

Learning Media Assessments

In SERP 524, *Methods of Teaching Students with Visual Impairments*, you learned about the Learning Media Assessment (LMA).

The LMA is a tool used to help the educational team make informed decisions about a child's literacy issues. As the TVI you'll take the lead role in conducting the LMA. Thus in your internship you will complete at least one LMA. Use the grading rubric at the end of this document to assist you in developing your LMA.

Following are some examples of LMAs that earned a grade of S and an example blank LMA form.

You may download and use these forms for your LMA or make copies of the ones in your LMA book.

Example 1

LEARNING MEDIA ASSESSMENT REPORT

1. GENERAL INFORMATION

Student: George Simonson

Birth Date: September 23, 1991

Age: 10

School: Arizona School for the Blind: Tucson , Arizona

Teacher: Mr. Jones

Assessment Dates: March 29 and April 2, 2002

Most Recent:

- **Ophthalmological Exam:** January 10, 2000
- **Clinical Low Vision Evaluation:** May 18, 2000
- **Functional Vision Assessment:** April 4, 1997

2. PURPOSE OF ASSESSMENT

The assessment was conducted to provide more information on George's literacy media needs and how his use of sensory information (vision, touch, hearing) impacts learning and literacy activities.

3. ASSESSMENT STRATEGIES

- Observations in the school environment
- Interviews with George and his classroom teacher
- Review of selected previous records
- Objective documentation of George's use of sensory channels (vision, touch, and hearing)

4. BACKGROUND INFORMATION RELATING TO LITERACY

Instructional: George is enrolled in a multi-aged upper elementary class designed to teach functional living skills. There are currently 5 students in the class including George. This is his second year in the same classroom. When he entered nearly 2 years ago he was a non-reader. Since that time he has made progress as a reader, and is presently reading some pre-primer reading materials.

Medical: George has mild spasticity in his hands, making it difficult for him to write, keyboard, learn Braille, and do finely detailed tactual tasks. He has mild to moderate mental retardation, sensory integration problems, and has trouble with sequencing (putting in order) thoughts, numbers, and letters.

Visual: George's eye structures are normal, but his brain does not correctly interpret visual information. (He has been diagnosed with cortical visual impairment.) His visual acuity (ability to see details) is poor at close distances (20/200 at 1"). George needs printed material enlarged. His distance vision is also severely compromised (3/140), but he recognizes people and uses his vision to travel independently throughout the school campus. He may also have some visual field losses, especially on the left side. George's visual condition is stable, and is not expected to get worse over time, but his vision does fluctuate during daily activities. Therefore his reading performance can be expected to fluctuate. Glasses will not improve his vision. At his most recent Clinical Low Vision Evaluation (May 18, 2000), he was prescribed a 6x monocular for enlarging distance-viewing tasks, and it was suggested that he have a trial with a dome magnifier (power not specified) for enlarging near print.

5. ASSESSMENT RESULTS

Use of Sensory Channels: George was observed over two days in three separate occasions including free choice time, travel through the school hallways, and time in the library. His actions were recorded. For each action, the examiner noted whether George used visual, tactual, and/or auditory information; both primary and secondary sources of sensory information were noted. (See completed forms included with this report.)

George most often used vision as the primary source for gathering information, but also relied heavily on tactual and auditory information for many tasks. ****So, did the tactile or auditory channel emerge as a secondary channel for learning?***

Reading Skills/Efficiency: George uses enlarged print as his primary literacy medium. He can read letters that are 2-3” high at a distance of about 6” and needs bold and uncluttered print. He can read serif type. After approximately 1 3/4 years of reading instruction (his previous school placement did not provide reading instruction), George is currently reading at the pre-primer level. He reads slowly and requires assistance/prompting, but may have the potential to make progress.

Handwriting: George is working on writing his name in a 4” by 1” signature box boldly outlined on plain paper. When completing writing tasks, his eyes are 2-3” from the paper. Compromised vision, hand spasticity, and sensory integration problems make handwriting challenging for George. Despite these challenges, his handwriting shows improvement, and his name is readable.

Literacy Tools: George can use regular print materials, which he enlarges independently to a size of 2-3” on a CCTV. He has not been able to try a dome magnifier, as it has not been possible to procure one. He can run a cassette player independently to listen to recorded stories. When using a computer, George uses a regular monitor and relies upon assistance to utilize the Zoom feature in Microsoft Word to enlarge text (300%).

George uses bold widely spaced lined paper, plain paper with writing areas boldly blocked off, and dark markers for drawing and writing tasks. Use of a CCTV for writing tasks is not deemed appropriate at this time because of sensory integration difficulties. He occasionally uses IntelliKeys (an enlarged keyboard; keys are in ABC order) with a computer, but learning conventional keyboarding skills is not possible because of hand spasticity.

6. SUMMARY OF MAJOR FINDINGS

- George uses a combination of vision, hearing, and touch for learning and to obtain information about the world. Based on objective documentation, he demonstrated use of vision as the primary sensory channel and touch and hearing as secondary channels. ****Did the data show that either of the two were used more than another?***
- A functional literacy program is appropriate for George, as demonstrated by his current reading progress.
- Print and auditory sources of information (including taped material) are appropriate literacy media for George. Sensory integration deficits and hand spasticity make supplementary Braille instruction inappropriate.

