DOCUMENT RESUME

ED 440 493 EC 307 779

AUTHOR Koenig, Alan J.; Holbrook, M. Cay
TITLE Project LMA: Learning Media Assessment of Students with Visual Impairments. Facilitator's Manual and Participant Workbook.
INSTITUTION Texas Tech Univ., Lubbock. Coll. of Education.; Texas School for the Blind and Visually Impaired, Austin.; Texas Tech Univ., Lubbock.
SPONS AGENCY Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE 1998-00-00
NOTE 124p.; Videotapes and Interactive CD programs not available from ERIC. For other documents which are part of Project LMA, see EC 307 777 and EC 307 778.
CONTRACT H029K50109
AVAILABLE FROM Texas Tech University, Box 41071, Lubbock, TX 79409-1071.
PUB TYPE Guides - Classroom - Learner (051) -- Guides - Classroom - Teacher (052)
EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Computer Assisted Instruction; *Educational Media; Elementary Secondary Education; Evaluation Methods; Higher Education; Inservice Teacher Education; Literacy; Multimedia Instruction; *Multimedia Materials; Postsecondary Education; Preservice Teacher Education; *Student Evaluation; *Units of Study; Videotape Recordings; *Visual Impairments; Workshops

ABSTRACT

This document is comprised of the facilitator's manual and the participant's workbook for a 1- or 2-day workshop for inservice and preservice teachers on the process of learning media assessment (LMA) for students with visual impairments. The manual and workbook are intended for use in a complete program that also includes videotapes and interactive CD programs. The LMA process is taught in four units of study: (1) introduction to learning media assessment; (2) initial selection of the literacy medium; (3) continuing assessment of literacy media; and (4) learning media assessments for students with additional disabilities. The facilitator's manual includes an overview of Project LMA materials and three sections on planning and advertising the workshop, arranging equipment and technology, and conducting the workshop or class. The participant's workbook is closely correlated with the videotapes and the four interactive CD programs. (DB)

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PROJECT L·M·A

Learning Media Assessment of Students with Visual Impairments

ED 440 493

Facilitator's Manual

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A facilitator's manual for PROJECT LMA materials

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Development of this facilitator's manual and PROJECT LMA materials was made possible through a Special Projects Grant from the United States Department of Education (#H029K50109). The views expressed throughout the PROJECT LMA materials are those of the authors, not necessarily those of the USDOE.

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Table of Contents

Overview

PROJECT LMA Materials

The PROJECT LMA materials were designed to teach the process of learning media assessment (LMA) to teachers and preservice teachers. These materials—when used by a skilled facilitator and teacher—will take participants step-by-step through the LMA process, providing ample opportunities to practice observations and to make decisions. The PROJECT LMA materials include:

- *Videotapes.* Four videotapes present essential information on the processes of learning media assessment. The videos provide a general introduction, procedures for selecting the initial literacy medium, procedures for conducting a continuing assessment of literacy media, and procedures for conducting learning media assessments for students with additional disabilities.

- *Interactive CD programs.* Four interactive CD programs provide guided practice in the various processes of learning media assessment. These programs contain video clips and text information for participants to analyze. As participants make decisions, they are provided immediate feedback on their responses. The CDs accompany videotape programs 2, 3, and 4.

- *Participant's workbook.* The participant's workbook contains a variety of worksheets and forms to accompany the videotapes and interactive programs. These resources include note-taking guides for each videotape, reflections and discussion worksheets for each videotape and each interactive case study, blank forms to use with the interactive case studies, and a complete set of blank forms for learning media assessment.

- *Facilitator's manual.* This manual will provide information for you as a workshop facilitator or college instructor to use the PROJECT LMA easily and effectively. We have included information on preparing for workshops, arranging for effective use of technology, and conducting and evaluating your workshop. Also, a loose-leaf version of the participant's workbook is included to allow you to copy it for use in workshops or classes.

- *LMA resource guide.* All of the PROJECT LMA materials are based on the assessment process presented in *Learning Media Assessment of Students with Visual Impairments: A Resource Guide for Teachers* (Koenig & Holbrook, 1995). This book was published by the Texas School for the Blind and Visually Impaired. As part of the current project, a braille edition of the resource guide was developed. Both print and braille copies are available for purchase through TSBVI.

> Texas School for the Blind and Visually Impaired
> Business Office
> 1100 West 45th Street
> Austin, TX 78756-3494

Four Units of Study

The processes of learning media assessment can be taught in four basic units of study:

- Introduction to learning media assessment,
- Initial selection of the literacy medium,
- Continuing assessment of literacy media,
- Learning media assessments for students with additional disabilities.

All of the PROJECT LMA are coordinated and integrated into a total workshop package based on these four units of study. The cross-reference sheet on the next page provides a quick overview of the way in which each of the components is related to the others.

Four Units of Study and PROJECT LMA Materials

Guide*	Video and Interactive Programs	Workbook
Unit 1: Introduction to Learning Media Assessment		
Chapter 1	Video 1: Introduction to Learning Media Assessment (15 minutes)	Video notes, page 5–8 Video reflections, page 9–10
Unit 2: Initial Selection of the Literacy Medium		
Chapters 2, 3, 4	Video 2: Selection of the Initial Literacy Medium (35 minutes)	Video notes, page 11–14 Video reflections, page 15–16
	Interactive Program 1: Identifying Sensory Channels	Blank forms for independent and real-time practice, pages 31–40
	Interactive Program 2: Selecting the Initial Literacy Medium	Case study reflections for Mary, Benita, and Janie, pages 41–46
Unit 3: Continuing Assessment of Literacy Media		
Chapter 5	Video 3: Continuing Assessment of Literacy Media (25 minutes)	Video notes, page 17–20 Video reflections, page 21–22
	Interactive Program 3: Exploring Continuing Needs for Literacy Media	Case study reflections for Tricia, Carlos, and Lee, pages 47–52
Unit 4: Students with Additional Disabilities		
Chapter 6	Video 4: Learning Media Assessment of Students with Additional Disabilities (25 minutes)	Video notes, page 23-28 Video reflections, page 29–30
	Interactive Program 4: Conducting Learning Media Assessments for Students with Additional Disabilities	Case study reflections for Austin, Jamaal, Joseph, and Henry, pages 53–56

*Koenig, A. J., & Holbrook, M. C. (1995). *Learning media assessment of students with visual impairments: A resource guide for teachers* (2nd ed.). Austin: Texas School for the Blind and Visually Impaired.

Using this Manual

For the purpose of this manual, we assume that as facilitator you will be responsible for most (if not all) of the following:

- planning and advertising the workshop/class,
- arranging for equipment and technology,
- conducting the workshop/class and evaluating its effectiveness.

This manual is designed to help you accomplish the above activities. Some information will be relevant to your situation; other information will not. You should feel free to use the parts of this manual that may be helpful to you.

What You Should Know

As facilitator for LMA workshops, it will be important that you are completely familiar with the process of learning media assessment. Furthermore, you should feel completely comfortable with the PROJECT LMA materials and the questions that you suspect might arise from the videotapes and the case studies used within the videotapes and CDs.

It will be helpful if you have conducted several learning media assessments yourself. Your experience and comfort with the material will help participants feel more confident about your instructions and will encourage them to ask questions and engage in discussion.

You should go through the videotapes and CDs independently or with a colleague prior to facilitating the workshop to help you anticipate questions and concerns. You should also thoroughly familiarize yourself with the material included in this manual so that you can use it most efficiently.

Section I
Planning and Advertising the Workshop

This section of the of the facilitator's manual will help you plan and advertise your workshop or university class. This section discusses the following:

- Description of presentation options, including large-group instruction, large/small group instruction, and independent study;
- Workshop formats, including half-day, one-day, and two-day sessions, and sample workshop agendas;
- Information for workshop flyer and sample flyer;
- Suggestions for use in university classes;
- Suggestions for establishing checkout procedures.

Description of Presentation Options

We believe that these materials can be used in a variety of presentation formats. Listed below are three typical formats for presenting the PROJECT LMA materials.

Large Group Instruction

Large group presentations are often the most effective way to share this information with as many people as possible in a controlled period of time. Large groups of teachers often gather for state or regional conferences. While large-group instruction does carry with it some limitations—such as the inability to check individual understanding of the material—we believe that such a presentation can have useful benefits.

When presenting to large groups, use a computer and multimedia projector to lead the entire group through the process together, facilitating discussion and allowing comments and questions along the way. We have used group LMA instruction in large auditoriums or in small conference rooms. When planning this type of workshop, you should carefully consider the make-up of your audience.

Group presentations do not lend themselves to use of the audio-narration feature of this program (see Section II for a description of this feature), since it slows the pace of the workshop. Therefore, if you have a participant who is visually impaired in your workshop, you will need to verbalize the information on each screen and provide descriptions of video clips. This will allow you to read at a faster pace than the audio narration, to omit information on keystrokes, and to include appropriate comments as you go along. If you are uncomfortable with this approach, you may prefer to use one of the next two options.

Combination Large/Small Group Instruction

It might be possible in some situations to provide both large and small group opportunities to work through the material in this program. Typically the videotapes are shown in a large group setting. Then a computer and a multimedia projector are used to introduce the interactive case studies and, perhaps, model the procedure with a selected case study. After the introductory session in the large group,

participants can break off into smaller groups (3-5 people), which allows them to work at their own speed and engage in small-group discussions and interactions. Ideally, a large-group follow-up session provides the culminating activity, allowing participants to engage in a lively discussion of the interactive case studies. This also allows any remaining questions to be asked about the procedures.

You may think that having an individual computer for each participant is the ideal situation. However, we found in the field trials of the PROJECT LMA materials that this is not the case. When participants work alone at separate computers, there is little interaction about the case studies. Since discussion and interaction are vital to learning the process of learning media assessment, we believe that working in small groups around a computer is the ideal set-up.

Independent Study

A third option for using the PROJECT LMA materials is independent study. Since we believe that the interaction and discussion among participants is crucial to learning the LMA process, we do not advocate the use of this option. However, we acknowledge that sometimes it is not possible for inservice teachers to assemble in one place at a given time to learn these procedures. Given the growing trend in personnel preparation to Internet-based or self-study courses, it is likely that college students will be one of the most common audiences for the independent-study option.

If you choose to use the PROJECT LMA materials for independent study, you will need to develop a structured self-study unit that presents the sequence and activities you expect the student or participant to complete. You probably will find the "Step-by-Step Workshop Guide" in Section III very helpful. While this guide is geared to the workshop leader, it could be easily modified into a self-study unit. You will want to consider carefully the procedures you will use for checking out materials; we have included some ideas at the end of this section.

When participants use the independent-study option, we encourage you as the facilitator of this learning to use some strategy for allowing group interaction as a follow-up activity. Options may include an in-person meeting, telephone conference call, interactive video teleconference, or discussion via a listserve or an Internet chat session.

Workshop Formats

Half-Day Introductory Workshop

An introduction to learning media assessment can be conducted in a one to three hour workshop. This type of workshop would be appropriate for a presentation at a conference or a presentation for parents or paraprofessionals who might work with the teacher of students with visual impairments to conduct learning media assessments.

