

Functional Literacy – Triennial Review

The purpose of this form is to examine the student’s progress in their functional literacy program. This form should only be completed if the results from the Indicators of Reading Readiness or File Review form indicates that a functional literacy program is most appropriate.

In order to complete this form the results from the Use of Sensory Channel (USC) form should be used to complete the blanks below. Please do not include results from **Additional Sensory Learning Channel** in this section.

The results from the USC suggest that the student uses _____ as his/her **primary** mode of accessing information while learning.

The results from the USC suggest that the student uses _____ as his/her **secondary** mode of accessing information while learning.

The following sections should be completed based on the student’s primary and secondary modes of accessing information. Mark ‘Yes,’ ‘No’ or ‘No Op’ (No Opportunity). Only two sections need to be completed.

Visual Learning

For the following, indicate at what distance the student was able to identify objects

Can the student visually identify objects with accuracy?	Yes	No	No Op
Can the student visually interpret photos with accuracy?	Yes	No	No Op
Can the student visually interpret colored pictures with accuracy?	Yes	No	No Op
Can the student visually interpret line drawings with accuracy?	Yes	No	No Op
Can the student visually interpret picture symbols with accuracy?	Yes	No	No Op
Can the student read sight words?	Yes	No	No Op
Approximately how many words can the student read?			
Approximately how many words could the student read last year?			

Describe any other additional ways that this student uses visual skills for learning.

Tactual Learning			
Can the student tactually identify objects with accuracy?	Yes	No	No Op
Can the student tactually interpret partial objects with accuracy?	Yes	No	No Op
Can the student tactually identify and interpret tactual symbols with accuracy?	Yes	No	No Op
Can the student read Braille words with accuracy?	Yes	No	No Op
Approximately how many Braille words can the student read?			
Approximately how many Braille words could the student read last year?			
Are there tactual sensations that the student finds intolerable? If 'Yes' please list:	Yes	No	No Op
Are there tactual sensations that the student finds preferable? If 'Yes' please list:	Yes	No	No Op
Describe any other additional ways that this student uses tactual skills for learning.			

Auditory Learning			
Does the student attend to auditory information?	Yes	No	No Op
Does the student follow one-step directions?	Yes	No	No Op
Does the student follow two-step directions?	Yes	No	No Op
Does the student listen to others during conversation?	Yes	No	No Op
Does the student participate in conversations appropriately? (i.e. take turns)	Yes	No	No Op
Does the student listen to stories that are read aloud?	Yes	No	No Op
Does the student listen to recorded stories?	Yes	No	No Op
Does the student comprehend the stories they hear?	Yes	No	No Op
Does the student listen to music?	Yes	No	No Op
Does the student listen to and follow recorded directions such as a mobility route or a recipe?	Yes	No	No Op
Are there sounds that are offensive/distasteful to the student? If 'Yes' please list:	Yes	No	No Op
Are there sounds that the student finds pleasurable? If 'Yes' please list:	Yes	No	No Op
Describe any other additional ways that this student uses listening skills for learning.			

Summary Page for Functional Literacy – Triennial Review

Using the completed Functional Literacy – Triennial Review form, as well as any previously completed, respond to the following statements.

Results from Learning Media Assessment - Use of Sensory Channels	Summary of findings	Changes noted compared with past reviews*
Primary Sensory Channel: _____		
Secondary Sensory Channel: _____		

* If this is the first time the form is completed this column will be left blank.