- George benefits from the use of all his senses in learning and play situations.
- At present George has a limited repertoire of literary tools for accomplishing reading tasks. Reading options are limited to previously enlarged print and a CCTV.
- George has the motor and cognitive skills to independently operate a CCTV and cassette recorder.
- George does not make use of his monocular for distance tasks.

7. RECOMMENDATIONS

****Need to state whether or not instruction in braille is necessary based on your preliminary findings, stability of the eye condition. His near and distance visual acuities are so poor that one might automatically assume that he needs braille instruction. Your data indicate that at this time, vision is his primary sensory channel and his eye condition is stability albeit fluctuating. So, what will you say about the braille instruction at this time? This is one of the reasons that the LMA was conceived ---- to provide the teacher and other professionals with objective data to make an informed decision - Can state your recommendation in such a way that more LMA data will be collected in a year to determine if anything has changed....****

1. George needs more options than a CCTV for reading tasks. Trial with a dome magnifier (power unspecified) was suggested in the May 18, 2000 Clinical Low Vision Evaluation. A trial should be implemented. Consultation with the OT/PT will help determine the best posture or any adaptations needed for reading. ****George needs systematic instruction in the use of the CCTV. Cathy, pull out some of the step by step suggestions in the Looking to Learn Book –He needs to know about focusing an image on the monitor, how to use the X-Y tray, and what the knobs on his CCTV do.****
2. Explore the possibility of using the 6x monocular for travel needs outside the familiar school environment and for spotting environmental landmarks, signs, and print at a distance. ****Will need instruction in the use of the monocular, e.g., focusing, spotting, tracing, scanning, tracking, etc. See Looking to Learn book or the chapter that is in press that I gave you to read.****
3. Continue to work on George's handwriting skills. ****Any special adaptations, e.g., bold lined paper, writing guides, D'Nealian instruction, tactile**

representations of cursive letter for George to touch and see, Make very functional so that he is motivated to learn.&& Supplement with continued instruction in the use of IntelliKeys. Before you mention the fva and the clve, you should note that George needs an updated ophthalmologic exam-his latest was 2000 and this also needs to updated yearly.**

4. George's last Clinical Low Vision Evaluation was approximately 2 years ago. A current Low Vision Evaluation is recommended to determine what optical aids are now appropriate for reading and writing tasks.
5. Continue to use an experiential, multi-sensory approach for learning and literacy tasks.
6. Expect daily vision fluctuations that may impact school performance.
7. Continue instruction in functional literacy tasks (e.g. location and recognition of environmental print such as simple signs; teach methods for identification of food, school, store, and household items).
8. George needs continued instruction in functional literacy relating to common household tasks such as use of an oven and microwave.
9. George could benefit from a current functional vision assessment for the purpose of determining useable vision for travel/function in the community and unfamiliar environments.
10. Audio assisted reading instruction – books on tape, learn to use the cassette four track recorder as another avenue auditory learning.

11. Language master- for learning words/vocabulary

Example 2

Learning Media Assessment

Name: Jane Smith

Age: 12 years, 9 months

Date of Assessment: 4/21/2005

Date of Report: 4/29/2005

Assessors: Ginger Horner, Genny Quintero, Maria Bardach, and Rene Valencia

School Attended:

Arizona State School for the Deaf and Blind, Tucson campus

Grade/Educational Setting:

Jane is instructed at the functional level of the Arizona State Standards in a self-contained classroom for children with visual impairments and additional disabilities.

Purpose of Assessment:

A learning media assessment was requested by the Arizona State School for the Deaf and Blind, Tucson campus in order to provide more comprehensive information pertaining to Jane's learning and literacy media needs.

Background Information:

Jane is a twelve-year-old girl that was born premature (29 week's gestation) along with her identical twin. At birth, Jane weighed 2 pounds 14 ounces and measured 14 inches in length. She spent the first year of her life in the hospital having undergone multiple surgeries that were intended to correct numerous congenital anomalies such as chronic lung disease, Microcephaly, Renal hydronephrosis, and congenital cataracts.

During her early developmental years, Jane stood without assistance when she was one-year-old. She walked independently when she was twenty-six months old and was toilet trained at the same age. Plus, Jane used sentences when she was two and a half years old.

A complete psycho-educational evaluation was completed in 2002. The results indicate that Jane has autism, moderate mental retardation, and attention deficit hyperactivity disorder (ADHD). Jane is currently on medication for ADHD (at this time the name of the medication is not known).

According to an examination conducted by Dr. Miller in April of 2004, Jane has Optic Nerve Hypoplasia, Aphakia, Nystagmus, Microcornea, and her left eye is esotropic. Her visual acuity with correction (Jane wears contact lenses) is 12/400 in her right eye and 18/400 in her left eye.

In her most recent functional vision assessment, it was reported that Jane uses her vision optimally for daily activities and academic tasks. Using a LEA Chart, for example, Jane can see 1.6 M print at 4 inches and can see 5 M print at 16 inches. With regards to her visual acuity for distance, Jane can see 15 M print at 10 feet using the LEA Distance Chart. In her school and community, Jane recognizes familiar people and objects at 20 feet. In addition, Jane uses a 6X monocular for distance viewing.

