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ASD STRATEGIES IN ACTION
autism certification center

Office of POLICY

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Learning Media Assessment

An Introduction

THE OUTREACH CENTER
for Deafness and Blindness

This meeting is being recorded and
will be posted on OCALI's website for
educational purposes.

Objectives

❏ Participants will be able to name who benefits from learning media assessments.

❏ Participants will be able to explain why a learning media is conducted.

❏ Participants will be able to identify the team members involved in planning and conducting a learning media assessment.

Introduction - Panelists

Sarah Buoni, M.Ed, Assistant Director-Diverse Learners, Office for Exceptional Children, Ohio Department of Education

Al LaBarre, Ed.D, Assistant Superintendent at OSSB and OSD

Karen Koehler, Ph.D., Assistant Professor, Shawnee State University and Program Director, TVI Consortium

Danene Fast, Ph.D., Assistant Professor and Clinical and Faculty Lead for the Program in Visual Impairment, The Ohio State University

How do learners who are B/VI access information?

Reduced Visual Acuity

How do learners who are B/VI access information?

Central Field Loss

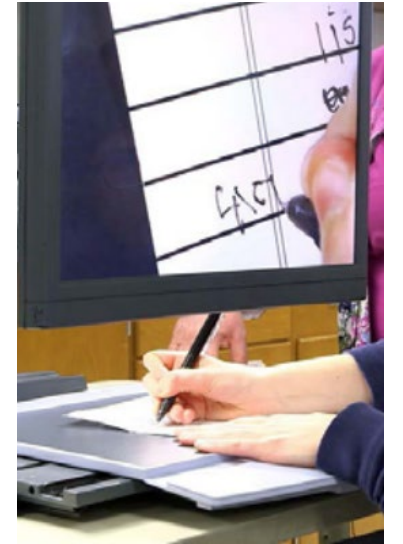# How do learners who are B/VI access information?

Peripheral Field Loss

How access be achieved for students with different levels of vision loss?

What is a Learning Media Assessment?

- Specialized assessment process for B/VI

- Major components of an LMA

- Characteristics of print and braille readers

- One of the key essential assessments of B/VI

Why is an LMA conducted?

- **<u>ACCESS, ACCESS, ACCESS</u>**
  - Federal and State Regulations
    - Individuals with Disabilities Education Act
    - Ohio Operating Standards
    - House Bill #164
  - Individualized Education Program
    - Page 16

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IEP- Page 16 Children with Visual Impairments

IEP Individualized Education Program

CHILD'S NAME:

DOB   ID Number

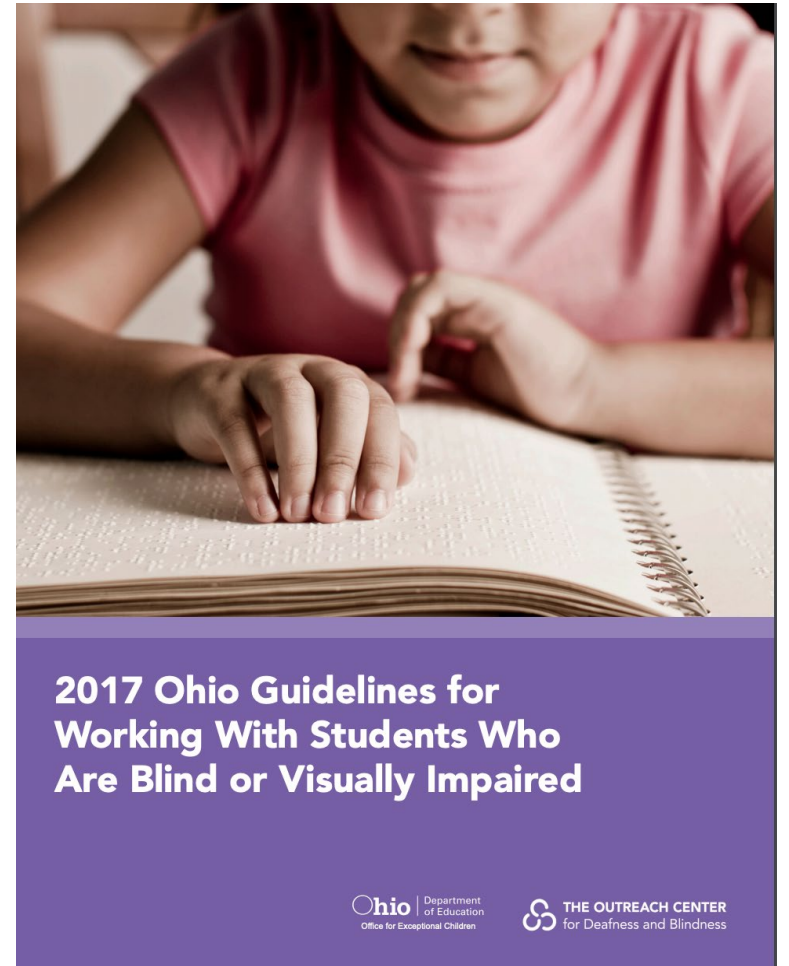**16** **CHILDREN WITH VISUAL IMPAIRMENTS**

