# 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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