In order to better see her academic work, Jane uses a CCTV to magnify her materials. She is able to operate the CCTV and move material independently. Jane uses JAWS and Intellikeys while working on a computer. Jane also uses a computer to listen to books on CD and is able to use the mouse to set in motion the interactive activities.

Procedure:

In order to determine the primary learning channel and which literacy medium to use, the

assessors conducted the assessment using the Western Pennsylvania School for Blind Children Learning Media Assessment forms. The following assessment forms were used during this process: General Student Information (Form 1), Use of Sensory Channels (Form 2), General Learning Media Assessment Checklist (Form 3), Indicators of Readiness for a Conventional/Functional Literacy Program (Form 4), Initial Selection of Literacy Medium (Form 5), Continuing Assessment of Functional/Conventional Literacy Media (Form 6) and Literacy Tools Inventory (Form 7).

Use of Sensory Channels:

Jane was observed during three different activities throughout the school day. All were in her self-contained classroom during regular morning activities. Across all three activities, Jane used her vision more so than her tactile and auditory channels. During circle time, for example, it was recorded that Jane used her vision fifteen times to gather information versus seven times for her tactile sense and three times for her auditory sense. However, during snack time and cooking, it was noted that Jane used her ability to see and touch more equally. During these two activities, Jane had a tendency to look for items first and then used her tactile sense to pinpoint the location of items such as the handle of a cupboard drawer. The Functional Learning Media Checklist also indicated equal use of touch and hearing during the last two activities.

Reading Efficiency:

Jane was given a portion of the Johns Basic Reading Inventory in order to determine her reading level. Using the section on Alphabet Knowledge (pp 390-391), material was presented in standard print. Jane was able to recognize several of the letters of the alphabet in upper case. She recognized the letters S, O, K, N, R, T, B, L, A, U, W, and Q while viewing them at a distance of approximately eight to ten inches. Further assessment using the same section of the Johns Basic Reading Inventory revealed that Jane does not recognize lower case letters.

Informal assessment was also conducted using a book that was familiar to Jane. The book contained simple sentences in large bold print such as THE RAT, THE RAT IS FAT, and THE CAT SAT. While reading this book, Jane read the sentences incorrectly approximately ninety-percent of the time. As an example, for the page that read THE RAT, Jane verbalized THE CAT IS FAT. This pattern continued throughout this reading activity as Jane appeared to be verbalizing sentences that she had memorized rather than what was printed in the book. However, Jane had a tendency to read the pages more accurately when the assessor prompted her by pointing to the words on each page.

A second informal assessment was conducted by using some magnetic to spell words on the classroom whiteboard. The assessor used letters offering high contrast such as red, blue, green, and yellow. Upon the assessor having spelled the word AT on the whiteboard, Jane proceeded to add and substitute letters in order to spell other words such as HAT, BAT, MAT, RAT, SAT, and FAT. This indicates that Jane knows that words are derived by changing the combination of letters but, unfortunately, does not indicate if she understands the meaning of the words.

Indicators of Readiness for a Functional Literacy Program:

Jane is able to differentiate sounds and/or spoken words, turn to familiar faces and is alert to sounds in her environment. She attends, responds, listens, and enjoys when others read to her. She anticipates activities and events. She notes likenesses in sounds and/or spoken words such as rat, sat, and hat. Jane is able to attach meaning to spoken words such as "get the spoon." She can differentiate and identify objects visually. Jane can independently examine books and letters. She is able to locate and point to names and objects in pictures such as violins in a picture book. During reading time, Jane demonstrates an interest in pictures

that are associated with stories or books. She can follow simple direction of 2-3 steps such as place the ingredients in the bowl and mix them. Jane can generalize directional concepts such as top. Jane is able to sequence activities as in working first and then playing. When given the opportunity, Jane likes to draw and/or scribble especially during art. Jane notes the likenesses in words when presented in print such as fat and cat. Jane speaks in connected sentences throughout her day and she recognizes her name in print.

Learning Media:

The information gathered from the General Learning Media Assessment Checklist shows that Jane uses her vision as her primary sense in gathering information from, for example, pictures, real objects, worksheets, and money. In addition, Jane uses her sense of touch quite often to recognize items such as toys and items on a board game. Jane recognizes sounds and uses her hearing to gather information from her teacher such as in following verbal prompts.

Summary of Major Findings:

Jane predominantly uses her vision to learn and explore her surroundings. She uses her sense of touch as a secondary learning media as well as to reinforce that which she is seeing. In following instruction, Jane uses her auditory skills to follow directions and to pay attention to her teacher.

Jane benefits from print in large, bold capital letters. Material that offers contrast is useful to her when trying to make out detail such as when looking at pictures in books. Jane uses the CCTV to enlarge reading material and is able to operate this device somewhat independently. Jane enjoys books on CD.

Jane is able to memorize things that are presented repetitively. As an example, Jane can memorize familiar sequences in books. She attempts to read the text contained in familiar books even though she does not scan or read the text accurately.

