

## Appendix C

### LEARNING MEDIA ASSESSMENT

#### Decision-making Guide Summary

This chart is a summary of the areas and points to consider when making decisions regarding a student's primary and secondary learning media as presented in the *Learning Media Assessment (LMA)* by Koenig and Holbrook (1995). Team members must consider all assessment information holistically when making an initial decision regarding a learning medium for a student. No decision should ever be made based on a single area. The TVI should continually gather information about the student's visual functioning and learning media and use this information to make changes in the learning media, the environment, and instructional procedures. The TVI is encouraged to use this summary chart and the chart and forms in the Learning Media Assessment by Koenig and Holbrook when making decisions regarding initial learning media and changes in learning media. Reference pages from the LMA are included in each section below.

IF THE STUDENT ...	THEN...
<b>Use of Sensory Information</b>	<b>pp. 49-50</b>
primarily uses vision for near and distant tasks	Consider whether rich, multisensory experiences have been provided. Provide or continue to provide rich, multisensory experiences, including both visual and tactual symbols (print and braille).
primarily uses touch to gather information	Provide rich, multisensory experiences. Build tactual efficiency. Braille should be readily available.
has no clear sensory pattern for getting information	Provide rich, multisensory experiences. Include both print and braille in the child's environment.
primarily uses vision to complete near tasks	Consider whether rich, multisensory experiences have been provided. If so, print will likely be medium if other factors also point to print.
primarily uses vision for near tasks, but struggles	Use diagnostic teaching strategies to determine if poor vision or lack of exposure to tactual learning is a problem.
has had little exposure to multisensory experiences	Use diagnostic teaching and work with parents and teachers to provide rich, multisensory experiences.

IF THE STUDENT...	THEN...
<b>Size and Distance Preferences</b>	<b>p. 51</b>
can see small objects, pictures, and words at a comfortable distance	Consider future decreases in print size. If no concern, or if low vision device may assist with smaller print size, then will likely be a print learner if other factors also point to print.***
cannot see small objects, etc. at a comfortable distance	May consider instruction in braille reading and writing. Continue to provide opportunities to use vision and prescribed low vision device.
can see small object at a comfortable distance, but team questions ability with future, more demanding visual tasks.	May consider instruction in braille reading and writing. Continue to provide opportunities to use vision and prescribed low vision device.
<b>Visual Impairment</b>	<b>p. 52</b>
has a stable eye condition	Select medium that is most efficient for the student.
has fluctuating vision	Determine cause of fluctuation, e.g., medical or stress/fatigue. Continue or begin to provide rich, multisensory experiences.
has an eye condition that will likely deteriorate	Discuss prognosis and deterioration with the doctor. Provide rich, multisensory experiences. Braille may be taught for future use. Provide team with information about future literacy tools.
has a condition commonly associated with secondary conditions that will likely cause visual deterioration	Discuss prognosis and deterioration with the doctor. Provide rich, multisensory experiences. Braille may be taught for future use. Provide team with information about future literacy tools.
<b>Additional Disabilities</b>	<b>p.53</b>
also has a physical disability	Consider the impact on using all sensory channels. Provide rich, multisensory experiences. Work with team to determine implications of the physical disability.
also has developmental disabilities	Consider degree of developmental disability and the most efficient sensory channel. Use forms 8-11.

