Learning Media Profile

Supplementary Material

(d’Apice, T., Knight, M., & Gentle, F., Version 2, June 2017)

The Learning Media Profile Supplementary Material provides guidelines and examples to support the Learning Media Profile. It contains three appendices.

* Appendix 1 Guidelines
* Appendix 2 Example Profile for student who is blind (high school)
* Appendix 3 Example Profile student who has low vision (primary school)

Please note that not all sections of the Learning Media Profile examples are completed.

# Invitation to provide feedback

This Profile has been developed by Tricia d’Apice, Michelle Knight and Frances Gentle (2017). We invite your feedback on the following questions:

1. How did you use the Profile?
2. How did the Profile inform your decisions about the learning media of your student?
3. Was the Profile easy to use and relevant? What changes do you suggest to the Profile’s content or layout?

We would appreciate some examples of completed forms for your students (with no identifiable student information).

Please email your feedback and examples to Frances Gentle, [frances.gentle@ridbc.org.au](mailto:frances.gentle@ridbc.org.au); Tricia d’Apice, [tricia.dapice@ridbc.org.au](mailto:tricia.dapice@ridbc.org.au); or Michelle Knight, [michelle.knight@ridbc.org.au](mailto:michelle.knight@ridbc.org.au).

# Appendix 1 Guidelines

The Learning Media Profile summarises the educational implications of a student’s assessed clinical and functional eye health and his or her engagement with literacy formats and technology. The Profile compliments the Learning Media Assessment of Koenig and Holbrook (2001). The Profile offers guidance to the student’s educational team (class and specialist teachers, parents and caregivers, providers of alternative formats, technology consultants, etc.) on how to implement strategies and programs that are responsive to the student’s strengths and needs and take into account current advances in information and communication technologies.

**Table 1** presents a summary of the implications of the student’s assessed vision impairment, including near and distance vision “red flags” for teaching and learning, and the student’s preferred sensory channels and literacy media.

**Table 2** summarises the educational implications of the student’s vision and literacy profile, in particular the adjustments needed to curriculum, pedagogy and the learning environment. Presented below are examples of potential educational implications that may be considered by class and specialist teachers.

|  |  |
| --- | --- |
| Curriculum | Specific areas of the curriculum that will require adjustments of content or material presentation  Information access and expression: Format, print size, braille introduction, use of optical and non-optical devices and technology  Areas of the expanded core curriculum to be addressed in relation to access and participation in all areas of the curriculum  Universal Design for Learning approaches  Student access and safety in practical activities, e.g. science, technology, sport; use of a buddy system; familiarisation with equipment; tactile markers or large print on equipment |
| Pedagogy, Teaching & Learning Strategies, assessment | Prioritising curriculum content, setting realistic workloads, quality over quantity of student output  Additional time allowances for teaching and learning; rest breaks for visual or postural fatigue  Cooperative learning approaches: Whole group, small group, pairs, individual work  Descriptive language: Verbalise when writing on board, describe relevant parts or content,  Hands-on, multisensory approaches to learning: concrete models, artefacts and 3D representations  Development of reading and writing skills in preferred literacy format  Introduction of braille: Tactile sensitivity, finger dexterity or lightness of touch |

|  |  |
| --- | --- |
| Learning Environment | Classroom set up: Student’s seating position in relation to teacher, peers, power points and whiteboard; visual clutter in classroom  Lighting: Minimise glare; use of bright, bold and contrasting colours for class materials, surface changes, stairs, etc (to accommodate contrast sensitivity)  Student safety: Modifications to school environment (e.g. railings, tactile surface indicators, high contrast stair edges, drop-offs, adequate lighting; familiarise student with layout of classroom; remove obstacles from floor and corridors; secure power cords and equipment |

**Table 3** provides a snapshot of the student’s preferred formats, devices, software/apps and technology resources for information access (reading, viewing) and expression (writing and communicating) across the various areas of the curriculum and the teaching and learning activities that take place in a range of educational settings. The information may serve to highlight the knowledge and skills required by members of the student’s educational team to ensure that his or her current visual and academic needs are addressed, and to support selection of the most appropriate long-term options for information access, production and communication. Presented below are examples that may feature in a student’s repertoire of preferred formats, devices, software and apps, and technology resources.