Jane is ready for a functional reading program. The Indicators of Readiness for a Conventional/Functional Literacy Program clearly shows, and in the personal judgment of the assessor's, that Jane has numerous skills that are necessary for a functional literacy program such as being able to visually locate and point to names or objects in pictures as well as being able to generalize the sequence of activities or events.

Recommendations:

The following recommendations are based on the observations and information gathered during the assessment.

1. Jane should be provided a variety of multisensory experiences throughout the school day. Even though Jane prefers to learn using her vision, her tactual and auditory experiences and skills need to be stimulated and developed.
2. Aside from visual and tactile cues, verbal prompts should be provided as Jane responds positively to directions that she can hear.
3. In order to make learning more efficient for Jane, instruction and assessment (through Diagnostic teaching) will help in determining which instructional strategies are most beneficial to Jane.
4. Large print materials should be made available to Jane, as she appears to benefit from text in large print. When possible, reading material and pictures in books should offer contrast so that Jane can see them easier.

5. Jane's use of literacy tools needs to be expanded such as the use of the CCTV, magnifiers, and the monocular. She also needs to be taught how to use these items now so that she will develop the skills necessary to safely, efficiently, and independently use them.
6. Jane would benefit from instruction in using her vision to scan text more efficiently (e.g., left to right, up and down, etc.)
7. Jane needs to learn to rely more on her auditory channel. This can be encouraged through the use of CD's, audiotapes, talking calculators, talking watches, talking dictionaries, and computer screen readers such as JAWS.
8. Jane's learning media skills need to be frequently assessed as her functional and academic needs will change over time.
9. Jane needs to learn about her eye conditions in order to be a better advocate for her both now and in the future.
10. Jane's vision needs to be monitored closely so as to make aware any changes in acuity and/or muscle balance.

What to do Next:

The information from this assessment should be shared among Jane's parents and professionals that help provide her education. A meeting should be held in order to discuss how the recommendations of this assessment might be incorporated into her Individual Education Plan (IEP). During this meeting, the need for adaptations and accommodations, such as visual and tactual materials as well as visual and auditory technology, needs to be discussed. In addition, the participants at this meeting should determine who will be in charge of incorporating any changes deemed possible and/or necessary as well as making an addendum to Jane's current IEP if needed.

In order to prepare for this meeting, Jane's parents, the occupational therapist, orientation and mobility specialist, speech and language therapist, and any other service providers should consider how they have observed Jane using her vision. Plus, any questions they may have regarding vision and visual functioning should be addressed by the teacher of the visually impaired.

For educational planning, Jane's learning media and functional vision should be reassessed at least once every three years and her educational needs must be reconsidered yearly. During these meetings and even beforehand, any changes in visual functioning should be noted and reassessed if the team believes that Jane is not learning due to her vision, visual functioning, or primary learning media. Continuous assessment by Jane's teacher and other service providers will provide the necessary information that is needed to make informed decisions regarding Jane's educational goals and objectives as well as effective instructional strategies that might help her meet them.

It has been a great pleasure to work with Jane and the educational team at the Arizona State School for the Deaf and Blind, Tucson campus. If there are any questions regarding this evaluation please feel free to contact me at the Southeast Regional Cooperative at (520) 770-3200.

Joe Jones, M.A.

University of Arizona Graduate Student, Dept. of Special Education, Rehabilitation and School Psychology

Example 3

Learning Media Assessment Report

Name: Ann

Dates of Assessment: 4/3, 4/4, 4/5

Birth Date: 10/10/1991

Date of Report: 4/16/2002

Age: 11

Grade: 5

School Attended: Arizona ****State**** Schools for the Deaf and Blind

Eye Condition: Retinopathy of Prematurity

Dates of Most Recent Eye Exam:

Purpose of the Assessment

Dr. Topor has requested that we conduct this evaluation as a part of a class assignment so that she may evaluate our basic knowledge of conducting a Learning Media Assessment. ****Okay, but for what other reason(s) do teachers conduct this test?*****

Assessment Strategies

- Observations in the computer lab, between class activity, and lunchroom
- Interviews with a resource teacher
- Review of selected previous assessment results and other records

Use of Sensory Channels

An objective procedure was used to document Ann's use of sensory channels in natural settings. She was observed on three occasions in the computer lab, between class activity and during lunch. ****Can you go into a little more detail about the testing environments? What were they like? Remember when you did this for the compensatory assessment?***** Individual behaviors were recorded. For each behavior, the examiner noted if Ann used visual, tactual, auditory, olfactory/gustatory and proprioceptive/vestibular information: both primary and secondary sources of sensory information were noted. (See completed Form 2)

Ann used vision as a primary source for gathering sensory information and used touch and hearing as secondary sources. ****Can you highlight a few examples from the checklists?*** It should be noted that this procedure documents the student's existing approach to tasks, not necessarily the most efficient. Ann uses the sensory channels she has been taught to use and has been reinforced for using.

