# 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…** | |
| 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** |
|  |  |  |
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