An introductory workshop is not sufficient to fully prepare teachers to conduct comprehensive learning media assessments, but might be useful as an overview in some situations. A sample agenda for such a three-hour workshop follows. Section III of this manual contains an annotated agenda that might help you as you plan your presentation.

Learning Media Assessment

Half-Day Workshop Agenda

9:00-9:15	Introductions
9:15-9:30	Overview of learning media assessment
9:30-10:15	Documenting use of sensory channels and guided practice
10:15-10:30	Break
10:30-11:00	Initial selection of literacy media
11:00-11:30	Continuing assessment of literacy media
11:30-11:50	Learning media assessment for students with additional disabilities
11:50-12:00	Questions and discussion

One-Day and Two-Day Workshops

One-day and two-day workshops are sufficient to take participants through the entire process of learning media assessment. While one day workshops are often most convenient for teachers in terms of school calendars and schedules, they do not provide quite enough time to present the procedures, provide practice time, and allow discussion of issues arising from the practice.

Two-day workshops are more relaxed and allow for presentation, practice and discussion. In addition, during most two-day workshops, there is time to link the process of learning media assessment and the decisions that are made through this process to daily issues in literacy instruction. Furthermore, two-day workshops allow a period of time at the end for presentation of case studies by participants. If you choose this option, be sure to notify participants in advance so they will bring video clips or other information to use in presenting their case studies.

Arranging a follow-up session several months after a one- or two-day workshop can be a very productive and helpful strategy. This gives participants time to conduct learning media assessments and to compile questions or issues they want to discuss. You might ask participants to bring in video and text case studies of students to present to the group. This kind of activity and the resulting interaction with one's colleagues will help to assure that the process of learning media assessment is truly integrated into one's professional practice.

Sample one- and two-day workshop agendas can be found on the following two pages. A step-by-step guide to conducting workshops that may help you prepare more fully for your presentation can be found in Section III of this manual.

Learning Media Assessment of Students with Visual Impairments

One-Day Workshop Agenda

8:30–9:00 a.m.	Registration
9:00–9:15 a.m.	Greetings and introductions
9:15–9:30 a.m.	Overview of learning media assessment and issues
9:30–10:15 a.m.	Documenting use of sensory channels
10:15–10:30 a.m.	Break
10:30–11:30 a.m.	Documenting use of sensory channels (continued)
11:30–12:00 p.m.	Selecting general learning media
Noon–1:00 p.m.	Lunch
1:00–1:45 p.m.	Selecting the initial literacy medium
1:45–2:45 p.m.	Conducting continuing assessment of literacy media
2:45–3:00 p.m.	Break
3:00–3:45 p.m.	Learning media assessment for students with additional disabilities
3:45–4:00 p.m.	Questions and discussion; Wrap up

Learning Media Assessment of Students with Visual Impairments

Two-Day Workshop Agenda

Day 1

8:30–8:45 a.m.	Registration
9:00–9:15 a.m.	Greetings and introductions
9:15–10:15 a.m.	Overview of learning media assessment
10:15–10:30 a.m.	Break
10:30–11:45 a.m.	Documenting use of sensory channels (modeling)
11:45–1:00 p.m.	Lunch
1:00–2:00 p.m.	Documenting use of sensory channels (practicing)
2:00–2:15 p.m.	Selecting general learning media
2:15–2:30 p.m.	Break
2:30–3:45 p.m.	Selecting the initial literacy medium
3:45–4:00 p.m.	Questions and discussion

Day 2

8:30–8:45 a.m.	Review and questions related to yesterday
9:15–10:15 a.m.	Conducting continuing assessments
10:15–10:30 a.m.	Break
10:30–11:45 a.m.	Conducting continuing assessments (continued)
11:45–1:00 p.m.	Lunch
1:00–2:30 p.m.	LMA for students with additional disabilities
2:30–3:00 p.m.	Break
3:00–3:45 p.m.	Participants' presentations of case studies
3:45–4:00 p.m.	Questions and discussion

Information for Workshop Flyer

Abstract

Learning Media Assessment is an objective process of systematically selecting learning and literacy media for students with visual impairments. This workshop will prepare participants to conduct Learning Media Assessments at two levels: initial selection of literacy media for students who have not yet begun a formal literacy program and continuing assessment for students who have already begun to learn to read and write. Participants will be given the opportunity to practice decision-making through the use of a multimedia interactive program that contains case studies addressing a variety of issues.

Workshop Goals

1. Participants will be able to observe and rate student behaviors according to the student's use of sensory information.

2. Participants will be able to summarize relevant information regarding a student's educational profile as it relates to literacy issues.

3. Participants will be able to use summarized information to make informed decisions on literacy recommendations.

4. Participants will be able to analyze the impact of additional disabilities on literacy recommendations.

Designing the Flyer

The above information can be incorporated into a flyer to advertise your workshop. You need to include other information, such as the date, time, and location of the workshop, as well as how to register. A sample flyer is presented on the next page.

Learning Media Assessment of Students with Visual Impairments: A Workshop for Teachers

October 25
Texas School for the Blind
9:00am-3:30pm

Description

This workshop will prepare participants to conduct Learning Media Assessments at two levels: Initial Selection of Literacy Media and Continuing Assessment. Participants will be given the opportunity to practice decision making through the use of a multimedia interactive program that contains case studies addressing a variety of issues.

Goals

1. Participants will be able to observe and rate student behaviors according to the student's use of sensory information.
2. Participants will be able to summarize relevant information regarding a student's educational profile as it relates to literacy issues.
3. Participants will be able to use summarized information to make informed decisions on literacy recommendations.
4. Participants will be able to analyze the impact of additional disabilities on literacy recommendations.

Location: Texas School for the Blind
1100 West 45th Street
Austin, Texas 78756

Contact: Texas School for the Blind
(555) 555-5555

Registration must be received by October 20.

Suggestions for Use in University Classes

University students in preservice programs acquire skills in learning media assessment as part of the curriculum needed to become teachers of students who are visually impaired. We believe that it would be best for students to have knowledge and skills in the following areas before studying the processes of learning media assessment:

- general knowledge and skills in assessment of student learning,
- specific techniques for using observation as an assessment tool,
- an understanding of the term "observable behavior,"
- knowledge of the braille code and strategies for teaching reading and writing to students in braille literacy programs,
- knowledge of medical aspects of blindness (e.g., implications of progressive eye conditions).

The schedule of university classes usually does not allow entire day-long workshops, but rather restricts class presentations to specific time periods (e.g., one- or three-hour blocks). If possible, it may be helpful to schedule a one- or two-day workshop on learning media assessment that would be held in addition to, or instead of, class time. If this is not possible, university instructors may wish to consider the following suggestions:

- Present information about learning media assessment in class using either didactic instruction or by showing the PROJECT LMA videotapes. Discuss issues and questions arising from the videos, and demonstrate the interactive CDs in a group. Then ask students in pairs or groups of three to work through the case studies outside of class time in the library or computer lab. (See suggestions for establishing check-out procedures on page 20.) Students should then bring specific questions to class for discussion.

- Arrange LMA topics to fit into your class schedule. For example, if you have 3-hour blocks of instructional time each week, you might use the following sequence:

Week 1: Introduction to learning media assessment; initial selection of the literacy medium

Week 2: Continuing assessment of literacy media

Week 3: Learning media assessment for students with additional disabilities.

- Link presentation of this material with practicum experiences to provide immediate opportunities for real-life practice. For example, assign university students to conduct an observation of sensory channels on one or more children with visual impairments in school settings. Then schedule class time for discussion of these observations. After each class session focusing on learning media assessment, make sure that students have a chance to practice the procedure in a real-life situation. At the end of the time devoted to this topic, university students will have gained both the content knowledge and practice in conducting learning media assessments.

- If this topic is being addressed at a time other than when a practicum assignment is possible, you may want to consider linking students with mentor teachers who will provide opportunities for students to participate in observation or assessment.

Suggestions for Establishing Check-Out Procedures

In some cases, it may be necessary to provide a check-out option for participants to use the materials in this program. Such an arrangement will be needed if university students are assigned to work through the case studies in the interactive CD programs outside of class time or if an independent-study option is used. The following suggestions relate to the development of checkout procedures:

- Establish a checkout procedure with clear expectations. You might want to try using library procedures that indicate clearly when the materials must be returned.

- Ensure that each participant has appropriate computer equipment to run the interactive CDs. (See specifications for computers to run the interactive programs on pages 25 and 26.)

- Copy the directions for running the interactive programs—either for the Mac or the IBM—and give a copy to each participant. (See the directions pages 25 through 27.)

- Discuss with the participant the goals and objectives of the program before checking out the material.

- Try to check the material out to pairs or small groups of participants who can go through the procedure together whenever possible. This will allow for important interaction and discussion of the case studies.

- Establish a time schedule that would allow participants who have checked out materials to get in touch with you by phone or email to discuss issues and questions.

- Provide some mechanism for a follow-up visit (e.g., telephone call, in-person meeting) after the materials have been checked out to address each participant's unique situation and needs.

- Check to see that all of the materials are returned in good working condition. Discard and replace CDs that may have been damaged during use, and rewind videotapes for the next participant.

Section II
Arranging Equipment and Technology

This section of the facilitator's manual will help you arrange the physical environment and equipment needed for your workshop. Included in this section are the following:

Room arrangements,

Equipment and computer needs,

Suggestions for back-up plans in case of technology failure.

Room Arrangements

When planning the physical arrangements for your workshop keep the following in mind:

- Consider the comfort of participants when arranging a room for your presentation. Make sure that the room is big enough for people to easily move around, so that they can see the video monitor and screen if you are using this equipment.

- When arranging the room for small group computer use, consider the location of the computers. Since it will be important that each group be able to hear their own computer and not be distracted by the sound from another computer, make sure that the room is big enough to spread out the computer stations.

- It may be helpful in some situations to arrange for computers to be in breakout rooms so that each computer is in a separate location. This will allow for lively discussion and interactions within each group without disrupting others.

- External speakers or individual headphones for each computer in use may be helpful if all of the computer stations are in the same room.

- Arrange computers so that you have a clear path between them. It will be important for you to be able to walk around the room to spot check small groups, to make sure that questions and concerns are addressed as they occur, and to facilitate interactions if necessary.

- Adjust lighting and curtains or miniblinds to prevent glare on computer screens. Encourage participants to take appropriate steps to increase their individual comfort in working at the computers.

- Arrange computers to allow sufficient room around the computer for someone to "mouse" comfortably either on the left or the right (depending on handedness) and for others to sit comfortably in a semicircle while still seeing the screen.

- Have several clipboards available if possible, since participants will need to write on forms and take notes as they work through the interactive CD programs.

- When using a computer and projection system with a large group, make sure that your external speakers are strong enough to ensure that everyone in the group can hear the video clips.

- Use a large-screen monitor when showing the videotapes to help large groups gain comfortable access to the information.

