# Learning Media Profile

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

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

|  |  |  |
| --- | --- | --- |
| **Distance Visual Acuity…** | **Near Vision: Font size N…**  | **Visual Fields & colour vision…** |
| Test details: | Test details: | Test details: |
| **Additional Disabilities, health conditions, other…** |
| **Literacy aspirations of the student and parents?** |
| **Visual diagnosis** | Stable [ ]  Fluctuating [ ]  Fragile [ ]  Degenerative [ ]   |
| **Preferred near viewing distance** | 30cm [ ]  20cm [ ]  10cm [ ]  5cm [ ]  Nose touches text [ ]  Normal Difficult Exhausting Serious |
| **Preferred font size** | N12 N18 N24 N36 >N40 |
| **Reading stamina** | All day [ ]  2 hours [ ]  1 hour [ ]  Fluctuates [ ]  < 5mins [ ]   |
| **Sensory channel/s used**  | Visual [ ]  Tactual [ ]  Auditory [ ]  Other (please list) [ ]   |
| **Literacy media priorities (1=high)** | Braille [ ]  Print [ ]  Audio [ ]  Digital [ ]  Keep braille on the agenda? [ ] Yes [ ] No |

## Can the student…

1. Tactually discriminate shapes? [ ] Yes [ ] No
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

## Reading Profile

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Print** | **Braille** | **Audio or digital** |
| Reading Rate (or reading behaviours) |  |  |  |
| Reading Accuracy |  |  |  |
| Reading Comprehension |  |  |  |
| \*Functional Implications |  |  |  |

**\*Examples of Functional implications:**

* Print: Seating, glare or contrast sensitivity, visual clutter, visual fatigue, handwriting quality
* Braille: Tactile sensitivity, finger dexterity or lightness of touch
* Audio: Speaking and listening skills in different settings
* Digital: Combining of digital options, e.g. braille display and iPad (see table page 2)

**Student’s preferred formats, devices, software/apps or technology resources**

| **Activity** | **Information access (reading, viewing)** | **Expression** **(writing and communicating)** | **\* \*Educational team members responsible** |
| --- | --- | --- | --- |
| Textbooks and curriculum materials |  |  |  |
| * English
 |
| * Mathematics
 |  |  |  |
| * Science
 |  |  |  |
| * Geography
 |  |  |  |
| * History
 |  |  |  |
| * Music
 |  |  |  |
| * Languages
 |  |  |  |
| * PDHPE
 |  |  |  |
|  |  |  |  |
| Literature (e.g. novels, dictionaries) |  |  |  |
| Informal information (e.g. newsletters) |  |  |  |
| Writing, editing, written expression  |  |  |  |
| Assessment and school-based examinations |  |  |  |
| External examinations |  |  |  |
| Independent research and information collection |  |  |  |
| Social communication (at school, home, community, vocational) |  |  |  |
| Board work, AV viewing |  |  |  |
| Information Storage and Exchange |  |  |  |
| Other … |  |  |  |

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

## Considerations

1. If digital format is preferred, please indicate if the student prefers Word, plain text, pdf, html or ePub3, and text size (if applicable)…
2. If hard copy print is preferred, please indicate the student’s preferred font size and style (e.g. Arial)…

|  |  |  |
| --- | --- | --- |
| **Team Members consulted** | **Name** | **Date** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## 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) 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.

**Page 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. Page 1 also includes a Reading Profile that summarises the student’s reading abilities in print, braille, audio or digital formats, together with the functional implications for teaching and learning.

**Page 2** 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 full range of academic and social settings. The information highlights the important role of the specialist vision teacher in ensuring that each member of the educational team has the necessary knowledge and skills to address the student’s current and emerging visual and academic needs, and to support selection of the most appropriate long-term options for information access, production and communication. The final column of the table enables members of the educational team to identify at a glance, their responsibilities in relation to the student’s preferred alternative formats and technology resources.

