
Literacy Profile

for Students with Physical Impairments, 2nd Edition

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The purpose of the Literacy Profile for Students with Physical Impairments is to provide a guide to the teacher of students with orthopedic impairments in making literacy decisions. This checklist can be helpful in listing considerations the teacher should keep in mind when teaching literacy skills and making adaptations. This profile can be used as: a) an information gathering tool to summarize current considerations in teaching literacy, b) a recommendation instrument to suggest possible strategies and adaptations, c) a tracking tool to help monitor adaptations and strategies which have been tried, and d) a tool to monitor student progress.

Literacy Profile for:

Name:	Date of Birth:
School Name:	Date:
School System:	Completed by:

DIRECTIONS

The Literacy Profile for Students with Physical Impairments is divided into four major areas: General Information, Physical Efficiency, Writing Considerations, and Reading Considerations. Persons completing the profile will need to carefully read each question in the section and answer the question based on observation, testing, and team member expertise. The Profile is completed as follows:

Step 1. For each question, check **“Yes”, “No”, or “Unsure”**.

If “No” is selected, the teacher may proceed to the next question and start over at Step 1.

If “Yes” or “Unsure” is selected, the student requires (or may require) certain adaptations or strategies. Go to step 2.

Step 2. When “Yes” or “Unsure” is checked, further information is needed to determine functioning level, adaptations, or strategies.

The teacher needs to read the areas under each question and provide the requested information under **Current Functioning, Adaptations, Strategies** (in the middle column). Sometimes very specific information is requested, such as size of print.

Sometimes there is a listing of possible areas which the student could be having difficulty, and the teacher is asked to describe the problem, using this list as a guide.

Step 3. Based upon the student’s current level of functioning and the current adaptations and strategies being used,

recommendations for adaptations, instructional strategies, further assessments, or educational targets are made in the far right column.

General Information. Obtain information regarding impairments from the student file. Information regarding symbol size can be obtained from the teacher certified in visual impairments or by having the student match decreasingly smaller symbols to a large symbol s/he can see. When the student begins to make errors, use the next larger size. Experiment with bolding, contrast, and illumination to determine needs.

Physical Efficiency Areas. Determine if student positioning is optimal in certain adapted equipment with the help of the physical therapist. For work surface modifications, try different options and observe student for ease of movement. For range of motion, have student touch various areas on table top and observe for ease of movement. Select easiest areas for student for placement of material. Experiment with different sizes and spacing to determine needs.

Communication Considerations. Specify all the ways the student can respond to questions and indicate the most accurate means of response. Determine if the AAC system can be used to promote literacy.

Reading Considerations..

Determine reading level and whether student is currently learning emergent literacy, conventional literacy (academic or regular literacy), or functional literacy. Specify book modifications, as well as student ability across foundational skills, word identification, comprehension, and reading rates

Writing Considerations. Describe current functioning, adaptations, and strategies with input from the student’s occupational therapist. Include use of any pencil/pen and paper adaptations and any computer modifications. Describe the student’s keyboarding skills, spelling accuracy, and expressive writing ability.

I. GENERAL INFORMATION

<u>Physical Impairment</u>	<u>Current Functioning, Adaptations, Strategies</u>	<u>Recommendation</u>
<i>Yes No Unsure</i>		
___ ___ ___ Has a Physical and/or Health Impairment	Diagnosis:	
___ ___ ___ Has a deteriorating condition		
___ ___ ___ Has fluctuating tone		
___ ___ ___ Range of motion changes significantly		
<u>Additional Impairments:</u>		
___ ___ ___ Visual Impairment	Diagnosis:	
Uses glasses or low vision device:	Specify:	
Optimum font size of pictures/symbols:	Size:	
Letters	Font size:	
Words	Font size/spacing:	
Bold or not bold	Specify:	
Need high contrast	Specify foreground/background color:	
Needs high or low illumination	Lighting needs:	
Positioned in certain location of room	Location:	
___ ___ ___ Hearing Impairment	Specify:	
Uses hearing devices	Specify:	
Positioned in certain location of room	Location:	
___ ___ ___ Intellectual Disabilities	Specify degree of ID:	
___ ___ ___ Learning Disability	Specify type:	
___ ___ ___ Perceptual Problems	Specify:	

___ ___ ___ Distractibility Problems

___ ___ ___ Other:

Distractable to what?