Technical Information on the Interactive Programs

The interactive programs were designed and developed on the Macintosh, and we recommend that you use Macs in your workshops and classes whenever possible. The CDs will run on IBMs and IBM-compatible computers, though there are some additional steps that you need to take in launching the program. Regardless of the type of computer you use, we strongly advise you try out the CDs on your computer(s) prior to your class or workshop. Starting out a session with technology problems will detract from your instruction.

The CDs contain video clips of students with visual impairments, and QuickTime is needed to run these clips. QuickTime is part of the system software for the Mac, but not for the IBM. See the special notes on QuickTime for each type of computer in the next two sections.

The information on the next two pages provides the specifications for the Macintosh and for IBM and IBM-compatible computers with Windows. We recommend that you pay particular attention to the speed and RAM requirements. Also, directions are included for launching the programs.

Using CDs on Macintosh

Requirements

Feature	Minimum	Preferred
Type of Mac	Power Macintosh	
Operating System	System 7.5.2	System 7.5.2 or higher
Speed	120 MHz	200 MHz
RAM	32 mb	64 mb
Monitor	15-inch RGB	17-inch RGB
Video Output	256 colors; 640 x 480 pixels	Thousands of colors; 640 x 480 pixels
CD-ROM Drive	8x	20x
QuickTime Software	QuickTime 2.0	QuickTime 2.0 or higher
Speakers		External

QuickTime

Make sure QuickTime is activated. Go to "Control Panels" under the Apple menu and select "Extensions Manager." Scroll down under "Extensions" and be sure that QuickTime is checked. If not, click the box and restart your computer.

Launching the CDs on a Macintosh

1. Insert the CD in your computer. A folder will automatically open with the program icon.

2. Double click on the icon. The program will automatically launch.

   Note: If you are using keystrokes (instead of the mouse) to control the program, press the Tab key and then press Command-O. These keystrokes in sequence will launch the program. To eject the disk after quitting, press Command-W and then Command-E.

Using CDs on IBM and IBM-Compatibles

Requirements

Feature	Minimum	Preferred
Type of PC	Pentium or 5x86 processor	Pentium MMX or 5x86 MX/MMX or higher
Operating System	Windows 95	Windows 95 or higher
Speed	120 MHz	200 MHz
RAM	32 mb	64 mb
Monitor	15-inch RGB	17-inch RGB
Video Output	256 colors; 640 x 480 pixels	Thousands of colors; 640 x 480 pixels
CD-ROM Drive	8x	20x
QuickTime Software	QuickTime 2.1 for Windows	QuickTime 2.1 for Windows or higher
Speakers		External

QuickTime

If QuickTime for Windows is not already on your computer, it must be installed prior to using the CDs. You can download it free of charge from the Apple website. Go to www.apple.com/quicktime and follow the links to QuickTime for Windows. Then follow the directions to download and install QuickTime on your computer. Be sure to ask a technology expert at your school to help if you have problems.

Launching the CDs on an IBM or IBM-Compatible

1. Insert the CD in your computer.

2. Click on the "Start" menu and click "Run."

3. Type in the letter for your CD drive (usually "d"), colon, backslash, and the program/disk name as indicated in the following chart:

If you want to launch...	Type in...
Program 1, Disk 1	d:\program_1_disk_1
Program 1, Disk 2	d:\program_1_disk_2
Program 2, Disk 1	d:\program_2_disk_1
Program 2, Disk 2	d:\program_2_disk_2
Program 3, Disk 1	d:\program_3_disk_1
Program 3, Disk 2	d:\program_3_disk_2
Program 4	d:\program_4

4. Press the return key or click "OK" and the program will launch.

Notes:

a. If the CD in your computer is not designed as "d", you must substitute the appropriate letter for "d" in the above chart. To find its designation, click on the "My Computer" icon and note the appropriate letter designation for the CD drive.

b. If you are using keystrokes (instead of the mouse) to control the program, press "Alt-S" and then "R." Then type in the information from the box above, and press return.

Using Audio-Narration and Keystroke-Command Features

The interactive CD programs have two built-in features to assure accessibility for persons who are blind or visually impaired. First, all of the information on the computer screen is audio narrated using human (not synthesized) speech. Also, verbal descriptions of video clips are provided prior to each segment. Second, a keystroke command is available for each button throughout the program. This feature allows participants to navigate through the program using the keyboard rather than relying on the mouse. These features are easy to use, do not require special computer skills or use of access technology, and work on both the Mac and IBM computers. Here is all you need to know about the audio narration feature:

- The audio narration feature starts automatically when the program is launched. The first screen will be narrated, and the program advances automatically to the second screen. The second screen provides a brief overview of the audio narration feature and then provides an option of either learning more about this feature or going directly to the main menu.

- Starting at the main menu, the audio narration can be toggled on and off by pressing the space bar once. The audio narration on a screen can be repeated by pressing the spacebar twice.

- If the audio narration feature is being used, all of the information on the screen will be read. Buttons will be read aloud, and then the keystroke that is needed to activate the button will be stated. For example, the narration may say "One, visual functioning, press one" or "Go back, press b." If keystrokes are being used to navigate the program, simply press the key as specified in the narration.

- If the audio narration feature is being used, description of video clips will be provided as part of the screen narration. These descriptions are preceded with the words "video preview." This information is not presented as text on the screen, nor is it possible to turn off the video preview without turning off the narration entirely.

- The audio narration can be interrupted on a screen by hitting a button or keystroke before the narration ends.

A Just-in-Case Page

"What if it doesn't work?" This is undoubtedly one of the most frightening thoughts that you might have as you are planning a workshop that uses technology. If you carefully arrange and test your computers (according to the specifications on pages 25 and 26), we expect that your workshop will go smoothly. But we also know that it is reassuring to have some back-up plans...just in case! So, below are a couple of suggestions of activities to substitute for the interactive programs in the event of computer trouble:

- Keep a couple of videotapes of raw footage of students with you to practice "Use of Sensory Channels" observations. When using continuous videotape it will be helpful for you to have a remote control for your VCR. This will make it easier for you to pause the videotape after each discreet behavior.

- Have participants bring videotapes of actual students to discuss and analyze. Be careful to get permission from the students' parents and others involved to ensure confidentiality.

- Bring completed LMA forms to discuss in decision making. If this option is being used, it may be helpful to divide a large group into smaller groups so that participants can discuss data as would be discussed in a meeting of a student's educational team. Following small group discussion, reports of smaller groups can be made to the larger group with a discussion about the difficult parts of the decision and any differences between small groups.

Section III
Conducting the Workshop or Class

This section addresses issues that you will face as you introduce and present the material and facilitate discussion about the content of the videotapes and interactive programs. The following will be addressed in this section:

- Preparation checklist;
- Step-by-step workshop guide, including a detailed discussion of each of the four major units of instruction;
- Teaching tips for videotapes;
- Teaching tips for interactive programs;
- Observation techniques for participants who are blind;
- Handling disagreements;
- Pacing your workshop;
- Handling technology problems;
- Evaluating the workshop, including a sample evaluation form.

Preparation Checklist

Your workshop or class is approaching rapidly! As always, your planning been outstanding. But have you done everything you need to do? Have you...

☐ read through the LMA book?

☐ studied this manual thoroughly?

☐ previewed videotapes?

☐ previewed interactive programs?

☐ arranged for equipment and room?

☐ checked carefully each computer and CD you plan to use?

☐ duplicated handouts?

The upcoming sections will provide more advice for conducting your workshop. These topics relate specifically to instruction and to what needs to occur during the workshop itself.

Step-by-Step Workshop Guide

The following presents the typical sequence for an LMA workshop. We have added notes that may help you plan and implement your own workshop. You need to examine this agenda carefully and make changes that you feel are necessary to accommodate the needs of your particular audience and time constraints. The suggestions included in this annotation address the appropriate time to insert videotapes and interactive programs, and also include some information about resources available to you to address each section. After you have conducted your first LMA workshop, you will be able to add to these suggestions.

In the following section, we provide details on presenting the four major units of instruction. But we want to start with three important, but often overlooked, parts of a workshop.

Registration and Coffee

It is important to allow some time at the beginning of your workshop for teachers to visit with each other. This will be especially important at state or regional meetings that reunites colleagues who have little opportunities for professional interactions. Also, you want to have an opportunity to greet participants and make them feel welcome.

Greetings

If you are having workshop participants introduce themselves, you may want to encourage them to tell a little something about the students with whom they work and express any questions they have or experience they have with learning media assessment.

Breaks

At the beginning of your workshop, tell participants when they can expect to have breaks. Then, of course, you need to stick to your schedule! Given that workshops are generally of the day-long variety, everyone will be at their best with occasional breaks. If you have participants working at individual computer stations, tell them that they are free to take breaks at any time.

Unit 1: Introduction to Learning Media Assessment

Read in advance:	LMA Resource Guide, Chapter 1
Show video:	Video 1: Introduction to Learning Media Assessment (15 minutes)
Complete workbook:	Video notes, page 5–8 Video reflections, pages 9–10

This short section of the workshop is used to establish the purpose of learning media assessment, the importance of using the process on an ongoing basis, the major phases and components of the assessment, and the basic terminology. Also, this is an ideal time to address issues related to learning media assessment and to discuss any specific provisions of your state's braille bill (if any). Since the 1997 IDEA provision on braille instruction was incorporated after the video was made, you will need to take some time to discuss those requirements. For your information, this amendment is as follows:

IDEA Provision on Braille Instruction

Required considerations of IEP. In developing the IEP, the team must consider "special factors":

iii. in the case of a child who is blind or visually impaired, provide for instruction in Braille and use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child. [Section 1414(d)(3)(B)(iii)]

Unit 2: Initial Selection of the Literacy Medium

Read in advance:	LMA Resource Guide, Chapter 2, 3, and 4
Show Video 2:	Selection of Initial Literacy Medium (35 minutes)
Complete workbook:	Video notes, page 5–8 Video reflections, pages 9–10

The first major unit in the workshop is composed of three procedures: (a) documenting the student's use of sensory channels, (b) selecting general learning media, and (c) selecting the initial literacy medium. Video 2 presents the basic procedures for each of these components. Immediately after viewing and discussing the video, proceed to the sub-unit on documenting use of sensory channels.

A. Identifying Sensory Channels

Present CD:	Interactive Program 1: Identifying Sensory Channels (90–120 minutes)
Complete workbook:	Blank forms for independent and real-time practice, pages 31-40

Video 2 presents the basic steps in documenting a student's use of sensory channels and provides an extensive modeling sequence. If you choose not to show the video, then you will need to provide a similar type of modeling, using either raw video footage or one of the guided-practice case studies from Interactive Program 1. Participants need to be shown how to identify a discrete behavior, to make quick judgments about the student's use of sensory channels, and how to code this information on Form 2.

Interactive Program 1 provides practice for participants on gathering data about a student's use of sensory channels. This program addresses the procedure used to complete LMA Form 2. Included in this program are case studies with three different levels of support:

- First, there are three case studies that use "Guided Practice." In the Guided Practice case studies, the student's behaviors are presented using small video clips of discreet behaviors and requesting response from participants. Coding is done on the computer screen. Remember to click once for the primary channel (to get a box) and click twice for the secondary channel(s) (to get a circle). Following participant response, immediate feedback is provided.