Visual Functioning **Put this overview at the beginning of the report after purpose.******

Ann is an 11-year old girl with ROP, Cerebral Palsy and emotional disabilities. Her most recent ophthalmologic report (6/13/01) indicated that her visual acuity with correction is 20/300+1 OS. The left eye has a flat air-defined macula with no retinal traction. The right eye has a tissue mass with a limited retinal detachment on the nasal side with a flat macula. Peripheral cryo scars were noted in both eyes and she is currently legally blind. The doctor indicated that her retinal changes are stable with a chronic retinal detachment in right eye, which does not require further intervention.

****Move this section to the beginning of the report- background information.****

Ann is currently enrolled in the Arizona ****State**** Schools for the Deaf and Blind and she participates in academic and non-academic classes with her same aged peers. According to past achievement tests (4/01), Ann's reading comprehension score was 2.5 GE and her word study skills score was 2.9 GE both below appropriate levels for her age and grade level. Throughout Ann's educational history, behavioral concerns have been identified. Her teachers observe that she is constantly striving for perfection in her work and gets angry and frustrated when she is not able to achieve this and often times she will act out. Ann's teachers also observe that she is able to fill out a calendar in both print and Braille and that she can count and exchange money.

****Sample of current levels of functioning: **** Ann works at her desk independently during language arts and reading activities. She understands her tasks and she can read a story and fill out the worksheets with assistance. Ann is able to answer questions about a story she has just read and can identify the story as informative or imaginative, but continues to get the proper terms confused. She uses a computer to assist her with reading assignments for Language Arts and Reading . Ann can identify question marks and quotation marks and where they belong. She knows most of the computer keyboard and is learning number keys and punctuation.

Ann uses a Talking Typo Program, which is an APH program to teach the keyboard to blind/VI students. She also uses JAWS and Zoomtext and uses her vision and auditory skills to access these programs. Ann can read Braille numbers and letters in both Nemeth and Literary Braille, however, she cannot read Braille tactually. Ann is greatly challenged in learning new vocabulary and has difficulty breaking parts of the word into familiar parts to sound it out. Ann needs to improve her phonics. It was reported that Ann's handwriting has improved but stills needs further improvement and she requires specials paper to help her keep the letters the correct size.

Summary of Major Findings

1. Ann uses her vision efficiently as her primary sensory channel to complete tasks at near distances ****(see attached checklists).****
2. Ann uses her hearing and tactile sense secondary to her vision ****(see attached checklists).****
3. Ann's eye condition is stable- ****Actually, anyone with a history of retinal detachment is at high risk for more detachment---the doctor may have been referring to the way that the retinal anatomy looked, but a sudden blow or jarring to the head would be devastating to this student. Also, cataracts, glaucoma, and muscle imbalance are secondary conditions that may occur decreasing Ann's visual functioning even more.****
4. Ann has additional disabilities (Cerebral Palsy and Emotional Disabilities) that will affect her ability to use her vision effectively.
5. Ann cannot read Braille tactually.
6. Ann is below her same aged peers in reading comprehension and word study skills.
7. There are behavioral concerns that may impede the student's progress.
8. Ann phonetic skills require more instruction

The last four recommendations are true based on background information in her file, however, you should probably stick to the LMA use of sensory channels results here since that is what you did.

Recommendations

The following recommendations are offered to the educational team for their consideration in planning an appropriate educational program for Ann.

1. Expanding literacy tools. Ann needs a variety of options for completing reading and writing tasks. With a variety of literacy tools at her disposal, she can choose, with assistance, which options will allow the most efficient way to complete a given task. The following literacy tools should be among the options considered by the educational team.

Reading Tools

- o Increased use of large print
- o Use of a CCTV
- o Use of textbooks on tape
- o Use of enlarged print on computer

Writing Tools

- o Extended use of touch typing and word processing on computer
- o Use of tape recorder for recording answers and notes

2. Updated Assessments. Ann's last Functional Vision and Clinical Low vision Evaluations were conducted on 1/99 and more updated evaluations are needed to adequately assess her functional needs.
3. Instructional Reading Program. Ann needs instruction in a reading program that has a strong phonetic component and builds vocabulary and comprehensive skills. New materials and vocabulary should be introduced to Ann prior to the lesson to give her the opportunity to be successful in the classroom.
4. Continuing Braille ****Braille is spelled with a small "b" at the beginning. Louis Braille is the inventor.**** Instruction. Ann would benefit from continuing her Braille instruction with an emphasis placed on ****reading and writing**** Braille..****Why is this? Did you see a preference for Ann using a tactile approach to tasks? Is she going to lose her vision? Is she inefficiently using vision? How about the fact that she does have an increased risk for losing vision—this is reason to give her some initial awareness and instruction for braille reading and writing.****
5. Instructional Approach. Appropriate methods of teaching would include a combination of methods that rely on the use of all of Ann's sensory channels to include oral instruction, verbal descriptions, discussion and lectures, demonstrations and modeling.