Specify:

II. Physical Efficiency Areas

Fatigue & Endurance Considerations

Current Functioning, Adaptations, Strategies

Recommendation

Yes No Unsure

___ ___ ___ Has Fatigue and Endurance problems
Approximate number of minutes
student can write/respond
before fatiguing?

Length of time:

Adaptations:

Can student change activity or
means of response to address fatigue Specify: ___ yes ___ no ___ unsure

Student Positioning

___ ___ ___ Requires Adaptive Seating
Positioning using adaptive
seating is adequate

Type:

___ yes ___ no ___ unsure

Motor Movement & Work Surface Issues

Yes No Unsure

___ ___ ___ Requires Modified Table Surface
Table Height (or item height)
Table Size

Type:

Slant of Work surface
for reading
for writing

Amount of slant:

Stabilization to hold items on table

Specify:

Contrast (background) of work surface

Specify:

Fine Motor Movement & Accessing Materials

___ ___ ___ Has poor fine motor skills (hands)

Dominant hand is:

___yes ___no ___unsure

___ left ___ right ___ unsure ___ neither

Student accesses material with:

___ left hand ___ right hand ___ both hands

___ eye gaze ___ pointer ___ scanning

___ Other (specify):

Requires AT, modification, or alternate access:

Range of Motion for Material Placement

___ ___ ___ Has Limited Range of Motion (ROM):

Optimum placement of material
considering ROM & visual abilities
(include any needed slant by degrees)
for reading
for writing

Describe:

Size of target:

Size:

Spacing of target (how far apart)

Number of inches apart:

Number of items at one time
student can access:

Number:

Quick assessment of ROM needed
prior to responding

___yes ___no ___unsure

Other:

Communication Problems

___ ___ ___ Requires augmentative communication ___yes ___no ___unsure

III. Communication Considerations

Reliable Means of Response (RMR)

Current Functioning, Adaptations, Strategies

Recommendation

Yes No Unsure

___ ___ ___ Student has speech that is not understandable
Student can answer yes/no
Points to answer out of an array of choices
(using hands, eyegaze, headstick/pointer)
Indicates answer from spoken choices
Indicates answer from written choices
What is student’s most reliable means of response (RMR):

How does student respond to questions?

AAC Use

___ ___ ___ Student has an AAC system
How does student access system
Types of symbols on system
Accuracy with system
AAC fits students’ current needs
Average response time to access a symbol

Describe:

How is AAC system used for literacy?

Has adequate academic messages to support literacy Describe messages:
(e.g., “I don’t know that word”, “Sound it out”, “Please repeat”)

Answers literacy questions with AAC
Construction of reading/picture pages with AAC
Writing/spelling with AAC
Computer access with AAC

Symbol support

___ ___ ___ The student is using symbols to support literacy.

Pairing symbols and words to support reading/writing
Symbols will be faded so only print remains
Symbols are used for comprehension
Picture Dictionary
Other:

IV Reading Considerations

Literacy Target

Current Literacy Target	Select which type
Emergent Literacy (prereading skills)	
Conventional Literacy (typical, formal literacy)	
Functional Literacy (read & write only functional words)	

Literacy Level

Student's current grade level for reading	Reading Levels: _____
	as assessed with: _____

Needs a test with multiple choice answers:
Testing Adaptations:

Accessing Reading Material

Yes No Unsure

___ ___ ___ Has difficulty accessing/ manipulating books
Modify by: Change size of book
Page fluffers to turn pages
Book on computer for easy access
Enlarge/ change font size
Add symbols to each word
Other:

Has difficulty following a line of print
with finger/ pointer ___ yes ___ no ___ unsure

with eyesight _____ yes _____ no _____ unsure
Modify by:

Unable to Read Aloud

Yes No Unsure

____ _ Student is unable to read aloud (understandably)

Uses Nonverbal Reading Approach: _____ yes _____ no _____ unsure

Other strategies:

Foundational Skills for Reading

Yes No Unsure

____ _ **Print Awareness.** Student lacks print awareness/book concept

Doesn't know where to start with a book

Doesn't know a word is a unit

Requires emergent literacy material

(e.g., interactive books, predictable books,
books paired with symbols)