- Second, participants are provided "Independent Practice" which includes discrete behaviors and allows participants to replay behaviors as often as necessary. Participants are asked to complete a blank copy of LMA Form 2 as they watch the behaviors but must wait for feedback until completion of the entire form. Blank forms are included in the Participant's Workbook.

- Third, participants are presented with "Real-Time Practice." This includes videotapes that run in real-time of three students. Participants cannot stop and start the video at this level. They complete a blank copy of Form 2 as they watch the video. At the end of each case study, participants have an opportunity to compare their profiles to one coded by an "expert." Again, blank forms are provided in the Participant's Workbook.

B. Selecting General Learning Media

Refer students to Form 3 in the workbook or resource guide. Restate that the purpose of this form is to examine a student's needs for learning media that are more general than literacy media. There are no references to this form in Interactive Programs 2 or 3, so this is the only chance for participants to hear about general learning media.

This form was originally designed to address a specific requirement of the Texas Braille Bill. However, it may serve other purposes, such as to facilitate communication between regular classroom teachers and teachers of students with visual impairment.

C. Selecting the Initial Literacy Medium

Present CD:	Interactive Program 2: Selecting the Initial Literacy Medium (45–60 minutes)
Complete workbook:	Case study reflections for Mary, Benita, and Janie, pages 41–46)

Program 2 contains three complete case studies of students who are at the initial selection stage of literacy. Each case study has unique emphasis:

- Mary is a student who has rather obvious literacy media needs, but the point is made that all students have the right to, and will benefit from, a thorough learning media assessment.

- Benita appears to have obvious needs, but participants are cautioned not to jump to premature conclusions. She is a student for whom English is a second language (Spanish is her native language), and this factor must be considered in her learning media assessment.

- Janie's case study is more complex. She uses both tactual and visual information for learning, but one of these channels provides for more efficiency for completing near tasks and for activities related to literacy.

Unit 3: Continuing Assessment of Literacy Media

Read in advance:	LMA Resource Guide, Chapter 5
Show Video 3:	Continuing Assessment of Literacy Media (25 minutes)
Complete workbook:	Video notes, page 17–20 Video reflections, pages 21–22
Present CD 3:	Exploring Continuing Needs for Literacy Media (60–75 minutes)
Complete workbook:	Case study reflections for Tricia, Carlos, and Lee, pages 47–52

The primary purpose of Videotape 3 is to give participants information about the on-going process of Learning Media Assessment which occurs yearly from the time an initial selection has been made throughout a student's school years. Continuing assessment focuses on visual functioning, reading efficiency, academic achievement, handwriting, and literacy tools.

Interactive Program 3 also contains three case studies. All students are of middle school age, and each case study has a unique focus:

- Tricia is a student with a variety of literacy tools who reads braille as a primary literacy medium. She also reads some print. The focus of the assessment is whether additional literacy tools are appropriate for her.

- Carlos is a capable student with excellent potential, but in the past he has not received appropriate assessment to evaluate his literacy skills or literacy media needs. This is a powerful case study that is certain to promote ample discussion.

- Lee is a student who is a strong visual learner and efficient print reader. The focus of her assessment is whether print is still an appropriate primary medium and whether additional literacy tools are needed.

Unit 4: Students with Additional Disabilities

Read in advance:	LMA Resource Guide, Chapter 6
Video 4:	Learning Media Assessment of Students with Additional Disabilities (25 minutes)
Complete workbook:	Video notes, page 23–28 Video reflections, pages 29–30
Present CD 3:	Conducting Learning Media Assessments for Students with Additional Disabilities (45–60 minutes)
Complete workbook:	Case study reflections for Austin, Jamaal, Joseph, and Henry; pages 47–52

Videotape 4 addresses the process of selecting functional learning media for students who have visual impairments and additional disabilities. This videotape contains information about the entire span of learning media assessment for students with additional disabilities including collecting data: sensory channels, readiness for a functional literacy program, functional learning media, and initial and continuing assessment of functional literacy media.

Interactive program 4 contains one complete case study (Austin) and three partial case studies. Each case study presents students who have unique, varied, and diverse needs:

- Austin is a preschool student with mental retardation and language delays who functions as a tactual learner. The focus is on whether he is ready to begin a functional literacy program.

- Henry is a young student with mental retardation and language difficulties. He has received literacy instruction with little success. The major focus of this case study is to determine the appropriate level of literacy instruction given other areas of need.

- Joseph is a young student with mental retardation and a physical disability. He is a tactual learner, and the question is whether to continue a functional literacy program in braille.

- Jamaal is an adolescent with mental retardation, physical disabilities, and a severe visual impairment. He is preparing to exit school for adult life. The focus of his assessment is to examine how literacy instruction should be used to enhance the transition from school to work.

Teaching Tips for Videotapes

- Introduce and establish the purpose for each videotape. Refer to the overview of each video on the preceding pages to help you prepare.

- Preview the questions in the workbook. This provides participants with information on what they should be listening for during the videos and will help to assure that they remember key points later on. You might encourage participants to jot notes on the workbook pages throughout the video.

- Refer students to the note-taking guide in the workbook. Some students like to jot notes while watching the videos. All of the text information that is presented throughout the videos is presented on the note-taking guides. There is also a space for participants to include their own notes, questions, and thoughts.

- Facilitate a discussion of the key points after viewing the video using questions in the workbook. The questions in the workbook can be used to help structure and facilitate this discussion. Be sure to ask participants for their views, regardless of whether they agree or disagree with the views presented on the video.

- Provide links to real practice. Whenever appropriate, provide students with opportunities to practice or explore the procedures discussed in the videos (and applied in the CD programs).

Teaching Tips for Interactive Programs

- Read the chapters in the resource guide and view the video programs first. The interactive programs are designed to provide application of the procedures presented in the resource guide and videos. They were not intended to cover all of the content needed to understand the procedures. If you choose not to use the video programs, then you will need to present the procedures via lecture, discussion, and/or modeling prior to using the interactive programs.

- Have students work in groups of 3 to 5, seated around the computer in a semicircle. We have found that placing students in small groups around the computer will facilitate a depth of analysis of the case studies that does not occur to the same extent when students work individually. Also, this level of interaction among the students allows the teacher or facilitator to join in discussions quite naturally. This will allow you to probe for deeper understanding, clarify points, extend thinking, and so forth.

- Have one "mouser" in each group seated closest to the computer on the right or left (depending on handedness). Have others seated comfortably in a semicircle around the computer.

- Provide a brief introduction to each case study. Refer to the information on the preceding pages to help you prepare, but do not give away any "inside" information. Each case study (beginning in Interactive Program 2) begins with a brief description of the student.

- Allow students to work within their small groups or in pairs, and encourage discussion throughout the program. If you find a group is stagnating, prompt them with a question or thought that will promote discussion and interactions.

- Have students jot notes in the workbook during and/or after working through the program. If you are going to have a discussion afterwards (which we strongly recommend), these notes will help to facilitate the discussion.

- Engage participants in a lively discussion of each case study. Generally, only a minimal prompt is needed to start the discussion. Also, you can use the workbook "reflections" as appropriate.

Observation Techniques for Participants Who are Blind

Teachers of students with visual impairments who are themselves blind or visually impaired often have individual techniques for conducting observation-type tasks required to complete their responsibilities. The techniques that are used are varied and depend on the individual preferences of each teacher. Below are some suggestions for observation. They should not be seen as comprehensive, and each participant should be encouraged to use the technique that is most helpful to him or her.

- Use coworkers for observation. Teachers who are blind or visually impaired may ask co-workers to complete observations. Many report that they will "switch" responsibilities with other teachers that allow each teacher to use his or her strength. If someone else conducts the observation for a teacher who is visually impaired, the teacher must follow-up with specific examination of the observation that has been conducted as well as specific questions which address the results.

- Use videotapes and go through taped behaviors with a sighted co-worker asking questions along the way. This will prevent any disruption that might occur if the questions were asked in the classroom during typical activities.

As described earlier, the interactive CD programs have "video previews" presented auditorally prior to each video clip. These previews provide the participant with advanced information about what is happening in the video clip and then allows him or her to view the clip without interruption. This format obviously is for instructional purposes only, as such "previews" are not possible in the real world. An audio description can occur simultaneously or afterwards in live observations.

During the workshop or especially in college classes, participants who are blind should be allowed to use whatever techniques or strategies they choose to gather information from observations. If they ask for assistance, you might offer one or both of the strategies mentioned above.

Handling Disagreements

In each of the workshops that we have conducted, we have had some professional disagreements among participants. Disagreements are to be expected and actually can promote deeper thinking of the process of learning media assessment. When disagreements occur in a workshop, consider the following:

- Remember that one of the key purposes of this workshop is to promote reflective thinking and critical analysis skills. Voicing differences of opinions allows participants to think through their own views and how those views influence the process of learning media assessment and literacy instruction.

- Do not focus too much time on disagreements. Allow each person to express his or her own thoughts and then go on with the workshop. Disagreements should be tolerated and respected. However, avoid prolonged, negative discussions that may taint the remainder of the workshop.

- When conducting an observation of sensory channels, it is not necessary or even important for participants to agree on every item, though the overall profile of the student should be similar. Never count the number of V, T, and A's that are boxed or circled, as this may promote disagreement. Look at the overall profile to determine the probable primary and secondary channels. Remember that during real-time practice, you may be observing a behavior while someone else is rating a behavior; then while you are writing, someone else may be observing. Therefore, completed observation forms likely will look different. Again, look at the *overall* profile; never conduct a microscopic analysis of the individual elements.

Pacing Your Workshop

- Get participants involved quickly. One helpful strategy is to have participants introduce themselves and then give some additional information, such as how much experience they have had with learning media assessment or what they need to learn most from the workshop. This information can be invaluable to you in fine-tuning the focus of your workshop. Also, this kind of opener sets the stage for full participation by the participants, rather than encouraging them to be only listeners.

- Read your audience. Continually look for signs that participants are following and understanding you (heads nodding, attentiveness, pertinent questions asked) or that they are confused (frowns, blank stares, whispering to neighbors, inattentiveness). Periodically ask participants whether they have questions or comments. Take time to clarify points, elaborate as needed, or reteach critical content. If necessary, change the direction of your workshop to best address the needs of your specific audience.

- Take breaks as planned or when unique situations arise. Participants will be at their best during full-day workshops if they feel a sense of structure to the day. Knowing when they can expect a break is very important, but you need to stick to your schedule! Also, take breaks if a unique situation arises, such as when you have an unexplained technology problem and need some time to explore solutions. If possible, arrange for coffee and snacks to be served in a separate area, so participants will have a chance to interact with others outside of their small groups.

- Change focus for a few moments. If you find participants need a short break in the planned schedule, take time to introduce something related, but unplanned. For example, you might tell a story about a student with whom you worked that will make an important point or address an issue that relates to learning media assessment or literacy instruction.

