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The relationship between moderate hyperopia and academic achievement: how much plus is enough?

[Rosner J](#)¹, [Rosner J](#).

Author information

Abstract

BACKGROUND: There is evidence linking uncorrected hyperopia in children with academic learning problems.

METHODS: This study was designed to test that hypothesis and--given supportive data--to then address a second topic: the minimal amount of uncorrected hyperopia that appears to impede elementary school performance.

RESULTS: The refractive status and achievement test scores of 782 first-through-fifth grade children were compared.

CONCLUSIONS: Statistical analysis indicated significantly lower achievement test scores among hyperopic children whose refractive errors exceeded 1.25 D (ANOVA $F = 12.51$; $df = 4$; $p = 0.014$).

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