This form shall be completed during the IEP meeting for each child who has a visual impairment, as defined by Ohio's Amended Substitute House Bill Number 164, which requires a statement specifying one or more reading and writing media in which instruction is appropriate to meet the child's educational needs. **A copy of this completed form is part of, and must be attached to, the child's IEP form.**

1. Annual assessment of reading and writing skills was conducted with each child in all media considered appropriate. YES ☐   NO ☐
The results of these assessments are included in "Present Levels of Academic Achievement and Functional Performance" on the IEP and indicate both strengths and weaknesses.

2. The IEP contains a requirement for instruction in Braille reading and writing when that medium is appropriate and is indicated by adding "Unified English Braille" as a special service in Section 7. YES ☐   NO ☐

3. Instruction in Braille reading and writing was carefully considered for this child and pertinent literature describing the educational benefits of instruction in Braille reading and writing was reviewed by the persons developing this child's IEP. YES ☐   NO ☐

4. The following visual condition(s) was taken into account and discussed in making the above decision: YES ☐   NO ☐

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Who Conducts an LMA?

- Teacher of students with visual impairments

- Specialized training

- One of the essential assessments for B/VI

2017 Ohio Guidelines for Working With Students Who Are Blind or Visually Impaired

Ohio | Department of Education
Office for Exceptional Children

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How can an LMA be conducted virtually?

- Challenges

- Solutions

- Limitations/Consideration

What does it mean for the planning process?

- Who is responsible for what?

- What forms does the team consider?

- What data does an LMA tell the team?

- What do I do if I don't have a TVI?

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Where can I learn more?

- Do you need resources or professional development?

    - [The Outreach Center for Deafness and Blindness](#)

- Do you need a TVI to conduct an LMA?

    - [Statewide Directory of Providers](#)

    - [Statewide Services](#)

- Are you interested in becoming a TVI?

    - [OSU TVI Licensure Program](#)

   - [Shawnee State TVI Consortium](#)

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What now?
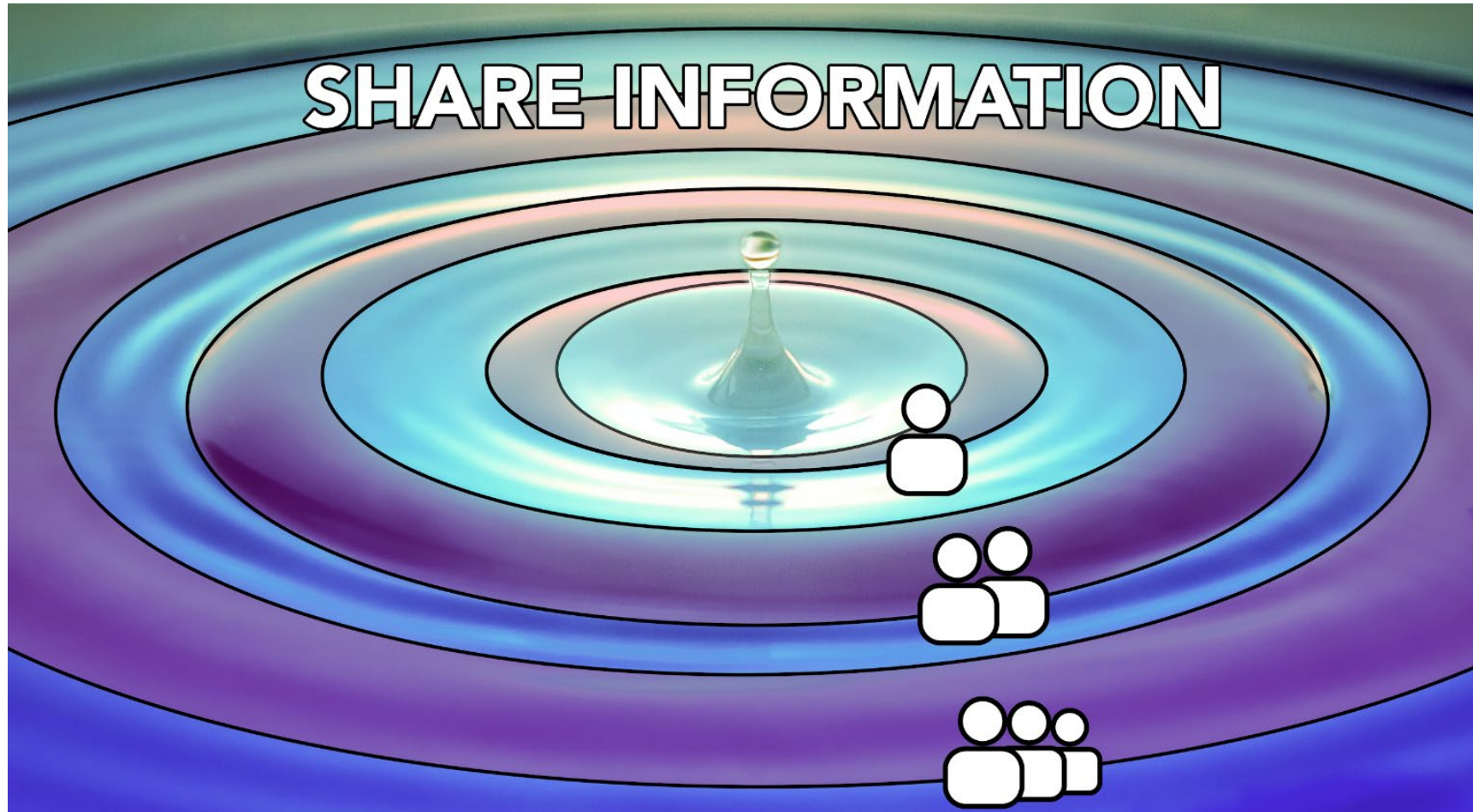
Objective review