### Example formats, devices, software/apps and technology resources

|  |  |  |
| --- | --- | --- |
| **Format** | **Device** | **Software/Apps** |
| Hard copy (paper-based) braille or print  Soft copy or digital braille or print  Audio content | Audio devices (e.g. radio, phone, CDs, book readers)  Augmentative and Alternative Communication (AAC) Devices  Computer/Laptop  Desktop Video Magnifier (e.g. CCTV)  Mechanical or electronic brailler  Refreshable braille display  Optical Low Vision Aids, e.g. Handheld digital magnifier, signature and other writing guides, reading pens  Smart Phone; Tablet | Braille translation Software  eBooks  Magnifier apps  Navigational apps  Online content  Reader apps  Screen magnification software  Screen reader software  Word processing and spreadsheets |

# Appendix 2 Student who is blind (high school)

## LEARNING MEDIA PROFILE

**Student’s name:** Ben Smith **DOB:** 10/05/2002 **Age/Year level:** 9

**Profile completed by:** Sarah Clarke **Date:** 09/02/2017 **Profile review date:** Term 4, 2017

## Table 1: Visual and Literacy Profile

|  |  |  |  |
| --- | --- | --- | --- |
| **Diagnosis of vision impairment:** | | | |
| **Distance Visual Acuity:** | **Near Vision: Font size N:** | **Visual Fields & colour vision:** | |
| n/a | n/a | n/a | |
| **Additional Disabilities, health conditions, other:** | | | |
| 1. **Nature of eye condition: N/A**   Image of bar showing a changing in colour from yellow to red to note decreasing vision stability. Unchanging           Variable          Likely to change       Progressive | | |
| 1. **Sensory channels used:**   Visual      Tactual      Auditory     Other (please list) | | |
| 1. **Literacy media priorities:**   Braille          Print        Audio          Digital | | |
| 1. **Preferred near viewing distance: N/A**   Image of bar showing a changing in colour from yellow to red to note decreasing vision stability. 30cm            20cm             10cm            5cm       Nose touches text  Standard                       Strenuous        Visually tiring           Visual fatigue | | |
| 1. **Preferred text size: N/A**   Image of bar showing a changing in colour from yellow to red to note decreasing vision stability. N12          N18    N24               N36                       >N40 | | |
| 1. **Reading stamina: BRAILLE**   Image of bar showing a changing in colour from yellow to red to note decreasing vision stability. All day       2 hours           1 hour          Fluctuates        < 5mins | | |

## Appendix 2 (cont.)

## Considerations

1. **What are the literacy aspirations of the student and his or her parents/caregivers?**
2. **Can the student:**
   1. Tactually discriminate shapes? Yes No N/A
   2. Point, look or toucha **near** target or item upon request? Yes No
   3. Point or look at a **distant** target or item upon request? Yes No
3. **If print, audio or digital format is preferred, should braille be kept on the agenda?**

Yes No (consider student and parent aspirations)

1. **If digital format is preferred, please indicate if the student prefers Word, plain text, pdf, html or ePub3, and text size** (if applicable)…

## Table 2: Educational Implications of the Visual and Literacy Profile

|  |  |
| --- | --- |
| Curriculum |  |
| Pedagogy, Teaching & Learning Strategies, assessment |  |
| Learning Environment |  |

## Appendix 2 (cont.)

## Table 3: Information Access and Expression Profile

**Note:** The information provided in this table does not indicate the student’s level of competency using each technology resource. For such information, please refer to additional skill development reports.

### Section 3.1: Mode of Expression (writing and communicating)

**Handwriting:** Yes  No  **Comment:**

**Keyboarding:** Yes  No  **Speed:** **Accuracy:**

**Other:**

### Section 3.2: Curriculum

| **Curriculum Area** | **Expression**  **(writing and communicating)** | **Access**  **(reading, viewing)** | **\*\*Team members supporting information access** |
| --- | --- | --- | --- |
| English | Laptop, JAWS, Focus 40 refreshable braille display, Word | Novels: iPad, VO, VoiceDream and iBooks  Format: docx, PDF  Online Dictionary: laptop, JAWS, Internet Explorer. | S, SVT, ST – combination sourcing novels |
| History | Laptop, JAWS, Focus 40 refreshable braille display, Word | Textbook: laptop, JAWS, Focus 40 refreshable braille display, Word  Format: docx | AFP – textbook |
| Mathematics | Perkins brailler  Calculator: Laptop, JAWS, Windows Scientific Calculator. | Textbook: Hard copy braille and PIAF created graphics. | AFP – braille text book |
| Science | Laptop, JAWS, Focus 40 refreshable braille display, Word | Textbook: Hard copy braille and PIAF created graphics | AFP |
| PDHPE | Laptop, JAWS, Word | Notebook class collection: Laptop, JAWS, Focus 40 refreshable braille display, Adobe Acrobat Pro  Format: accessible PDF files | S – teacher created notes |

