# Learning Media Profile

**Student’s name:** **DOB:** **Age/Year level:**

**Profile completed by:** **Date: Profile review date:**

## Table 1: Visual and Literacy Profile

|  |  |  |
| --- | --- | --- |
| **Diagnosis of vision impairment:** | | |
| **Distance Visual Acuity:** | **Near Vision: Font size N:** | **Visual Fields & Colour Vision:** |
|  |  |  |
| **Additional disabilities, health conditions, other:** | | |

|  |  |
| --- | --- |
| **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 |
| **Sensory channels used** | Visual      Tactual      Auditory     Other (please list) |
| **Literacy media priorities** | Braille          Print        Audio          Digital |
| **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 |
| **Preferred text size: N** | Image of bar showing a changing in colour from yellow to red to note decreasing vision stability. N12       N18    N24        N36             >N40 |
| **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

* What are the literacy aspirations of the student and his or her parents/caregivers?
* 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
* If print, audio or digital format is preferred, should braille be kept on the agenda?

Yes No (consider student and parent aspirations)

* 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: 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 2.1: Mode of Expression (writing and communicating)

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

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

**Other:**

### Section 2.2: Curriculum

**\*Examples of Team Members supporting information access: AFP =** Alternative Format Production Team; **SVT =** Specialist Vision Teacher, **T** = Teacher, **S =** School, **P** = Parents, **ST =** Student, **O** = Other (please list)

| **Curriculum Areas** | **Expression**  **(writing and communicating)** | **Access**  **(reading, viewing)** | **\*Team members supporting information access** |
| --- | --- | --- | --- |
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### Section 2.3: Teaching and Learning Activities

| **Activities** | **Expression**  **(writing and communicating)** | **Access**  **(reading, viewing)** | **\*Team members supporting information access** |
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## Table 3: Educational Implications

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

## Contributors to the Learning Media Profile

|  |  |  |
| --- | --- | --- |
| **Name** | **Position** | **Date** |
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