

LMA Cheat Sheet

Background

Review the student's folder including the most recent eye exam, FVE/LMA, and Orientation and Mobility evaluation.

Observations

Conduct at least three observations, between 15 and 20 minutes each.

Observations should occur at various time of the day and in a variety of environments.

At least one observation should take place during unstructured free-time.

Observations should take in consideration motivation of activity, effects of medication and time of the day.

Record a minimum of 14 concrete observable behaviors.

Form 1: General Student Information

Begin completing sections: *Identifying Information, Presence of Additional Disabilities, For Students with Established Literacy Skills, Information on Eye Condition and Additional General Information.*

Form 2: Use of Sensory Channels

List all the behaviors recorded during the observations.

Box V, T and/or A to indicate the primary sensory channel.

Circle V, T and/or A to indicate the secondary sensory channel.

Count the most boxed V, T or A to determine the primary sensory channel.

Count the most circled V, T or A to determine the secondary sensory channel.

Decide which program is the most appropriate for the student.

Conventional Literacy Program

Form 3: General Learning Media Checklist

Select appropriate functional learning media, based on the primary and secondary sensory channels.

Functional Literacy Program

Form 8: Functional Learning Media Checklist

Select appropriate functional learning media, based on the primary and secondary sensory channels.

Form 4: Indicators of Readiness for a Conventional Literacy Program

If the student already have established literacy skills, skip this form.

Check Yes if the student consistently demonstrates the skill.

If the student consistently demonstrates skills towards the bottom of the list, consider a conventional literacy program.

If *No Opportunity* is checked for a skill, provide appropriate experiences and reassess later.

Form 9: Indicators of Readiness for a Functional Literacy Program

If the student already have established literacy skills, skip this form.

Check Yes if the student consistently demonstrates the skill.

If the student consistently demonstrates skills towards the bottom of the list, consider a functional literacy program.

If *No Opportunity* is checked for a skill, provide appropriate experiences and reassess later.

Form 5: Initial Selection of Literacy Medium

Observe the student behaviors and record responses for each listed task.

Form 10: Initial Selection of Functional Literacy Medium

The first three questions of this form will decide whether to continue the assessment.

If a functional literacy assessment is not the priority at this time, stop the assessment.

Otherwise, observe the student behaviors and record responses for each listed task.

Record working distances and size preferences.

If the student is able to use literacy skills for more than functional purposes, consider a conventional literacy program.

Form 6: Continuing Assessment of Literacy Media

Review information concerning the student's visual functioning, and determine if there is a change that may influence his current literacy media.

Gather data on reading comprehension level and reading rate.

Review formal and informal information on academic progress.

Review the student's handwriting and his ability to read it back.

Form 11: Continuing Assessment of Functional Literacy Media

Review information concerning the student's visual functioning, and determine if there is a change that may influence his current literacy media.

Form 7: Literacy Tools Inventory

Identify tools the student is using or may benefit from instruction to help him.

Form 1: General Student Information

Go back to complete sections: *Components of Learning Media Assessment, Findings of Learning Media Assessment* and *Instructional Implications*.

References

Cleveland, J., Grimmer, E., Lindsey-Ramirez, L., McGrath, J. & Sewell, D. (2018). *Essential Tools of the Trade: A "How To" Guide for Completing Functional Vision, Learning Media, and Core Curriculum Evaluations*. Austin, TX. TSBVI.
Holbrook, M. C. & Koenig, A. J. (1995). *Learning Media Assessment*. (2nd ed.). Austin, TX. TSBVI.