### Section 3.3: Teaching and Learning Activities

| **Activity** | **Expression**  **(writing and communicating)** | **Access**  **(reading, viewing)** | **\*\*Team members supporting information access** |
| --- | --- | --- | --- |
| Board work, AV viewing | n/a | Laptop, JAWS, Focus 40 refreshable braille display, Powerpoint  Format:pptx | S – classroom teacher |
| Independent research and information collection | Laptop, JAWS, Focus 40 refreshable braille display, Outlook | Laptop, JAWS, Focus 40 refreshable braille display, Internet Explorer  iPad, VoiceOver, Safari | O – online content created by external sources. |
| Informal information (e.g. newsletters) | n/a | Online content using either laptop and JAWS or iPad and VoiceOver  iPhone, KNFB reader for incidental material. | O – online content created by external sources. |
| Information Storage and Exchange | CANVAS  Dropbox | CANVAS  Dropbox | S, SVT, ST |
| Literature (e.g. novels, dictionaries) | (see English) | (see English) | (see English) |
| Social communication (at school, home, community, vocational) | Email communication: Laptop, JAWS, Focus 40 refreshable braille display, Outlook  Video communication: Laptop/JAWS/Skype | Email communication: Laptop, JAWS, Focus 40 refreshable braille display, Outlook | SVT, S, P, ST |
| Voice recording of classes/notes | iPad, VoiceOver, FlexiVoice | iPad, VoiceOver, FlexiVoice  Format: | ST – to record and listen to recordings. Student to seek permission for recordings in class. |

**\*\*Educational Team Members supporting information access:**

**AFP =** Alternative Format Production Team; **SVT =** Specialist Vision Teacher, **S =** School, **F** = Family, **ST =** Student, **O** = Other (please list)

# Appendix 3 Student who has low vision (primary)

## LEARNING MEDIA PROFILE

**Student’s name:** Mary Archer **DOB:** 03/10/2006 **Age/Year level:** 5

**Profile completed by:** Sarah Clarke **Date:** 15/5/2017 **Profile review date:** Term 4, 2017

## Table 1: Visual and Literacy Profile

|  |  |  |  |
| --- | --- | --- | --- |
| **Diagnosis of vision impairment:** Oculocutaneous Albinism | | | |
| **Distance Visual Acuity:** | **Near Vision: Font size N:** | **Visual Fields & Colour Vision** | |
| Test details: Both eyes open: 4/60-1 (with glasses) | Test details: Size 48 Verdana, at approximately 20cm, green coloured paper | Test details: Nystagmus may increase when she is tired, anxious or unwell. | |
| **Additional Disabilities, health conditions, other:** | | | |
| **Literacy aspirations of the student and parents?** Use a combination of large, clear print with an increasing use of audio output.  Braille instruction/familiarity to continue. | | |
| 1. **Nature of eye condition:**   Image of bar showing a changing in colour from yellow to red to note decreasing vision stability. Unchanging           Variable          Likely to change       Progressive | | |
| 1. **Sensory channels used:**   Visual      Tactual      Auditory     Other (please list) | | |
| 1. **Literacy media priorities:**   Braille          Print        Audio          Digital | | |
| 1. **Preferred near viewing distance:**   Image of bar showing a changing in colour from yellow to red to note decreasing vision stability. 30cm            20cm             10cm            5cm       Nose touches text  Standard                       Strenuous        Visually tiring           Visual fatigue | | |
| 1. **Preferred text size: N48**   Image of bar showing a changing in colour from yellow to red to note decreasing vision stability. N12          N18    N24               N36                       >N40 | | |
| 1. **Reading stamina:**   Image of bar showing a changing in colour from yellow to red to note decreasing vision stability. All day       2 hours           1 hour          Fluctuates        < 5mins | | |

## Considerations:

1. **What are the literacy aspirations of the student and his or her parents/caregivers?**

Use a combination of large, clear print with an increasing use of audio output.

Braille instruction/familiarity to continue.