____ _ **Phonemic Awareness.** Student has difficulty with phonemic awareness

Phoneme isolation

Phoneme identity

Phoneme categorization

Phoneme blending

Phoneme segmentation

Phoneme deletion

Phoneme addition

Phoneme substitution

____ _ **Phonics/Vocabulary.** The students has difficulty with phonics/ vocabulary

Lacks letter- sound association: Which ones:

Student has difficultly decoding words _____ Yes _____ No Describe:

Can't blend words together
Is nonverbal & needs alternate strategies
(e.g., Nonverbal Reading Approach)

Has difficulty with phonetic analysis _____ Yes _____ No Describe:
Knows C-V-C words
Knows most blends (e.g., cl, st),
digraphs (ch, sh, th), diphthongs (oi, ou),
vowel digraphs (ai, oa)

Has difficulty with structural analysis _____ Yes _____ No Describe:
Knows basic prefixes (un-, in-, re-)
Knows basic suffixes (-s. -ed. -ing)

Has difficulty with semantic analysis _____ Yes _____ No Describe:
Uses picture cues to determine word
Uses context of sentence to determine word

Has difficulty with sight word vocabulary _____ Yes _____ No Describe:
Able to see words and know
without sounding out (automaticity)

Other:

___ ___ ___ **Fluency.** Student has difficulty with fluency Oral reading rate:
Silent reading rate
Needs repeated readings

___ ___ **Comprehension.** Student has difficulty with reading comprehension Describe:
Struggling with decoding
(not attending to meaning)
Lack of experiential background

Lack of vocabulary word meanings
Difficulty understanding phrase or sentence
Difficulty understanding paragraphs

Comprehension errors regarding:

Facts
Sequence
Summarization
Inference

Describe:

Student requires adaptations to support comprehension
(e.g., picture dictionary, key words, outline of key facts)

Reading Program

___ ___ ___ Student is making satisfactory progress in current reading program

Describe current program and level in program:

Describe software and additional support to promote reading or reading skills:
(e.g. picture/symbol support, additional reading instruction)

IV. Writing Considerations

Pencil/Pen Use

Yes No Unsure

___ ___ ___ Has difficulty using hand held writing tools
Needs particular writing tools
(e.g., felt tip marker)

Current Functioning, Adaptations, Strategies

Recommendation

Describe:

Needs adapted writing tool
(e.g., weighted, larger grip surface, brace) Describe:

Holds pencil/pen in modified fashion Describe:

Needs additional handwriting instruction ___yes ___no ___unsure
(e.g., Problems with size, proportion, slant alignment, spacing, joining cursive letters) Specify problem:

Needs keyboard/computer use for writing ___yes ___no ___unsure

___ ___ ___ Requires adapted paper ___yes ___no ___unsure
(e.g, spacing larger, lines darker, raised line paper) Specify paper type:

Compter Access

___ ___ ___ Has difficulty accessing a standard keyboard Describe adaptations:
Accessibility options
Keyboard modifications
Alternative keyboard/ Alternate mouse
On-Screen keyboard
Alternative Input Device (e.g., switch)
Voice recognition

___ ___ ___ Requires output modifications Describe:
Enlarged words
Voice output
Different color foreground/background

Keyboarding Skills & Tools

Yes No Unsure

___ ___ ___ Needs keyboarding instruction Describe (include program being used)
in two-handed typing, one-handed typing
or one-finger or few finger typing

Typing speed

Correct words per minute:

___ ___ ___

Requires Word Processing or Prediction
Word processing programs
Talking word processing programs
Word Prediction Programs
Other

Describe type:

Spelling

___ ___ ___

Student is NOT on grade level for spelling
(or not meeting his/her potential)

Spelling level: _____
as assessed with _____

Student spells phonetically

___ yes ___ no ___ unsure

Type of spelling errors

Specify:

Spelling curriculum/software/spelling aids
(e.g., dictionary, spell checker)

Specify:

Written Expression

___ ___ ___

Student is NOT on grade level for writing
(or not meeting his/her potential)

Written Expression ability:

Type of writing errors

Capitalization, punctuation
Syntax, organized paragraph(s)
Ideation (e.g., comprehensibility, productivity)

Type of curriculum/software support
(e.g., outliners, process tools, style aids)

Describe: