# 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** |
| --- | --- | --- | --- |
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|  |  |  |  |

### 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** |
| --- | --- | --- | --- |
|  |  |  |  |
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|  |  |  |  |

**\*\*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** |
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