- Mingle and "hover" during small-group time to see that participants are engaged in the case studies and that they understand important points. Ask leading or thought-provoking questions if you find a group that is not engaged in productive interactions. Use this time to clarify points, add additional content information, or offer another point of view. Use your mingling and hovering to facilitate learning, not to dominate the small groups. If you identify issues of importance to all participants, bring these up during large-group discussion time.

Handling Technology Problems

- Try to avoid as many problems as possible by being very well prepared and familiar with the programs. Be sure that you have tried out the computers you will be using during your workshop and that the video clips are working. Refer to pages 25–27 for technical information on computer requirements and running the interactive CD programs.

- Make sure that you arrive at the workshop location early, so you can make sure that the technology is working. Then you will be free to greet the participants as they arrive, without worrying about whether the technology is working.

- Have participants take an unscheduled break if you encounter technology problems in the middle of a workshop and you cannot solve the problem quickly. This will allow you time to try to solve the problem without being under the scrutiny of many watchful eyes.

- Have a back-up computer and an extra set of CDs on hand. Then if you have trouble, try three things in the following order. Restart the computer and relaunch the program first. If you computer meets the specification mentioned on page 25 (for the Mac) and page 26 (for the IBM), restarting the computer generally will solve your problem. If that does not work, change CDs and relaunch the program. If that does not work, switch to your back-up computer.

- Have a multimedia projector in case you need to change to a group presentation format. If you are set up with multiple computer stations and you are having difficulty with too many of them, you might want to switch to a group presentation.

- Have a technology expert on call. If possible, arrange for a technology expert to be in the room at the beginning of your workshop to help make sure all of the computers and equipment are working properly. If this is not feasible, then see if you can have a technology expert on call to assist you. Ideally, get someone in the building who can assist in person at a moment's notice. Or, if that is not possible, then have someone you can reach by phone for consultation.

- When all else fails, go to the infamous "Plan B." We provided some "just-in-case" suggestions on page 29. Being able to switch to a back-up plan obviously requires preplanning. The bottom line is *be prepared!*

Evaluating the Workshop

Finally, you will want to evaluate your workshop to determine if you should make any changes in future workshops. On the following page is a short evaluation form. Feel free to copy this one or revise it to meet your needs.

After the workshop, compile the results from the evaluation. Pay particular attention to the written comments, as these are often the most helpful in planning and improving future workshops. Guard against taking negative comments personally; turn such comments into positive actions that will improve your next workshop.

PROJECT LMA Workshop Evaluation

Location: _____

Please rate the following aspects of this workshop. Space is provided for comments. **(1 = low; 5 = high)**

Comments

Physical arrangements were comfortable.

1 2 3 4 5

Technology was in place and helpful.

1 2 3 4 5

Content was relevant to my teaching situation.

1 2 3 4 5

Written materials were helpful.

1 2 3 4 5

Instructor was clear and knowledgeable.

1 2 3 4 5

Workshop has increased my skill.

1 2 3 4 5

What was the most positive feature of the workshop?

What changes would improve this workshop?

What ideas do you have for future workshops on related topics?

Participant's Workbook

Following is a loose-leaf copy of the participant's workbook that is ready for mass duplication. You may choose to copy the entire workbook or select only the pages you intend to use in your workshop.

You have permission to duplicate this workbook for use in your workshop or college classes, and you do not need to ask for additional permission from Texas Tech University or the Texas School for the Blind and Visually Impaired. The copyright page includes a statement of permission. If you choose to copy only selected pages, then we ask that you include the copyright page or prepare a similar written statement for the cover of your handout. If you choose to copy only the blank assessment forms, then please include a reference to the Texas School for the Blind and Visually Impaired.

PROJECT L·M·A

Learning Media Assessment of Students with Visual Impairments

Participant Workbook

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A workbook to accompany PROJECT LMA materials

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Permission is granted to duplicate any or all pages from this workbook provided that credit is given to Texas Tech University (pages 1 through 56) and to the Texas School for the Blind and Visually Impaired (pages 57 through 73).

Development of this workbook (except for the assessment forms) and the accompanying videotapes and interactive computer programs was made possible through a Special Projects Grant from the United States Department of Education (#H029K50109).

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Table of Contents

Overview

This workbooks accompanies the PROJECT LMA videotapes and interactive computer programs. The following components are included in the workbook:

- *Notes for each video program.* These pages accompany the four videotapes in the PROJECT LMA series. The left-hand column of each page contains the text as presented on each videotape, and the right-hand column provides a space for your personal notes.

- *Reflections and discussion worksheet for each video program.* These pages accompany each of the four videotapes. They will allow you to summarize information and to reflect on important issues.

- *Blank forms for interactive program #1.* These pages provide all of the blank copies of the Use of Sensory Channels form that you will need to complete Interactive Program #1. Four additional blank forms are provided for field practice.

- *Reflections and discussion worksheet for each interactive program.* These pages accompany the four interactive programs in the PROJECT LMA series. There is one reflections and discussion worksheet for each case study in Interactive Programs 2, 3, and 4.

- *Blank forms for learning media assessment.* These pages contain blank copies of LMA forms 1 through 11. These blank forms are provided for your personal reference as you study the process of learning media assessment.

The cross-reference sheet on the inside-front cover provides an overview of all of the materials in the PROJECT LMA series and how they interrelate. The series is divided into four units of study. To study each unit, read the appropriate chapter(s) from *Learning Media Assessment of Students with Visual Impairments* and view the accompanying videotape. Then you will be prepared to use the interactive programs to practice the learning media assessment processes. Use the materials in this workbook as appropriate or as assigned by your instructor to help study and apply the information presented in the videotapes and interactive programs.

Notes for Video Program #1

Introduction to Learning Media Assessment

Text from Video	Your Notes
Learning Media Assessment Overview Learning media assessment is an objective process of systematically selecting learning and literacy media for students with visual impairments. General learning media include both instructional materials and instructional methods. Literacy media include the range of tools for reading and writing in both print and braille. A conventional literacy program teaches academic literacy skills such as responding to literature and writing papers. A functional literacy program focuses on survival reading and writing skills needed for increased independence in daily life. **Components of Learning Media Assessment** 1. Document the student's use of sensory channels.	

2. Consider the student's use of general learning media.

3. Select the appropriate literacy media or medium.

Phases in Learning Media Assessment

1. Initial selection of the literacy medium.

2. Continuing assessment

   Is the initial decision of literacy medium still appropriate?

   What additional literacy tools should be taught?

The Team Process

Team Members

1. Teacher of students with visual impairments

2. Parents

3. Classroom teacher

4. Orientation and mobility specialist

Other Possible Team Members

1. Occupational therapist
2. Physical therapist
3. Eye care provider

General Principles for Learning Media Assessment

1. Decisions made on identified, individual needs of students.
2. Decisions reflect input from all team members.
3. Information is collected over time through diagnostic teaching.
4. Decisions address both present and future needs.
5. Decisions to teach additional literacy tools are made through continuous evaluation.

Reflections and Discussion for Video Program #1
Introduction to Learning Media Assessment

1. Summarize below the key points from the video.

   - .....
   - .....
   - .....

2. How are your views similar to or different from those presented on this videotape?

   .....

3. Review the general principles presented at the end of the video (see workbook page 5). Do these principles reflect your own beliefs? What alternative principles would you propose? Provide a rationale.

   .....

4. Considering students you have observed or with whom you have worked, how will you begin to apply the information that was presented in the videotape?

5. If expense and time were not concerns, what coursework, professional development, or other experiences would you like to acquire on teaching reading and writing to students with visual impairments?

6. State a rationale for or against the following statement: *Learning media assessments should be conducted only for students in academic programs who will attain conventional literacy skills.*

Notes for Video Program #2

Initial Selection of the Literacy Medium

Text from Video	Your Notes
A diagnostic teaching approach is used to assure that students have received opportunities to use all of their senses for learning. **Forms Covered in Program 2** Form 2: Use of Sensory Channels Form 3: General Learning Media Checklist Form 4: Indicators of Readiness for a Conventional Literacy Program Form 5: Initial Selection of Literacy Medium **Components in Initial Selection** 1. Document sensory channels. 2. Select general learning media. 3. Select initial literacy medium. **Sensory Channels** 1. Select observation settings. 2. Include other team members.	

3. Record only observable behaviors.

4. Code continuous behaviors once.

5. Code sensory channels.

6. Record at least 15 behaviors.

7. Collect data until a consistent pattern emerges.

Interpreting Data from Form 2

General Learning Media

Initial Literacy Medium

Key Sources of Information for Selecting the Initial Literacy Medium

1. Use of sensory information

2. Working distances and size preferences

3. Implications of visual condition

4. Implications of additional disabilities

Professional judgment is the most critical element in interpretation of data.

Consider Student Profiles

Likely Candidates for Print Literacy Program

1. Uses vision to complete tasks efficiently.

2. Shows interest in pictures and demonstrates the ability to identify pictures or picture elements.

3. Identifies his/her name in print or understands that print has meaning.

4. Uses print to accomplish other prerequisite reading skills.

5. Has a stable eye condition.

6. Has an intact central visual field.

7. Shows steady progress in learning to use vision as necessary to assure efficient and comfortable print reading.

8. Is free of additional disabilities that would interfere with a conventional print reading program.

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Likely Candidates for Braille Literacy Program

1. Shows a preference for exploring the environment tactually.

2. Efficiently uses the tactual sense to identify small objects.

3. Identifies his/her name in braille or understands that braille has meaning.

4. Uses braille to accomplish other prerequisite reading skills.

5. Has an unstable eye condition or poor prognosis for retaining current level of vision in the near future.

6. Has a reduced or nonfunctional central visual field which makes print reading inefficient.

7. Shows steady progress in developing tactual skills necessary for efficient braille reading.

8. Is free of additional disabilities that would interfere with progress in a conventional braille reading program.

Reflections and Discussion for Video Program #2

Initial Selection of the Literacy Medium

1. Summarize below the key points from the video.

   -
   -
   -

2. How are your views similar to or different from those presented in this videotape?

3. What strategies would you use to resolve differences of opinion by team members in the process of selecting a student's initial literacy medium?

4. Considering the information needed in the initial selection process, how would you involve parents as integral members of the educational team in gathering this information?

5. What strategies would you use to resolve difficulties related to administrative concerns, such as scheduling, when a student's literacy needs are extensive?

6. State a rationale for or against the following statement: *Parents should have the right to choose the literacy medium or media for their child.*

Notes for Video Program #3

Continuing Assessment of Literacy Media

Text from Video	Your Notes
Is the initial literacy medium appropriate? What literacy tools should be added? **Forms Used in Continuing Assessment** Form 6: Continuing Assessment of Literacy Media Form 7: Literacy Tools Inventory **Components of the Continuing Assessment Process** 1. Visual functioning 2. Reading efficiency 3. Academic achievement 4. Handwriting 5. Literacy tools **Visual Functioning** **Eye Information** 1. Optometric evaluations 2. Opthalmological evaluations 3. Clinical low vision evaluations 4. Functional low vision evaluations	

Reading Efficiency

Reading efficiency = reading rate + reading comprehension

Select a published informal reading inventory.

Prepare passages in appropriate medium.

Collect data from both oral and silent reading.

Time passages with a stop watch.

