# Literacy and Learning Profile

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

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

## Table 1: Visual and Literacy Profile

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| --- |
| **Diagnosis of vision impairment:** |
| **Distance Visual Acuity:** |
| **Near Vision:**  |
| **Visual Fields:** |
| **Other visual considerations** (e.g. glare, contrast): |
| **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 educational and/or vocational goals and 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 persons supporting information access: AFP =** Alternative Format Production Team; **SVT =** Specialist Teacher (Vision Impairment), **T** = Teacher, **TA** = Teacher Aid/Assistant, **S =** School, **F** = Family (parents, siblings), **ST =** Student, **O** = Other (please list)

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

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

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| --- | --- | --- |
| **Educational Area** | **Type of Adjustment** | **Person Responsible** |
| Curriculum  |  |  |
| Pedagogy, teaching and learning strategies  |  |  |
| Examinations and assessment |  |  |
| Learning environment and student safety |  |  |

## Contributors to the Literacy and Learning Profile

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