# 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:** |

|  |
| --- |
| 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:**

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?
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 |  |

## 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** (please add rows as required) | **Expression** **(writing and communicating)** | **Access** **(reading, viewing)** | **\*\*Team members supporting information access** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

### Section 3.3: Teaching and Learning Activities

| **Activity**(please add rows as required) | **Expression** **(writing and communicating)** | **Access** **(reading, viewing)** | **\*\*Team members supporting information access** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**\*\*Examples of 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)

## Contributors to the Learning Media Profile

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