Ask and score comprehension questions.

Continue testing to frustration level.

Calculate reading levels and reading rate.

$$\frac{\text{Number of words in passage}}{\text{Number of seconds spent in reading}} \times 60 = \text{wpm}$$

$$\frac{\text{Number of words in passage}}{\text{Number of minutes spent in reading}} = \text{wpm}$$

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Collect reading samples with content materials.

Collect data in alternate media if appropriate.

Interpret data using sound professional judgment.

Consider the magnitude of the gap in reading rates.

Consider gains in reading efficiency from year to year.

Plan appropriate course of action.

Academic Achievement

Informal Data

- Informal reading inventories
- Criterion-referenced tests
- Chapter tests
- Teacher-made tests
- Observations and interviews

Formal Data

- Standardized tests
- State-required mastery tests

Handwriting

- Can the student communicate with himself or herself?
- Can the student communicate with others?

Literacy Tools

Interpret Findings Holistically

Guiding Questions

1. Is the student establishing solid reading and writing skills in an efficient medium?
2. Is the student acquiring a variety of literacy tools for efficiently completing tasks to meet **current** demands?
3. Is the student acquiring additional literacy tools for meeting **future** demands?
4. Is the student developing and using skills in making appropriate choices among communication options?

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Reflections and Discussion for Video Program #3

Continuing Assessment of Literacy Media

1. Summarize below the key points from the video.

   - .....
   - .....
   - .....

2. How are your views similar to or different from those presented in this video?

   .....

   .....

   .....

   .....

   .....

3. As students advance in school, their literacy options are often limited to gathering information through taped materials Do you agree with this practice? Why? How would you address this situation?

   .....

   .....

   .....

   .....

   .....

4. At what point should a change in the literacy medium be introduced for a student with progressive vision loss? What are the key pieces of information that you would gather to help make this decision? What role should the student have in making the decision?

5. Students in secondary school often exhibit a negative attitude toward use of adaptive literacy tools (such as live readers, CCTV). How would you encourage a student to choose and use the most efficient variety of tools to accomplish literacy tasks?

6. State a rationale for or against the following statement: *Students in secondary school need less literacy instruction than do students in the elementary grades.*

Notes for Video Program #4

Learning Media Assessment for Students with Additional Disabilities

Text from Video	Your Notes
Unique Considerations Preconceived ideas must not bias our decisions. Why conduct an LMA at all? Can the student best benefit from a conventional literacy program or a functional literacy program? How much time can be spent on developing literacy skills? Preconceived ideas must not bias our decisions. **Key Points and Questions** Keep all options open. Consider individual needs and abilities. Consider the goals of the reading program. **Questions to Consider** 1. Will the student benefit from a literacy program given additional disabilities?	

2. Are there additional disabilities which would impede the student's ability to learn to read through conventional techniques?

3. To what extent and in what media will literacy skills be taught?

Forms Used for Students with Additional Disabilities

Form 8: Functional Learning Media Checklist

Form 9: Indicators of Readiness for a Functional Literacy Program

Form 10: Initial Selection of Functional Literacy Medium

Form 11: Continuing Assessment of Functional Literacy Media

Use a team approach.

Team Members
1. Parents
2. Teacher of students with visual impairments
3. Special education teacher
4. Physical therapist
5. Occupational therapist
6. Speech and language specialist
7. Others

Principles of Diagnostic Teaching

- Instruction and assessment cannot be separated in effective teaching.
- Students learn and develop as individuals, not as a group.
- Information gathered from assessment should be used immediately to change instruction to make learning more efficient.
- Systematic problem-solving techniques can be employed to explore areas in a child's development that are unknown.

Conducting a Learning Media Assessment for Students with Additional Disabilities

Sensory Channels

Observe the student during a motivating activity.

Consider the effects of medication on the student.

Work in conjunction with a physical or occupational therapist.

Schedule observations throughout the day.

Schedule at least one observation during unstructured time.

Functional Learning Media

Relate learning media to goals and objectives on IEP.

Readiness for a Functional Literacy Program

Functional Literacy Medium

Students with additional disabilities may be ready for an initial selection of literacy medium at any time during their educational career.

Questions Concerning the Need for a Functional Literacy Program

1. Would the student benefit from instruction in literacy skills for functional purposes?

2. Would functional literacy skills facilitate independent living and work skills?

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

Make systematic observations in a variety of settings.

Consider the student's use of sensory information.

Consider the student's working distances and size preferences.

Consider other relevant factors.

Professional judgment is the most critical element in interpretation of data.

Continuing Assessment

Is the functional literacy medium still appropriate?

Are additional literacy tools needed?

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Reflections and Discussion for Video Program #4
Learning Media Assessment for Students with Additional Disabilities

1. Summarize below the key points from the video.

   - .....
   - .....
   - .....

2. How are your views similar to, or different from, those presented in the video?

   .....

3. What strategies would you use to encourage parent participation in functional literacy activities for students with multiple disabilities?

   .....

4. Teachers and parents of students with visual impairments and additional disabilities often have unrealistic expectations—either high or low—in the area of literacy. Through the process of learning media assessment, how can you promote realistic expectations?

5. What do you feel is the appropriate role of the paraprofessional in providing literacy instruction for students with multiple disabilities?

6. State a rationale for or against the following statement: *If a student does not indicate an ability to develop functional literacy skills during the early school years, then teachers should abandon literacy instruction in favor of independent living skills.*

Blank Form for Interactive Program #1

Independent Practice: Mary

USE OF SENSORY CHANNELS

Student ____________________

Setting/Activity ____________________

Date __________ Observer ____________________

Observed Behavior	Sensory Channel		
	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
	V	T	A
	V	T	A
	V	T	A
	V	T	A

☐ **Probable Primary Channel:** ____________________

◯ **Probable Secondary Channel(s):** ____________________

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Independent Practice: Benita

USE OF SENSORY CHANNELS

Student ____

Setting/Activity ____________________________________

Date ____________ Observer __________________________

Observed Behavior	Sensory Channel		
	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
	V	T	A
	V	T	A
	V	T	A
	V	T	A

☐ **Probable Primary Channel:** ________________________

○ **Probable Secondary Channel(s):** ______________________

ERIC

Blank Form for Interactive Program #1

Independent Practice: Janie

USE OF SENSORY CHANNELS

Student ______________________________

Setting/Activity ______________________________

Date ______________ Observer ______________________________

Observed Behavior	Sensory Channel		
	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
	V	T	A
	V	T	A
	V	T	A
	V	T	A

☐ **Probable Primary Channel:** ______________________________

◯ **Probable Secondary Channel(s):** ______________________________

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Blank Form for Interactive Program #1

Independent Practice: Sandy

USE OF SENSORY CHANNELS

Student ____________________

Setting/Activity ____________________

Date ____________ Observer ____________________

Observed Behavior	Sensory Channel		
	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
	V	T	A
	V	T	A
	V	T	A
	V	T	A

☐ **Probable Primary Channel:** ____________________

◯ **Probable Secondary Channel(s):** ____________________

ERIC

Independent Practice: John

USE OF SENSORY CHANNELS

Student ____________________

Setting/Activity ____________________

Date ____________ Observer ____________________

Observed Behavior	Sensory Channel		
	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
	V	T	A
	V	T	A
	V	T	A
	V	T	A

☐ **Probable Primary Channel:** ____________________

◯ **Probable Secondary Channel(s):** ____________________

Blank Form for Interactive Program #1

Independent Practice: Tricia

USE OF SENSORY CHANNELS

Student ____________________

Setting/Activity ____________________

Date ____________ Observer ____________________

Observed Behavior	Sensory Channel		
	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
	V	T	A
	V	T	A
	V	T	A
	V	T	A

☐ **Probable Primary Channel:** ____________________

◯ **Probable Secondary Channel(s):** ____________________

USE OF SENSORY CHANNELS

Student _____

Setting/Activity _____

Date _____ Observer _____

Observed Behavior	Sensory Channel
_____	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
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A

☐ **Probable Primary Channel:** _____

◯ **Probable Secondary Channel(s):** _____

USE OF SENSORY CHANNELS

Student ____

Setting/Activity ______________________________________

Date ________________ Observer ________________________

Observed Behavior	Sensory Channel		
______________________________	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
______________________________	V	T	A
______________________________	V	T	A
______________________________	V	T	A
______________________________	V	T	A

☐ **Probable Primary Channel:** ______________________________

◯ **Probable Secondary Channel(s):** ______________________________

USE OF SENSORY CHANNELS

Student ______________________________

Setting/Activity ______________________________

Date ______________ Observer ______________________________

Observed Behavior	Sensory Channel		
	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
	V	T	A
	V	T	A
	V	T	A
	V	T	A

☐ **Probable Primary Channel:** ______________________________

◯ **Probable Secondary Channel(s):** ______________________________

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USE OF SENSORY CHANNELS

Student ____

Setting/Activity ____________________________________

Date ________________ Observer ______________________________

Observed Behavior	**Sensory Channel**		
	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
	V	T	A
	V	T	A
	V	T	A
	V	T	A

☐ **Probable Primary Channel:** ____________________________

○ **Probable Secondary Channel(s):** ________________________

Reflections and Discussion for Interactive Program #2

Case Study: Mary

1. Based on the information provided in the interactive program, do you agree or disagree with the decision to select braille reading and writing as Mary's primary literacy medium? Why? Provide a rationale for your decision.

2. What additional information would you have wanted to gather before making a decision on Mary's initial literacy medium? How would this information have helped you in the initial selection process?

3. Under what circumstances, if any, would it have been appropriate to base an initial decision on Mary's literacy medium solely on her clinical eye information? Would it *ever* be appropriate for *any* student? Why or why not?

4. How would the decision on Mary's primary literacy medium have been influenced if it were found that she could consistently locate large objects with the limited light perception she possesses?

5. How would the decision on Mary's primary literacy medium have been influenced if she had been found to have a IQ of 65 based on the verbal portion of the WISC-R?

6. Note below any additional reflections regarding Mary that you would like to discuss with your classmates or colleagues.

Reflections and Discussion for Interactive Program #2

Case Study: Benita

1. Based on the information provided in the interactive program, do you agree or disagree with the decision to select print reading and writing as Benita's primary literacy medium? Why? Provide a rationale for your decision.

2. What additional information would you have wanted to gather before making a decision on Benita's initial literacy medium? How would this information have helped you in the initial selection process?

3. What influence does the uncertainty about the stability of Benita's eye condition have on your decision? What strategies might you use to resolve this uncertainty?

4. How would the decision on Benita's primary literacy medium have been influenced if it were found that she had a progressive eye condition?

5. How would the decision on Benita's primary literacy medium have been influenced if she had limited proficiency in English?

6. Note below any additional reflections regarding Benita that you would like to discuss with your classmates or colleagues.

Reflections and Discussion for Interactive Program #2

Case Study: Janie

1. Based on the information provided in the interactive program, do you agree or disagree with the decision to select braille reading and writing as Janie's primary literacy medium? Why? Provide a rationale for your decision.

2. What additional information would you have wanted to gather before making a decision on Janie's initial literacy medium? How would this information have helped you in the initial selection process?