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

|  |  |  |
| --- | --- | --- |
| **Format** | **Device** | **Software/Apps** |
| Hard copy (paper-based) braille or printSoft copy or digital braille or printAudio content | Computer/LaptopTablet (e.g. iPad)Smart Phone (e.g. iPhone) Mechanical or electronic braillerRefreshable braille displayClosed Circuit Television (CCTV)Portable CCTV (e.g. i-loview 7)Optical Low Vision Aids (e.g. Visulette) Audio devices (e.g. radio, phone, CDs, book readers)Reading Pens (e.g. C-Pen Reader)Augmentative and Alternative Communication Devices (e.g. switches, EyeGaze)Regular or bold lined paperSignature and other writing guides | Word processing and spreadsheets (e.g. Microsoft Office programs)Braille translation Software (e.g. Duxbury Braille Translator)Screen magnification software (e.g. ZoomText Magnifier)Voice output software (e.g. NVDA)Reader apps (e.g. Voice Dream Reader)eBooks (e.g. iBooks)Magnifier apps (e.g. accessibility feature on iDevice)Navigational apps (e.g. Guide Dogs Australia GPS)Material located from another source (e.g. eBooks online) |

## Appendix 2 Student who is blind - example

**Student’s preferred formats, devices, software/apps or technology resources**

| **Activity** | **Preferences for information access (reading, viewing)** | **Preferences for expression (writing and communicating)** | **\* \*Educational team members responsible** |
| --- | --- | --- | --- |
| Textbooks and curriculum materials | See ‘Literature’ | Laptop, JAWS, Word |  |
| * English
 |
| * Mathematics
 | * Textbook: Hard copy braille and PIAF created graphics
* Calculator: Laptop, JAWS, Windows Scientific Calculator
 | Perkins brailler writing and setting out work. | AFP – braille text book |
| * Science
 | * Textbook: Hard copy braille and PIAF created graphics
 |  | AFP |
| * Geography
 | n/a |  |  |
| * History
 | Textbook: Laptop, JAWS, Word | Laptop, JAWS, Word | AFP - textbook |
| * Music
 | n/a | n/a |  |
| * Languages
 | n/a | n/a |  |
| * PDHPE
 | * Notebook class collection: Laptop, JAWS, Focus 40 refreshable braille, Adobe Acrobat Pro (accessible pdf files)
 | Laptop, JAWS, Word | S – teacher created notes |
| * ICT
 | Online content: laptop, JAWS, Canvas & specific ICT programs (html content) | Laptop, JAWS, Word | S – ICT teacher to produce online content |
| Literature (e.g. novels, dictionaries) | * Novels: iPad, VoiceOver, Voice Dream and iBooks app
* Online dictionary: laptop, JAWS, Internet Explorer
 | Laptop, JAWS, Word | S, SVT, ST – combination sourcing novels |
| Informal information (e.g. newsletters) | Online content using either laptop, JAWS or iPad, VoiceOver |  | O - online content created by external sources. |

## Appendix 2 Student who is blind – example (cont.)

**Student’s preferred formats, devices, software/apps or technology resources**

|  **Activity** | **Preferences for information access (reading, viewing)** | **Preferences for expression (writing and communicating)** | **\* \*Educational team members responsible** |
| --- | --- | --- | --- |
| Writing, editing, written expression  | (see individual subjects) | (see individual subjects) |  |
| Assessment and school-based examinations | Subject dependent, contact SVT | Subject dependent, contact SVT | AFP – digital, hard copy |
| External examinations | Subject dependent, contact SVT | Subject dependent, contact SVT | BOSTES |
| Independent research and information collection | * Laptop, JAWS, IE
* iPad, VoiceOver, Safari
 | Laptop, JAWS, Outlook | O – online content created by external sources.  |
| Social communication (at school, home, community, vocational) | * Email communication: Laptop, JAWS, Outlook
 | * Email communication: Laptop, JAWS, Outlook
* Video communication: Laptop/JAWS/Skype
 | SVT, S, P, ST |
| Board work, AV viewing | Boardwork: Powerpoints provided by teachers accessed using laptop, JAWS, Powerpoint  | n/a | S – classroom teacher generated boardwork. |
| Voice recording of classes/notes | iPad, VoiceOver, FlexiVoice app | iPad, VoiceOver, FlexiVoice app | ST – to record and listen to recordings. Student to seek permission for recordings in class. |
| Information Storage and Exchange | * Canvas
* Dropbox
 | * Canvas
* Dropbox
 | S, SVT, ST |