****Looks like you are getting a good start here. I would move the visual and background information to the beginning of the report so that the reader knows more about Ann before reading the results. Provide a few examples of what you saw to illustrate the fact that the visual sense is primary and the auditory sense is secondary. Also, despite what the doctor's report states, retinal detachment may be a possibility making Ann more at risk for losing vision later. Introduction to braille reading and writing should definitely**

be considered (the team actually makes the final decision about this). She has reading fluency, accuracy difficulties in print, which makes the secondary sense of hearing a way to supplement both the visual and tactile senses of learning.**

**WESTERN PENNSYLVANIA SCHOOL FOR BLIND CHILDREN
LEARNING MEDIA ASSESSMENT**

(Adapted from The Texas School for the Blind's Learning Media Assessment)

Form 1: General Student Information

Demographic Information:

Student's Name: _____

Date of Birth: _____

Parents' Names: _____

Address: _____

Phone Number: _____

Background Information:

Visual Diagnosis: _____

Additional Disabilities:

Motor Impairment: _____

Cognitive Impairment: _____

Other Disabilities: _____

Current Medications: _____

Assessment Information:

Evaluator(s): _____

Date(s) of Evaluation: _____

Assessment Results – Quick Reference:

The primary learning medium is: _____

The secondary learning medium is: _____

Forms Completed:

Form 1 Form 2 Form 3 Form 4 Form 5 Form 6 Form 7

Form 2: Use of Sensory Channels

Purpose:

- To determine a student's primary and secondary sensory channels.

Instructions:

- Conduct 3 or more observations lasting 15-20 minutes in various environments.
- During each observation, record and rate 15+ discrete behaviors.
- Record only concrete, observable behaviors.
- Consider ALL sensory channels student used to accomplish task/activity.
- Differentiate primary sensory channel with an "X" in the appropriate box and secondary sensory channel with an "O" in the appropriate box.
- Only specify one sensory channel as primary when absolutely certain.

Assessment:

Observation #1:

Setting/Activity: _____

Observer: _____ **Time:** _____ **Date:** _____

Observed Behavior

Sensory Channel

1. _____	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A
2. _____	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A
3. _____	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A
4. _____	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A
5. _____	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A
6. _____	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A
7. _____	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A
8. _____	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A
9. _____	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A
10. _____	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A
11. _____	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A
12. _____	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A
13. _____	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A
14. _____	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A
15. _____	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A
16. _____	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A
17. _____	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A
18. _____	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A
19. _____	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A

20. _____

V T A

Observation #2:

Setting/Activity: _____

Observer: _____ **Time:** _____ **Date:** _____

Observed Behavior

Sensory Channel

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____
- 16. _____
- 17. _____
- 18. _____
- 19. _____
- 20. _____

V T A

V T A

V T A

V T A

V T A

V T A

V T A

V T A

V T A

V T A

V T A

V T A

V T A

V T A

V T A

V T A

V T A

V T A

V T A

V T A

V T A

V T A

Observation #3:

Setting/Activity: _____

Observer: _____ **Time:** _____ **Date:** _____

Observed Behavior

Sensory Channel

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____
- 16. _____
- 17. _____
- 18. _____
- 19. _____
- 20. _____

<input type="checkbox"/>	V	<input type="checkbox"/>	T	<input type="checkbox"/>	A
<input type="checkbox"/>	V	<input type="checkbox"/>	T	<input type="checkbox"/>	A
<input type="checkbox"/>	V	<input type="checkbox"/>	T	<input type="checkbox"/>	A
<input type="checkbox"/>	V	<input type="checkbox"/>	T	<input type="checkbox"/>	A
<input type="checkbox"/>	V	<input type="checkbox"/>	T	<input type="checkbox"/>	A
<input type="checkbox"/>	V	<input type="checkbox"/>	T	<input type="checkbox"/>	A
<input type="checkbox"/>	V	<input type="checkbox"/>	T	<input type="checkbox"/>	A
<input type="checkbox"/>	V	<input type="checkbox"/>	T	<input type="checkbox"/>	A
<input type="checkbox"/>	V	<input type="checkbox"/>	T	<input type="checkbox"/>	A
<input type="checkbox"/>	V	<input type="checkbox"/>	T	<input type="checkbox"/>	A
<input type="checkbox"/>	V	<input type="checkbox"/>	T	<input type="checkbox"/>	A
<input type="checkbox"/>	V	<input type="checkbox"/>	T	<input type="checkbox"/>	A
<input type="checkbox"/>	V	<input type="checkbox"/>	T	<input type="checkbox"/>	A
<input type="checkbox"/>	V	<input type="checkbox"/>	T	<input type="checkbox"/>	A
<input type="checkbox"/>	V	<input type="checkbox"/>	T	<input type="checkbox"/>	A
<input type="checkbox"/>	V	<input type="checkbox"/>	T	<input type="checkbox"/>	A
<input type="checkbox"/>	V	<input type="checkbox"/>	T	<input type="checkbox"/>	A
<input type="checkbox"/>	V	<input type="checkbox"/>	T	<input type="checkbox"/>	A

Observation Results from Form 2:

Probable Primary learning medium: _____

Probable Secondary learning medium: _____

Form 3: General Learning Media Assessment Checklist

Purpose:

- To select appropriate visual, tactual and auditory learning media for each learning material and teaching material listed.

Instructions:

- Refer to information collected on Form 2.
- Make recommendations on the most appropriate learning media(s) by checking appropriate V, T, and A.
- Check ALL that apply.

