance		Can complete simple copying tasks or do things such as following a recipe, without constantly referring back to instructions or what is being copied. (Y – they can N – they cannot)
		Can correctly raise their left or right hand when asked. (Y – they can N – they cannot)

Integrated Task Performance cont.	Does not look to others to speak for them. (Y - they do not N - they do)
	Can provide basic personal information - name, age, address, etc. (Y - they can N - they cannot)
	Can resume a task after they have been interrupted (Y - they can N - they cannot)
Attention	Is not distracted by visual or auditory stimulation. (Y - they are not N - they are)
Contextual Inter-relationships	Can perform consistently across various tasks ie: performance does not decline when the task changes. (Y - they can N - they cannot)
	When shown something new or given a new piece of information, can apply this in all situations (Y - they can N - they cannot)
Concentration	Is able to stay engaged in a variety of tasks for an hour or more (Y - they can N - they cannot)
	Does not demonstrate undue fatigue when having to apply themselves for extended periods of time, or in challenging tasks or situations (Y - they do not N - they do)
Sensory Overload	Anxiety and agitation levels do not increase in response to increased sensory stimulation or new situations. (Y - they do not N - they do)
	Emotional outbursts do not occur in new or busy situations or where there is a lot of noise or other stimulation (Y - they do not N - they do)
	General task performance, problem solving & decision making do not decline as sensory demands increase (Y - they do not N - they do)
Conceptual Task Performance	They are able to be spontaneous and have fun (Y - they can N - they cannot)
	Is fluid and adaptable in the things they do (Y - they are N - they are not)
	Able to adapt when their routine is disrupted (Y - they can N - they cannot)
3 Stage Commands & Planning	Able to complete tasks that contain an inherent 3 steps or instructions eg: go somewhere, do something and get something (Y - they can N - they cannot)
Problem Solving & Decision Making	Outcomes that are what were anticipated. (Y - they are N - they are not)
	Able to understand or identify the cause of mistakes in tasks (Y - they can N - they cannot)
	Demonstrates they understand cause & effect. (Y - they can N - they cannot)
	Able to identify a range of possible ways of completing a task. (Y - they can N - they cannot)
	Moves at a steady pace taking time to evaluate the consequences of choices. (Y - they can N - they cannot)

Organisation	Environment around them is kept organised (Y – they can N – they cannot) Can perform tasks that require a process or recipe to be followed (Y – they can N – they cannot)
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Behaviours Indicative Of A Visual Perceptual Deficit

In this section a **YES** means that the person is demonstrating the behaviour. A significant number of **Y's** in this section indicates that your person should probably be evaluated by a **Visual Perceptual Therapist** to determine their actual level of performance.

Skill	Y/N	Presentation
		The person habitually demonstrates delays in beginning tasks, especially more complicated or busy tasks, or spends a lot of time in preparation without ever actually doing anything. (Y – they do N – they do not)
		The person habitually avoids tasks that we expect them to be able to perform (Y – they do N – they do not)
		The person provides implausible or silly excuses for not doing something or for it not turning out right (Y – they do N – they do not)
		The person provides implausible or silly excuses when things do not go well (Y – they do N – they do not) The person lies to cover up their diminished performance (Y – they do N – they do not)
		The person does silly things, and makes obvious or avoidable mistakes (Y – they do N – they do not) The person blames others for their mistakes and/or poor outcomes (Y – they do N – they do not)
		When the person do not know what to do next, they engage in purposeless behaviour eg: standing wringing or rubbing their hands together (Y – they do N – they do not)
		The person habitually states or demonstrates that they don't know what to do, especially in more demanding situations (Y – they do N – they do not)
		The person habitually avoids tasks with high sensory loading eg: driving, reading, social gatherings, computers (Y – they do N – they do not)
		The person displays emotional outbursts and/or anxiety in situations of high sensory loading (Y – they do N – they do not)
		When having to engage or participate in tasks or situations of high sensory loading, the person hangs back, withdraws, becomes passive, blames others for their performance or mistakes (Y – they do N – they do not)