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## Appendix 3 Student with low vision - example

**Student’s preferred formats, devices, software/apps or technology resources**

| **Activity** | **Preferences for information access (reading, viewing)** | **Preferences for expression (writing and communicating)** | **\* \*Educational team members responsible** |
| --- | --- | --- | --- |
| Textbooks and curriculum materials | * Laptop, ZoomText, Word, teacher generated worksheets (docx files)

and* iPad, Voice Dream and iBooks app (docx and pdf files), and
* Victor Reader Stream (mp3 files)
 | Laptop, ZoomText, Word and OneNote (docx files) | S, ST & F (to access audio content from Vision Australia library), O (online content) |
| * English
 |
| * Mathematics
 | Laptop, ZoomText, Online Jacaranda textbook | Hardcopy, large print (Arial, 36 pt) | ST (family to purchase access to electronic online text) |
| * Science
 | Laptop, ZoomText, Online Jacaranda textbook | Laptop, ZoomText, Word and OneNote (docx files) | O – publisher generated content |
| * Geography
 | * Laptop, ZoomText, Word teacher generated worksheets (docx files)

and* iPad, built-in Zoom, Noteability app
 | Laptop, ZoomText, Word | AFP, SVT, S |
| * Languages

(Spanish) | iPad, built-in Zoom,Noteability app | Hardcopy, large print (Arial, 36 pt) | S – teacher- generated worksheet book. |
| * Philosophy
 | Laptop, ZoomText, Online Jacaranda textbookandiPad, Zoom & Speak It tool, Safari online Jacaranda textbook | Laptop, ZoomText, Word | O – publisher generated content |
| Literature (e.g. novels, dictionaries) | (see English) |  |  |
| Informal information (e.g. newsletters) | Ipad Pro, zoom, colour contrast, speak-it tool, Safari (or others) | n/a | O – online generated content |

## Appendix 3 Student with low vision – example (cont.)

**Student’s preferred formats, devices, software/apps or technology resources**

| **Activity** | **Preferences for information access (reading, viewing)** | **Preferences for expression (writing and communicating)** | **\* \*Educational team members responsible** |
| --- | --- | --- | --- |
| Writing, editing, written expression  |  |  |  |
| Assessment and school-based examinations | Varies dependent on subject* Laptop, Large monitor, ZoomText, Word, and
* Hard copy large print, 36 pt.
 | Laptop, Large monitor, ZoomText, WordandHard copy large print, 36 pt. | AFP, S |
| External examinations | * Laptop, Large monitor, ZoomText, Word and
* Hard copy large print, 36 pt.
 |  | IB |
| Independent research and information collection | * Laptop, ZoomText, IE

and* IPad, zoom, colour contrast, speak-it tool, Safari
 | n/a | ST |
| Social communication (at school, home, community, vocational) | Email communication: iPad Pro, Email | Email communication: iPad Pro, Email | ST |
| Board work, AV viewing | iPad Pro & iPhone, Camera app | * iPad Pro & iPhone, Camera app
* OneNote
 | ST |
| Information Storage and Exchange | * OneDrive
* Outlook email exchange
 | * OneDrive
* Outlook email exchange
 | S, SVT, ST |

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## 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: How did you use the Profile? How did the Profile inform your decisions about the learning media of your student? 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; Tricia d’Apice, tricia.dapice@ridbc.org.au; or Michelle Knight, michelle.knight@ridbc.org.au.