Assessment:

A. Learning Materials:

	Use of Vision	Use of Touch	Use of Hearing	Not Applicable
Toys	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Clay	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Paint	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Crayons	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Pictures	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Books	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Puzzles	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Board Games	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Real Objects	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Models	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Tapes, CDs	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Class monthly calendars	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Switches	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Language Master	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Daily Schedules	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Adaptive Eating Devices	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Hygiene products	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Flashcards	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Worksheets, Workbooks	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Personal watch	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Clock	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Timer	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA

Desk number line, timeline	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Math manipulatives	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Money	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Calculator	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Maps, atlases	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Globe	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Charts, diagrams	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Telephone	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Measuring devices	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Kitchen Appliances	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Washer/Dryer	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
_____	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
_____	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
_____	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
_____	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
_____	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA

B. Teaching Methods:

	Use of Vision	Use of Touch	Use of Hearing	Not Applicable
Pointing	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Gestures	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Demonstrations	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Modeling	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Prompts	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Facial Expressions	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
Guidance	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
_____	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
_____	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
_____	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
_____	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA
_____	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A	<input type="checkbox"/> NA

C. Determining Appropriate Learning Media:

In the above checklist which learning media was recommended as the most appropriate?

- Visual Tactual Auditory

Which learning media is the student most successful in using to learn about the environment?

- Visual Tactual Auditory

From this information, what is the primary learning medium?

What is the secondary learning medium?

Form 4: Indicators of Readiness for a Conventional/Functional Literacy Program

Purpose:

- To determine when it is necessary to select an initial literacy medium.
- To determine if a student is ready for a conventional or functional literacy program.

Instructions:

- Review the behaviors listed in the checklist.
- Check YES if the student is demonstrating the behaviors and NO if the student is not.
- Check NO OPPORTUNITY (N/O) if the student had had no opportunity to learn a skill. If so, provide appropriate experiences and reassess later.

Assessment:

Yes	No	N/O	Behavior:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Turns to a familiar voice.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Alerts to sound.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attends to and responds meaningfully when others read.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Listens to and enjoys when others read.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Anticipates activities and events.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Differentiates sounds or spoken words, gestures or signs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Notes likenesses and differences in sounds or spoken words.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attaches meaning to sound or spoken word(s).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Differentiates objects visually and/or tactually.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates an association of objects or pictures with stories.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifies objects visually and/or tactually.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Notes likenesses and differences in familiar objects visually and/or tactually.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Associates signs in the home or community with important events (time to eat – Golden Arches).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Chooses independently to examine books, letters and/or symbols.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Visually locates and points to names objects in pictures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates an interest in pictures and/or objects association with stories or books.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Follows simple directions of 2-3 steps.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Generalizes directional concepts (such as top and bottom).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Generalizes the ability to sequence objects, activities or events.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Generalizes the use of symbolic communication via real objects or miniatures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Generalizes the use of abstract symbolic communication.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates interest in drawing or scribbling.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognizes that words have meaning.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Scribbles or writes and reads back the message.

Yes	No	N/O	Behavior:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Notes likenesses and differences in words when presented in print or Braille.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Initiates interactive communication through sign, gesture or augmentative communication device.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Speaks in connected sentences.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Says the alphabet with fair accuracy.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Anticipates repeated parts of a rebus story.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completes sentences in a book with a repeated pattern.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Acts out or retells stories after listening to them.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognizes name in print/Braille.

Result of Form 4:

Using personal judgment and information gathered from this form is the student ready to begin a literacy program? YES NO

If no, **STOP** the assessment, if yes, **CONTINUE** with Form 5.

Form 5: Initial Selection of Literacy Medium

Purpose:

- To select the literacy medium in which the student will begin initial literacy instruction.

Instructions:

- Observe student on a number of occasions.
- Consider student’s reliance on visual, tactual or auditory senses to complete the listed tasks.
- Select only 1 response for each item EXCEPT when the student demonstrates EQUAL efficiency by checking more than one response.
- Observe and record student’s natural choice of working distance if possible.
- Under “comments”, record useful information including complexity and familiarity of the object, as well as the time it takes the student to identify the object.

Assessment:

A. Needs for Functional or Conventional Literacy Program:

Would the student benefit from instruction in literacy skills for functional or conventional purposes?

Yes No Choose: Functional OR Conventional

Would functional literacy skills facilitate independent living and work skills?

Yes No

Would the value of teaching functional literacy skills be justified given other areas of need?

Yes No

If YES is answered to any of these questions, continue with Form 5. If not, STOP the assessment at this time.