IF THE STUDENT...	THEN...
<b>Additional Disabilities</b>	
is suspected of having a visual perception problem	p.53 Involve experts in educational diagnostics. Use diagnostic teaching and provide rich, multisensory experiences so student can gain readiness skills.
<b>Visual Functioning</b>	
needs a current functional vision assessment (FVA)	pp. 74-75 Conduct FVA and use information holistically to make decisions with the team.
needs a current eye examination	Work with the family to obtain an up-dated eye report and use information to make decisions with the team.
needs a current low vision evaluation	Work with the family to obtain an up-dated low vision evaluation and use information to make decisions.
has a stable eye condition and/or the prognosis indicates no change is likely	Continue to provide instruction in visual literacy and teach use of other senses as appropriate, if other factors also point to print. Examine other factors in light of stable eye condition.
has a stable eye condition and there is increased visual functioning	Always use the least restrictive materials for reading and writing, e.g., may stop using large print and begin using regular print with low vision device if other factors also indicate such a change.
has an unstable eye condition and/or there is decreased visual functioning	Consult with eye specialist for medical explanation and for short and long-terms effects. Work with team to make informed decisions. If not medical, use diagnostic teaching to determine reason for decrease, e.g., more visually demanding tasks.
<b>Reading Efficiency</b>	
reads with sufficient speed and comprehension to complete academic tasks	p. 76 Current medium can be considered adequate. Always look ahead and consider need for additional literacy tools.
does not read with sufficient speed and/or comprehension to complete academic tasks with success	Use diagnostic teaching to determine if: lack of specific reading skills, inappropriate literacy medium, or both, are the problem(s). Note: Aural reading should never be the primary literacy medium because it does not provide the student with a method to write.

IF THE STUDENT...	THEN...
<b>Academic Achievement</b>	<b>p. 77</b>
can successfully complete grade level academic tasks in a reasonable time in the current medium	Consider current literacy medium as appropriate, but continue to look ahead and consider need for additional literacy tools.
is unable to successfully complete grade level academic tasks and/or in a reasonable time in the current medium	Consider all possible reasons for the problems. The TVI may need to work with the teacher to determine effective remediation or consider a change in literacy medium, or supplement with an additional medium.
<b>Handwriting</b>	<b>p. 78</b>
is able to read own handwriting and it appears a viable option for the future	Continue current medium and use of handwriting. Consider instruction of other options such as keyboarding and word processing for future needs if other factors also point to appropriateness of these additional options.
is unable to read own handwriting and/or it doesn't appear to be a viable future option	Consider need for: additional instruction in handwriting; tools such as black felt tip pens, word processors with variable fonts; instruction in braille for personal note-taking.
<b>Literacy Tools</b>	<b>p. 79</b>
has literacy tools, including use of technology, to meet current and future needs	Place emphasis on application of skills in functional situations required for independent living and projected employment settings. Teach student to independently identify and find ways to meet needs.
does not have the literacy tools, including use of technology, to meet current and future needs	See Form 7 for listing of common tools. Analyze tools needed in present and future settings. Determine which would be most efficient for required tasks. Conduct a discrepancy analysis to identify needed skills and provide instruction as needed. Teach student to continue this process independently.

IF THE STUDENT...	THEN...
If other factors point to print and:	
Functional Literacy Issues	pp. 99-101
primarily uses vision to gather information	Consider whether rich multisensory experiences have been provided. Provide rich, multisensory experiences, including both visual and tactual symbols in all environments (home, school, work, play). Monitor student's efficiency with visual and tactual materials.
primarily relies on touch or hearing to gather information	Touch or hearing will likely be the primary sensory channel. Provide rich, multisensory experiences, including both visual and tactual symbols in all environments (home, school, work, play). If CVI, ensure that adequate and appropriate visual stimulation has been presented.
has no clear sensory channel for gathering information	Consider whether rich, multisensory experiences have been provided. Provide rich, multisensory experiences, including both visual and tactual symbols in all environments (home, school, work, play). Monitor student's efficiency with visual and tactual materials.
has not had rich, multi-sensory experiences at appropriate cognitive level	Provide rich, multisensory experiences, with careful consideration given to all disability areas involved.
demonstrates a majority of the skills listed on <i>Indicators of Readiness for a Functional Literacy Program</i> (Form 9).	The team should determine the student's need for and consider the possibility that the student is ready to begin a functional literacy program. Use <i>Initial Selection of Functional Literacy Medium</i> (Form 10).
has been determined to be ready for a functional reading program	Complete <i>Initial Selection of Functional Literacy Medium</i> (Form 10). The team should carefully consider the student's visual abilities and literacy needs in determining the primary functional literacy medium.