3. Some educators might suggest blindfolding Janie during literacy activities so she would not be able to use her vision to look at pictures. What are the advantages and disadvantages of this approach?

4. How would the decision on Janie's primary literacy medium have been influenced if it were found that she could visually identify large, familiar objects with fair accuracy and recognize her name when written in four-inch letters?

5. Since Janie has excellent early literacy skills, a school psychologist suggests that Janie's mother reduce the amount of time she spends reading with her daughter to allow more time for developing daily living skills. How would you respond to the school psychologist?

6. Note below any additional reflections regarding Janie that you would like to discuss with your classmates or colleagues.

Reflections and Discussion for Interactive Program #3

Case Study: Tricia

1. Based on the information provided in the program, do you agree or disagree with the recommendations to continue with braille as a primary reading medium? Why? Provide a rationale for your decision.

2. What additional information would you want to gather before making recommendations on Tricia's literacy media needs? How would this information have helped you in the continuing assessment process?

3. Tricia's homeroom teacher suggests that Tricia "looks blind" when she reads braille books, so perhaps it would be better for her to use only the CCTV, computers, and tapes for literacy tasks. How do you respond?

4. Tricia is currently learning to write manuscript letters in print, but the letters are about three inches in height. What factors should be considered in decision whether to continue or stop this instruction?

5. Considering the literacy tools that Tricia now uses, what additional tools should she learn prior to graduating from high school and entering college? How would you prioritize these needs?

6. Note below any additional reflections regarding Tricia that you would like to discuss with your classmates or colleagues.

Reflections and Discussion for Interactive Program #3

Case Study: Carlos

1. Based on the information provided in the interactive program, do you agree or disagree with the decision to introduce a braille literacy program for Carlos? Why? Provide a rationale for your decision.

2. What additional information would you have wanted to gather before making recommendations on Carlos' literacy media needs? How would this information have helped you in the continuing assessment process?

3. A teacher on the educational team says that Carlos is not making good progress in developing print reading and writing skills because he is lazy and has a bad attitude toward school. How would your respond?

4. How would the recommendations have been influenced if it were found that Carlos had a stable eye condition? Would you still have recommended introducing a braille literacy program? Why?

5. If you had been Carlos' specialist in visual impairment, what strategies would you have used to assure that his literacy needs were addressed on an ongoing basis?

6. Note below any additional reflections regarding Carlos that you would like to discuss with your classmates or colleagues.

Reflections and Discussion for Interactive Program #3

Case Study: Lee

1. Based on the information provided in the interactive program, do you agree or disagree with the decision to continue with print reading and writing as Lee's primary literacy medium? Why? Provide a rationale for your decision.

2. What additional information would you have wanted to gather before making recommendations on Lee's literacy media needs? How would this information have helped you in the continuing assessment process?

3. An administrator recommends moving the CCTV to the elementary school for another student to use since Lee seems to be doing quite well with her magnifier. How would you respond?

4. How would the recommendations have been influenced if it were found that Lee went home each evening with a headache and with so much visual fatigue that she was unable to complete her homework?

5. What are some strategies for reducing the minimal amount of visual fatigue that Lee experiences?

6. Note below any additional reflections regarding Lee that you would like to discuss with your classmates or colleagues.

Reflections and Discussion for Interactive Program #4

Case Study: Austin

1. Based on the information provided in the interactive program, do you agree or disagree with the decision that it is too early to make a decision on Austin's functional literacy medium. Why? If you disagree, provide a rationale for your decision.

2. What additional information would you have wanted to gather before making a decision on whether it was time to select Austin's functional literacy medium? How would this information have helped?

3. What specific questions would you like to pose to other special education professionals related to Austin's functional abilities?

4. What specific activities would you suggest that Austin's parents include in their daily routine to encourage the development of early functional literacy skills.

5. How would the literacy decision that was made for Austin be different if he had strong expressive language skills?

6. What role does Austin's age play in literacy decisions (or your comfort with the decisions)?

Additional Students

1. **Jamaal:** How can you continue to encourage the development of literacy skills during transition from school to work for Jamaal?

2. **Jamaal:** What factors would you consider when making a decision about the amount of time to spend on literacy instruction versus the amount of time spent on vocational or daily living skills?

3. **Joseph:** What motivating instructional strategies can you use to encourage Joseph to participate in literacy activities?

4. **Joseph:** How can you best decide on adaptations needed to compensate for Joseph's physical disabilities relating to the reading and writing of braille?

5. **Henry:** What additional information would you like to gather in order to make appropriate literacy decisions for Henry?

6. **Henry:** How important is it to encourage Henry to use both his vision and his touch to gather information related to literacy?

Blank Forms for Learning Media Assessment

Excerpted with permission from:

Koenig, A. J., & Holbrook, M. C. (1995). *Learning media assessment of students with visual impairments: A resource guide for teachers (2nd edition).* Austin, TX: Texas School for the Blind and Visually Impaired.

GENERAL STUDENT INFORMATION

Identifying Information

Student _____ Birth Date_____ Age_____

Grade/Placement _____ School _____

Components of Learning Media Assessments Conducted

___ Use of Sensory Channels

___ Selection of General Learning Media

___ Selection of Literacy Media

- ___ Initial Decision on Literacy Medium
- ___ Continuing Assessment—General
- ___ Continuing Assessment—Selection of Print Media

___ LMA for Student with Additional Disabilities

Date(s) of Learning Media Assessment _____

Evaluator(s) _____

Presence of Additional Disabilities

___ Motor Impairment: _____

___ Cognitive Disability: _____

___ Other Sensory Disability: _____

___ Other Disabilities: _____

For Students with Established Literacy Skills

Primary Literacy Medium _____

Secondary Literacy Media _____

Information on Eye Condition

Date of Most Recent: Ophthalmological Examination _____

Clinical Low Vision Evaluation _____

Functional Vision Evaluation _____

Cause of Visual Impairment _____

Age at Onset _____ Visual Fields _____

Near Acuity	Right Eye	Left Eye	Both Eyes
Without Correction	_____	_____	_____
With Correction	_____	_____	_____
With Low Vision Device	_____	_____	_____
Near Device(s) Used	_____		

Distance Acuity	Right Eye	Left Eye	Both Eyes
Without Correction	_____	_____	_____
With Correction	_____	_____	_____
With Low Vision Device	_____	_____	_____
Distance Device(s) Used	_____		

Stability of Visual Condition: Stable Deteriorating

Visual Functioning: Stable Fluctuating

Possibility of Secondary Visual Impairment(s) _____

_____

Additional General Information

_____

_____

_____

_____

Summary

Findings of Learning Media Assessment

Sensory Channels: Primary _____

Secondary _____

General Learning Media: Visual _____

Tactual _____

Auditory _____

Literacy Media: Primary Medium _____

Secondary Media _____

Instructional Implications

Type of Literacy Program:

____ Conventional literacy program (for academic student)

___ Prereading or readiness program

___ Formal literacy program

____ Functional literacy program (for student with additional disabilities)

____ Other communication program (for student with additional disabilities who is functioning at a level such that a conventional or functional literacy program is not now appropriate)

Implications of: Prognosis _____

_____

Additional Disabilities _____

_____

Literacy Objectives: 1. _____

2. _____

3. _____

USE OF SENSORY CHANNELS

Student ______________________________

Setting/Activity ______________________________

Date ______________ Observer ______________________________

Observed Behavior	Sensory Channel		
______________________________	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
______________________________	V	T	A
______________________________	V	T	A
______________________________	V	T	A
______________________________	V	T	A

☐ **Probable Primary Channel:** ______________________________

◯ **Probable Secondary Channel(s):** ______________________________

GENERAL LEARNING MEDIA CHECKLIST

Student _____

Date _____ Evaluator _____

Distance

Use of vision	Use of touch	Use of hearing	Learning Materials	Use of vision	Use of touch	Use of hearing	Teaching Methods
V	-	-	Pictures	V	-	-	Pointing
V	-	-	Alphabet strips	V	-	-	Gestures
V	-	-	Wall clocks	V	-	-	Facial expressions
V	-	-	Calendar	V	-	-	Demonstration
V	-	-	Felt board	V	-	-	Modeling
V	-	-	Flip chart	-	-	A	Oral instructions
-	-	A	Environmental sounds	-	-	A	Verbal prompts
V	-	-	Timeline	-	-	A	Verbal guidance
V	-	-	Number line	-	-	A	Verbal descriptions
V	-	-	Posters, wall maps	-	-	A	Questioning
V	-	A	Videos, movies, TV	-	-	A	Class discussions
V	-	-	Transparencies	-	-	A	Lectures
-	-	A	Tapes, records, CDs	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	_____

Notes:

Near

Use of vision	Use of touch	Use of hearing	Learning Materials
V	T	-	Pictures
V	T	A	Toys
V	T	-	Clay
V	T	-	Paint
V	T	-	Crayons
V	T	-	Stencils
V	T	-	Puzzles
V	T	-	Board games
V	T	-	Real objects
V	T	-	Models
V	T	-	Flash cards
V	T	-	Worksheets, workbooks
V	T	A	Personal watch, clock, timer
V	T	-	Desk calendar
V	T	-	Desk number line, timeline
V	T	-	Math manipulatives
V	T	-	Money
V	T	-	Abacus
V	T	A	Calculators
V	T	-	Maps, atlases
V	T	-	Globe
V	T	-	Charts, diagrams
V	T	A	Measuring devices
V	T	A	Science materials (such as lab equipment)
V	T	A	Language Master
-	-	A	Tapes, record albums, CDs
V	T	A	_____
V	T	A	_____
V	T	A	_____
V	T	A	_____
V	T	A	_____
V	T	A	_____

Use of vision	Use of touch	Use of hearing	Teaching Methods
V	T	-	Pointing
V	T	-	Gestures
V	-	-	Facial expressions
V	T	A	Demonstrations
V	T	A	Modeling
V	T	A	Prompts, guidance
V	T	A	_____
V	T	A	_____
V	T	A	_____
V	T	A	_____
V	T	A	_____

INDICATORS OF READINESS FOR A CONVENTIONAL LITERACY PROGRAM

Student _____

Date _____ Evaluator _____

Yes	*No*	*No Opportunity*	*Behavior*
____	____	____	Listens to and enjoys when others read.
____	____	____	Notes likenesses and differences in sounds or spoken words.
____	____	____	Speaks in connected sentences.
____	____	____	Notes likenesses and differences in familiar objects visually and/or tactually.
____	____	____	Tells a story about a recent personal event or experience.
____	____	____	Demonstrates interest in pictures and/or objects associated with stories or books.
____	____	____	Completes sentences in a book with a repeated pattern (such as "I'll huff, and I'll puff, and ...." in *The Three Little Pigs).*
____	____	____	Relates personal experiences to characters or events in stories.
____	____	____	Acts out or retells stories after listening to them.
____	____	____	Demonstrates interest in drawing or scribbling.
____	____	____	Scribbles (or "writes") and then "reads" back the message.
____	____	____	Associates signs in the home or community with important events (such as the golden arches mean "time to eat").
____	____	____	Says the alphabet with fair accuracy.
____	____	____	Attempts to write his or her name.
____	____	____	Notes likenesses and differences in words when presented in print or braille.
____	____	____	Recognizes name or simple words in print or braille.