B. Use of Sensory Information:

Task	Primarily Visual	Primarily Tactual	Primarily Auditory
Recognition of others	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A
Initiation of reach response	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A
Exploration of toy or object	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A
Discrimination of likenesses and differences in toys and objects	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A
Identification of objects	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A
Confirmation of object identification	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A
Use of visual/fine motor skills	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A
Interest in pictures	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A
Interest in books	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A
Interest in scribbling/writing	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A
Identification of names, simple words	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A
Initiation of reach response	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A

Task	Primarily Visual	Primarily Tactual	Primarily Auditory
_____	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A
_____	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A
_____	<input type="checkbox"/> V	<input type="checkbox"/> T	<input type="checkbox"/> A

Comments: _____

C. Working Distances and Size Preferences:

Identification of objects:

Accurate visual identification of objects

Object: _____

Object size: _____

Distance: _____

Accurate tactual identification of objects

Object: _____

Object size: _____

Normal visual working distances:

When reading or examining pictures/books

Task: _____

Distance: _____

When writing, scribbling, drawing, coloring

Task: _____

Distance: _____

When completing daily living tasks (putting toothpaste on toothbrush)

Task: _____

Distance: _____

Additional Observations (include implications of visual condition and additional disabilities):

Form 6: Continuing Assessment of Functional/Conventional Literacy Media

Purpose:

- To determine if a change should be made in the primary literacy medium.
- To determine if additional literacy tools should be added to the student's repertoire.

Instructions:

- Review available information on visual functioning and consider if there is a change that may influence the student's current literacy medium or media.
- Use Form 6 as a reassessment form, only after Form 5 was used in the initial assessment.

Assessment:

Functional Literacy Tasks:

Is the student able to complete functional literacy tasks in the current medium with success? Yes No

Would additional literacy tools increase the student's independence? Yes No

Are there additional or new functional literacy objectives included in the student's IEP/classroom day? Yes No

Are new functional literacy skills required for increasing independence in daily living tasks? Yes No

Are new functional literacy skills required for increasing immediate or future vocational tasks? Yes No

Is the student able to generalize functional words and symbols to new situations? Yes No

Would the student benefit from instruction in a conventional literacy program? Yes No

If yes, please proceed to the following questions.

Conventional Literacy:

In the current medium, does the student read at the?

Independent level (>90% comprehension) Yes No

Instructional level (>75% comprehension) Yes No

Frustration level (<75% comprehension) Yes No

Does the student read with adequate comprehension? Yes No

Does the student read at a sufficient rate? Yes No

Does the student read at a sufficient rate and with adequate comprehension in order to complete classroom/vocational/IEP tasks with success? Yes No

Is the student able to accomplish classroom/vocational/IEP tasks in the current medium/media with success? Yes No

Is the student able to read his/her own handwriting/Braille effectively? Yes No

Is handwriting/Braille a viable and effective mode of written communication? Yes No

Form 7: Literacy Tools Inventory

Purpose:

- To determine what additional literacy tools need to be added to a student's repertoire of communication skills.

Instructions:

- Review the student's existing repertoire of literacy tools.
- Code tools that the student uses independently with an "I".
- Code tools in which instruction and practice will be provided with an "X".

Inventory List:

Visual Materials:

- Regular print materials
- Large print materials
- Low vision devices
- Type: _____
- Regular paper
- Bold lined paper
- Signature guide
- Other writing guides
- Print as supplement to Braille
- Typewriter
- Picture board/cards

Visual Technology:

- Regular computer monitor
- Large computer monitor
- Enlarged print on computer screen
- Ink print printer
- Keyboarding skills
- CCTV
- Voice output device

Tactual Materials:

- Pre-Braille materials
- Word/Braille board/card
- Braille materials
- Slate and stylus
- Typewriter
- Signature guide
- Check writing guide
- Paper line guide
- Braille as a supplement to print
- Object/tactile communication board

Tactual Technology:

- Keyboarding skills
- Braille embosser
- Cassette Braille device
- Electronic Braille note taker

Auditory Materials:

- Books on tape
- Cassette recorder
- Live reader

Auditory Technology:

- Synthesized speech
- Voice output device
- Auditory scanning device

Other Materials:

- _____
- _____

Other Technology:

- _____
- _____

Learning Media Assessment Report Grading Rubric

Name:

Due date:

Point Value: 50 points

___ / 10 ***Background Information***

Clearly stated relevant background information including visual functioning, description of any additional disabilities, school placement, etc.

___ / 10 ***Current Literacy Media and Tools***

Described the child's use of sensory channels (primary and secondary), general learning media/learning materials, and indicated readiness for conventional or functional literacy program.

___ / 5 Completed and turned in appropriate LMA forms indicating the summarized information.

___ / 10 ***Reading Efficiency***

Described data gathered about child's highest independent reading level, oral reading rates, comprehension, fatigue. If possible, provide a handwriting sample.

___ / 5 ***Summary***

Summarized in a succinct manner the information found in the above sections.

___ / 10 ***Recommendations***

Each recommendation is based on findings from the LMA or background information and is appropriate for the student's functioning, literacy program, and primary learning media. Recommendations can be carried out in the home, school and/or community. Refer to reading fluency and comprehension strategies discussed in class.

___ / 5 ***What to do Next****

Described what would be done in the next meeting with the student. Indicated what pieces of information would need to be gathered. (*Note this is not typically done on a report, but I'm asking for it due to the fact you can't go back to gather more data.)

___ / 10 **Grammar, Punctuation, Use of Professional Language, and Overall Organization**

Writer used the past tense primarily. Complete sentences that were grammatically sound and with no spelling or typing errors were used. The overall tone of the report was professional, well organized, and structurally sound.

TOTAL SCORE ___ / 50

Comments: