6. Learning Media Assessment (see Appendix B, Section H)

6.1 Purpose
A Learning Media Assessment (LMA) determines the most efficient and meaningful reading and learning media. The term media includes Braille, regular print, and regular print with magnification, large print, digital text, and audio materials. After the initial medium for reading and writing has been established, technology, electronic books, graphs, maps, and pictures should all be incorporated into the media assessment.

A LMA is an ongoing process comprised of a variety of instruments, several testing sessions, and observations over time, including systematic monitoring of established goals, and discussions and input from a variety of individuals involved in the day-to-day activities of the student. Determination of a student’s literacy medium/media is not an "either/or" decision. Nor is it a final one. Students change, as do their needs for accessing and processing different types of information.

IDEA 2004 includes a specific provision about Braille instruction for students with vision impairments: The IEP Team shall—

(iii) in the case of a child who is blind or visually impaired, provide for instruction in Braille and the 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 614 (d)(3)(B)(iii)

This provision applies to every student with a visual impairment who has an IEP. This means that a student with a visual impairment who might have sufficient vision to read enlarged print or regular print with magnification shall also be provided with Braille instruction and the opportunity to use Braille, unless an evaluation that takes into consideration the child’s future need for Braille literacy demonstrates that Braille is not appropriate.
Learning Media Assessment continues throughout the student's academic career. Many factors are taken into consideration, such as the student's primary approach to tasks (tactile, auditory, or visual, or some combination thereof), reading speed compared with the student's age peers, reading comprehension, note-taking ability, access to information, print or picture size, use of technology, fatigue, and the ability of the student to keep up with the pace and/or complexity of the curriculum.

Some students who have visual impairments realize the benefits of using both print and Braille, and many supplement their reading with auditory information. All students need access to a variety of literacy tools.

6.2 Completing the Assessment
A qualified individual, such as a Teacher of Students with Visual Impairments, conducts a Learning Media Assessment (LMA) as a recommended assessment under the “Assessment of All Areas Related to Suspected Disability(ies)” section of the Evaluation Consent Form (N1A).