INITIAL SELECTION OF LITERACY MEDIUM

Student _____

Date _____ Evaluator _____

Section I: Use of Sensory Information

Task	Primarily Visual	Primarily Tactual/Other	Comments Observations
• Recognition of others	V	T/O	
• Initiation of reaching response	V	T/O	
• Exploration of toy or object	V	T/O	
• Discrimination of likenesses and differences in objects/toys	V	T/O	
• Identification of objects	V	T/O	
• Confirmation of object identification	V	T/O	
• Use of visual motor/fine motor skills	V	T/O	
• Interest in pictures	V	T/O	
• Interest in books	V	T/O	
• Interest in scribbling/writing	V	T/O	
• Identification of names/simple words	V	T/O	

Section II: Working Distances and Size Preferences

- *Identification of objects:*

  Accurate visual identification of objects: object size _____

  distance _____

  Accurate tactual identification of objects: object size _____

- *Normal visual working distances:*

  Classroom materials (such as wall clocks, calendars) _____

  Reading/looking at pictures _____

  Writing/drawing/coloring _____

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

_____

_____

_____

CONTINUING ASSESSMENT OF LITERACY MEDIA

Student _____

Primary Reading Medium _____ Secondary Media _____

Date _____ Evaluator _____

Comments/Observations

Additional Information on Visual Functioning

Is current information available from functional vision evaluations? Summarize.

Is current information available from ophthalmological examinations? Summarize.

Is current information available from clinical low vision evaluations? Summarize.

Does available information indicate a change in visual functioning? ***Yes*** No

Reading Efficiency

Summarize the following information:

Current grade placement ____

Results of the *informal reading inventory* (in student's primary reading medium)	**Grade**	**Rate**
Independent level (≥90% comprehension)	____	____
Instructional level (≥ 75% comprehension)	____	____
Frustration level (<75% comprehension)	____	____

Reading of *content materials* at grade placement	**Comp**	**Rate**
Science	____	____
Social Studies	____	____
Other: _____	____	____
_____	____	____

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 academic tasks with success? Yes ***No***

Academic Achievement

Is the student able to accomplish academic tasks in the current medium/media with success?	Yes	***No***
Are time requirements to complete academic tasks reasonable in comparison to peers without visual impairments?	Yes	***No***

Handwriting

Is the student able to read his/her own handwriting effectively?	Yes	***No***
Is handwriting a viable and effective mode of written communication?	Yes	***No***

Literacy Tools

Does the student have the repertoire of literacy tools (such as sighted readers, slate and stylus) to meet *current* educational needs?	Yes	***No***
Does the student have adequate skills in use of technology to meet *current* educational needs?	Yes	***No***
Does the student have the repertoire of literacy tools necessary to achieve *future* educational and/or vocational goals?	Yes	***No***
Does the student have adequate skills in use of technology to achieve *future* educational and vocational goals?	Yes	***No***

Factors to be considered by the educational team:

_____

_____

_____

_____

_____

_____

LITERACY TOOLS INVENTORY

Student _____

Date _____ Evaluator _____

	Visual	Tactual	Auditory
Traditional	_____Regular print materials _____Large print materials _____Low vision devices _____nonoptical–near _____nonoptical–distant _____optical–near _____optical–distant _____Regular paper _____Bold lined paper _____Signature guide _____Other writing guides _____Print as supplement to braille _____Typewriter _____ _____ _____	_____Braille materials _____Braillewriter _____Slate and stylus _____Typewriter _____Signature guide _____Check writing guide _____Paper line guide _____Braille as supplement to print _____ _____ _____	_____ Aural reading (from recording) _____ Cassette books _____ Leisure reading _____ Textbooks _____ Dictionary _____ Encyclopedia _____ Other _____ Live reader _____Radio reading service _____Cassette recorder (for notes) _____ _____ _____
Technology	_____Regular computer monitor _____Large computer monitor _____Enlarged print on screen _____Inkprint printer _____Keyboarding skills _____ _____ _____	_____Electronic braille notetaker _____Cassette braille device _____Braille remote terminal device _____Braille embosser _____Keyboarding skills _____Optacon _____ _____ _____	_____ Synthesized speech _____ _____ _____
Computer Applications	_____Wordprocessing _____Spread sheets _____Data bases _____Telecommunications _____ _____ _____	_____Wordprocessing _____Spread sheets _____Data bases _____Telecommunications _____ _____ _____	_____ Wordprocessing _____ Spread sheets _____ Data bases _____ Telecommunications _____ _____ _____

Key: I = Uses tool independently
X = Needs instruction and practice in use of tool

FUNCTIONAL LEARNING MEDIA CHECKLIST

Student _____

Date _____ Evaluator _____

Distance

Use of vision	Use of touch	Use of hearing	Learning Materials	Use of vision	Use of touch	Use of hearing	Teaching Methods
V	-	-	Pictures	V	-	-	Pointing
V	-	-	Conventional calendars	V	-	-	Gestures
-	-	A	Environmental sounds	V	-	-	Facial expressions
V	-	A	Community environment	V	-	-	Demonstration
V	-	-	Environmental signs	V	-	A	Modeling
-	-	A	Tapes, records, CDs	-	-	A	Oral instructions
V	-	A	Videos, movies, TV	-	-	A	Verbal prompts
V	-	-	Posters	-	-	A	Verbal guidance
V	-	-	Felt board	-	-	A	Verbal descriptions
V	T	A	_____	-	-	A	Questioning
V	T	A	_____	-	-	A	Class discussions
V	T	A	_____	V	T	A	_____

Use of vision	Use of touch	Use of hearing	Adaptive Communication Systems and Materials
			Unaided Communication Systems
V	T	-	Sign language
V	T	-	Gestures
V	T	A	_____
V	T	A	_____
			Aided Communication Systems
V	T	A	Communication boards
-	-	A	Tape recorders
V	T	-	Picture communication books
V	T	A	Technology-based communication systems (such as speech synthesizers)
V	T	A	Primitive communication devices (such as real objects, miniatures)
V	T	A	Other augmentative communication devices
V	T	A	_____
V	T	A	_____

Near

Use of vision	Use of touch	Use of hearing	Learning Materials	Use of vision	Use of touch	Use of hearing	Teaching Methods
V	T	A	Real objects, materials	V	T	-	Pointing
V	T	-	Full size, scale models	V	T	-	Gestures
-	T	-	Positioning equipment	V	-	-	Facial expressions
-	T	-	Adaptive mobility devices	V	T	A	Demonstrations
V	T	-	Adaptive eating devices	V	T	A	Modeling
V	T	A	Washers, dryer	V	T	A	Prompts
V	T	A	Kitchen appliances	V	T	A	Guidance
V	T	-	Money	-	T	-	Physical manipulation
V	T	A	Telephone	-	T	-	Restraint
V	T	A	Calendar boxes	V	T	A	_____
V	T	A	Switches	V	T	A	_____
V	T	A	Timer	V	T	A	_____
V	-	-	Mirror	V	T	A	_____
V	T	A	Language Master	V	T	A	_____
-	-	A	Tapes, records, CDs	V	T	A	_____
V	T	-	Conventional desk calendar				
V	T	A	Adaptive vocational devices				
V	T	A	Behavior management charts				
V	T	A	Adaptive measuring devices				
V	-	-	Pictures				
V	T	-	Clay, paint, crayons				
V	T	A	Toys				
V	T	-	Stencils				
V	T	A	Puzzles				
V	T	A	Board games				
V	-	-	Light Box				
V	T	A	Personal watch, clock				
V	T	A	_____				
V	T	A	_____				
V	T	A	_____				
V	T	A	_____				
V	T	A	_____				

INDICATORS OF READINESS FOR A FUNCTIONAL LITERACY PROGRAM

Student _____

Date _____ Evaluator _____

Yes	*No*	*No Opportunity*	*Behavior*
____	____	____	Attends to and responds meaningfully when others read.
____	____	____	Anticipates activities and events.
____	____	____	Differentiates sounds or spoken words, gestures, or signs.
____	____	____	Attaches meaning to sound or spoken words, gestures, or signs.
____	____	____	Differentiates objects visually and/or tactually.
____	____	____	Demonstrates an association of pictures or objects with stories or books.
____	____	____	Identifies objects visually and/or tactually.
____	____	____	Associates signs in the home or community with important events (such as the golden arches mean "time to eat").
____	____	____	Chooses independently to examine books, letters, and/or symbols.
____	____	____	Notes likenesses and differences in words when presented in print or braille.
____	____	____	Follows simple directions of 2 or 3 steps.
____	____	____	Generalizes directional concepts (such as top, bottom).
____	____	____	Generalizes the ability to sequence a series of objects, activities, or events.
____	____	____	Generalizes the use of primitive symbolic communications systems such as real objects or miniatures.
____	____	____	Generalizes the use of abstract symbolic communication.
____	____	____	Initiates interactive communication through systems such as sign, gestures, or augmentative communication devices.
____	____	____	Recognizes that words in print or braille have meaning.
____	____	____	Recognizes name in print or braille.

INITIAL SELECTION OF FUNCTIONAL LITERACY MEDIUM

Student _____

Date _____ Evaluator _____

Need for Functional Literacy Program

Yes No Would functional literacy skills facilitate independent living and work skills?

Yes No Would the student benefit from instruction in literacy skills for functional purposes?

Yes No Would the value of teaching functional literacy skills be justified given other areas of need?

Use of Sensory Information Task	Primarily Visual	Primarily Tactual/Other	Comments Observations
• Recognition of others	V	T/O	
• Initiation of reaching response	V	T/O	
• Exploration of toy or object	V	T/O	
• Discrimination of likenesses and differences in objects, toys	V	T/O	
• Identification of objects	V	T/O	
• Confirmation of object identification	V	T/O	
• Use of visual motor, fine motor skills	V	T/O	
• Interest in pictures	V	T/O	
• Interest in books	V	T/O	
• Interest in scribbling, writing	V	T/O	
• Identification of names, simple words	V	T/O	

Working Distances and Size Preferences

- Identification of objects:

  Accurate visual identification of objects: object size _____

  distance _____

  Accurate tactual identification of objects: object size _____

- Normal visual working distances:

  Examining pictures, books _____

  Scribbling, drawing, coloring _____

  Completing daily living tasks (such as toothpaste on brush) _____

Additional Observations: _____

CONTINUING ASSESSMENT OF FUNCTIONAL LITERACY MEDIA

Student _____

Date _____ Evaluator _____

Comments/Observations

Additional Information on Visual Functioning

Is current information available from functional vision evaluations? Summarize.

Is current information available from ophthalmological examinations? Summarize.

Is current information available from clinical low vision evaluations? Summarize.

Does available information indicate a change in visual functioning? ***Yes*** No

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 requirements in the student's literacy program? ***Yes*** No

Are new functional literacy skills required for increasing independent 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

Factors to be considered by the educational team: _____

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

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