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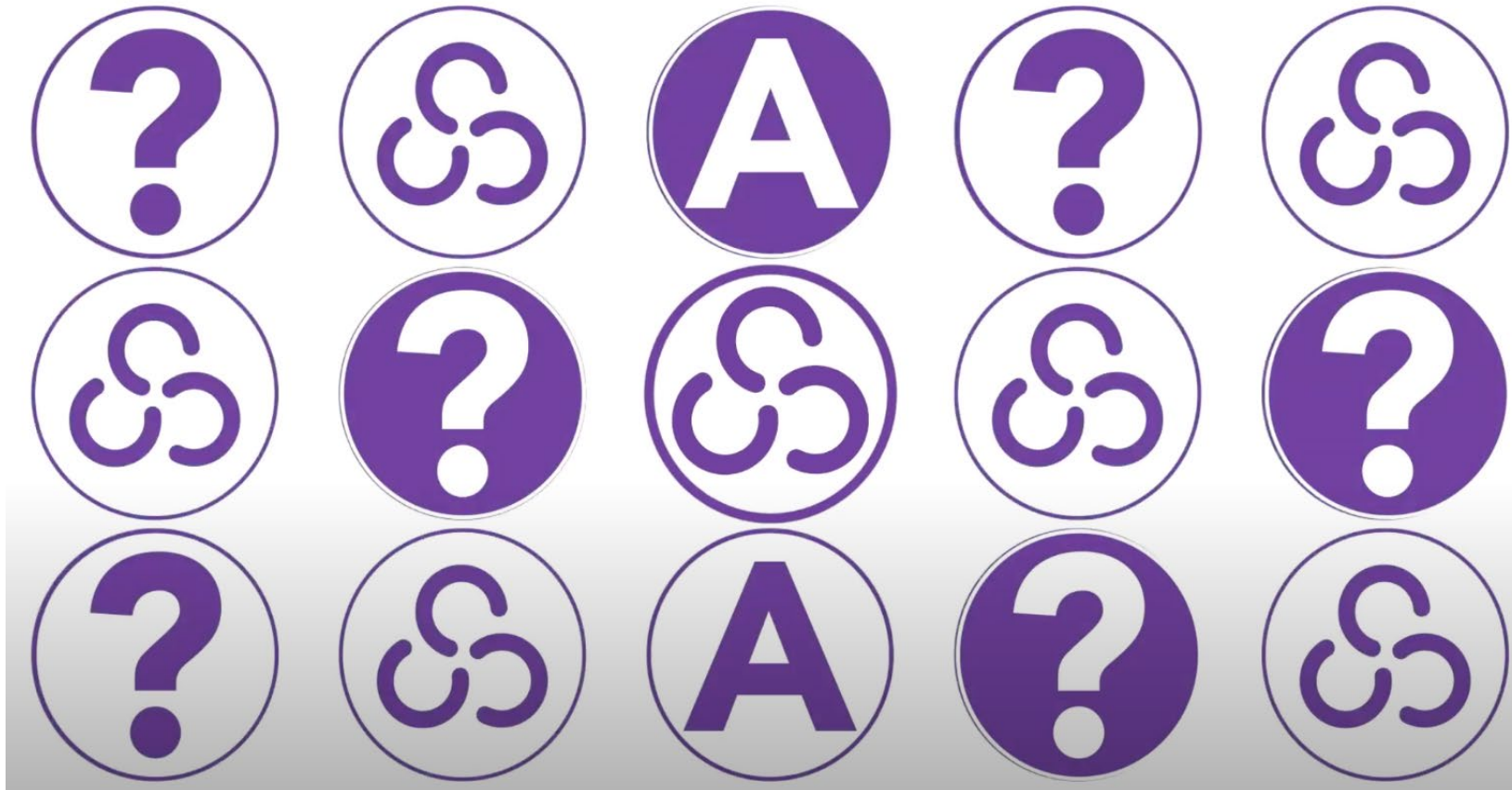
Questions?

Additional resources

Essential Assessments Rubric: A tool to guide TVIs and COMS in preparing and conducting assessments.

- Parents will be able to use the online resource to prepare for the Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) meetings.
- Administrators are currently using both content and quality rubrics to evaluate both program and service. accountability. http://earubric.com/

Parent Mentors, B/VI: Learn how Parent Mentors can support families with children who are Blind/Visually Impaired. https://deafandblindoutreach.org/parent-mentors-bvi

Feedback

Please use this link to provide your feedback on our webinar today.

https://www.surveymonkey.com/r/N2QYXT8

Thank You

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