1. **Can the student:**
   1. Tactually discriminate shapes? Yes No N/A
   2. Point, look or toucha **near** target or item upon request? Yes No
   3. Point or look at a **distant** target or item upon request? Yes No
2. **If print, audio or digital format is preferred, should braille be kept on the agenda?**

Yes No (consider student and parent aspirations)

1. **If digital format is preferred, please indicate if the student prefers Word, plain text, pdf, html or ePub3, and text size** (if applicable):

## Table 2: Educational Implications of the Visual and Literacy Profile

|  |  |
| --- | --- |
| Curriculum |  |
| Pedagogy, Teaching & Learning Strategies, assessment |  |
| Learning Environment |  |

## Appendix 3 (cont.)

## Table 3: Information Access and Expression Profile

**Note:** The information provided in this table does not indicate the student’s level of competency using each technology resource. For such information, please refer to additional skill development reports.

### Section 3.1: Mode of Expression (writing and communicating)

**Handwriting:** Yes  No  **Comment**

**Keyboarding:** Yes  No  **Speed** 25 w.p.m. **Accuracy** 98%

**Other:**

### Section 3.2: Curriculum

| **Curriculum Area** | **Expression**  **(writing and communicating)** | **Access**  **(reading, viewing)** | **\*\*Team members supporting information access** |
| --- | --- | --- | --- |
| Comprehension | CARS: hard copy, handwritten  STARS: hard copy, handwritten | CARS: hard copy, 40pt and 36pt  STARS: 36 pt | AFP |
| English | Windows laptop, Word, large print Word template or regular sized text with ZoomText 11 | Worksheets: Windows laptop, Word (reformatted into large print) | S (teacher) |
| French | Worksheet annotation: iPad Pro, Noteability, Zoom. | Worksheets: iPad Pro, Noteability app, large print, Zoom  Format: PDF or similar format. | S (teacher) |
| Mathematics | Hard copy | Electronic textbook (not currently being used).  Format: PDF  Hard copy worksheets and practical maths activities (enlarged N36 or regular size and accessed with hand-held magnifier) | O (publisher) |
| Mathematics homework | iPad Pro, Noteability app, Zoom (pan and scroll) (Zara annotates on the document.) | iPad Pro, Noteability app, Zoom (pan and scroll) (Maths Mentals). | O (publisher) |
| Science | Electronic worksheet annotation: iPad Pro, Noteability app, Zoom. | Electronic Worksheets: iPad Pro, Noteability app, Zoom. | S (teachers) |
| Spelling classwork and homework | iPad Pro, Windows laptop, Adobe Pro, large print PDF (40pt)  Hard copy available but not currently being used. | iPad, Noteability app, or  Windows laptop, Adobe Pro, large print PDF (40pt)  Hard copy available but not currently being used. | AFP |

### Appendix 3 (cont.)

### Section 3.3: Teaching and Learning Activities

| **Curriculum Area** | **Expression**  **(writing and communicating)** | **Access**  **(reading, viewing)** | **\*\*Team members supporting information access** |
| --- | --- | --- | --- |
| Board work, AV viewing | n/a | Large screen monitor (cable connected).  iPhone, camera app to take photograph of board, AirDrop to transfer image files.  iPad, Mocha Lite mirroring app.  Sitting closer | n/a |
| Diary | Regular school diary, handwriting  Reminders app: iPad Siri (being investigated) | Regular school diary | S |
| Images | n/a | Digital access: iphone, iPad Pro  Optical magnifiers | SVT, S, ST |
| Information Storage and Exchange | iPad Pro, Noteability app, VST set up | iPad Pro, Noteability app, VST set up folders into Noteability | VST |
| Literature (e.g. novels, dictionaries) | n/a | iPad Pro, ibooks, built-in accessibility large print.  iPod nano: **audio books** at home. | VST, S  P to purchase audio books |
| Research and information collection | n/a | iPad, Voice Dream, (built-in magnification and **speech output**) (Original and Rich Text) – not independent at this stage.  e.g. websites | SVT, ST |
| Writing and editing tasks | Laptop, Word, ZoomText 11  iPad, Notetability app, Zoom, built-in customisation | n/a | n/a |

**\*\*Educational Team Members responsible: AFP =** Alternative Format Production Team; **SVT =** Specialist Vision Teacher, **S =** School, **F** = Family, **ST =** Student, **O** = Other (please list)

## Contributors to the Learning Media Profile

|  |  |  |
| --- | --- | --- |
| **Name** | **Position** | **Date** |
| Vision Support Teacher |  |  |
| Access Technology Consultant |  |  |
| Classroom Teacher |  |  |
|  |  |  |