CONNECTICUT STATE DEPARTMENT OF EDUCATION

Planning and Placement Team (PPT) Chair

Assistive Technology (AT) and Accessible Educational Materials (AEM)

Thomas Boudreau MA

Education Consultant SDE

"It's not that I'm so smart …

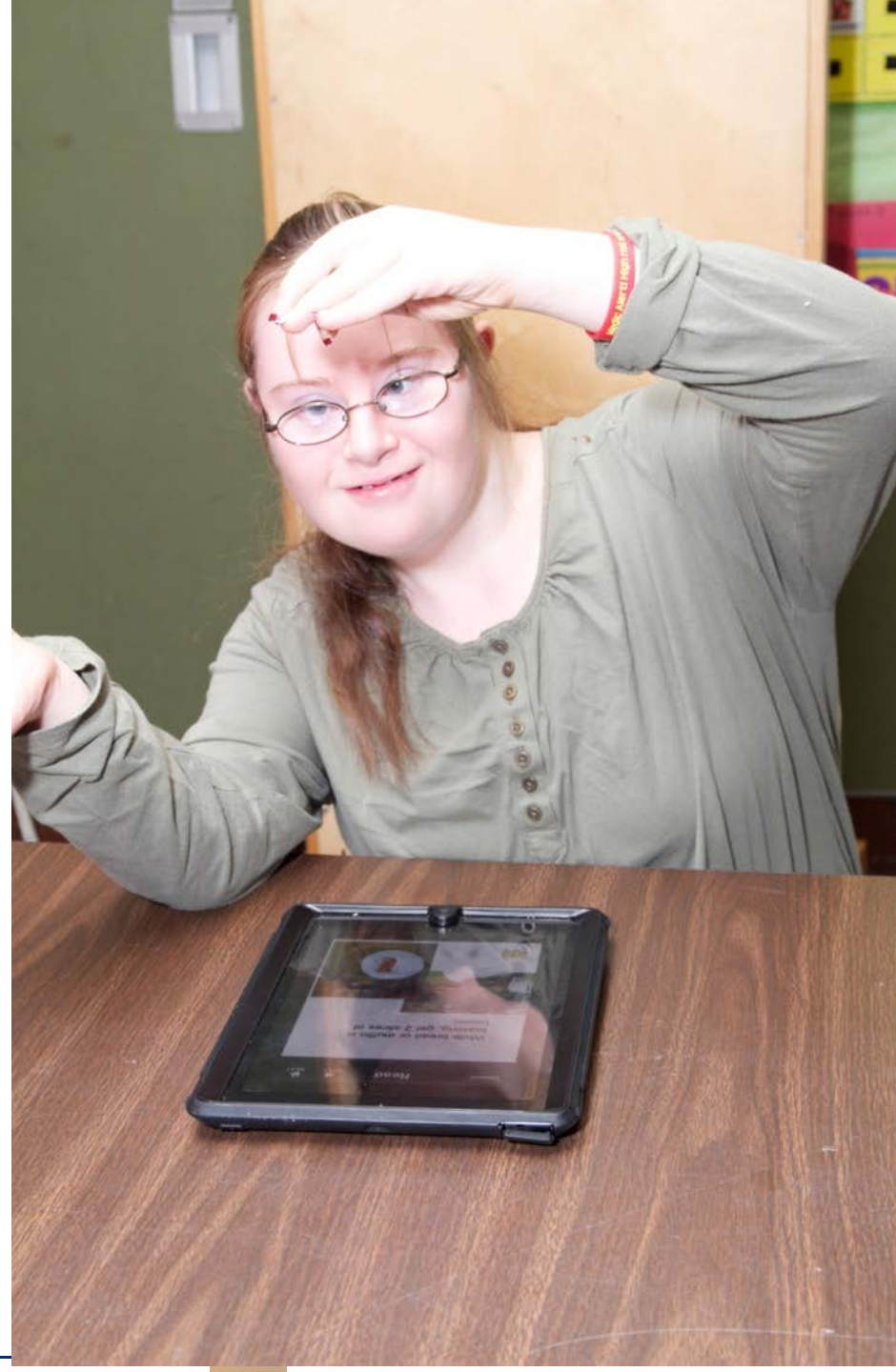I just stay with problems longer."

-Albert Einstein

CONNECTICUT
ASSISTIVE TECHNOLOGY
GUIDELINES

▶ **SECTION 1:**
Connecticut Assistive Technology
Guidelines for **Ages 3–21**

▶ **SECTION 2:**
Connecticut Assistive Technology
Guidelines for **Infants and Toddlers**
Under IDEA Part C

Connecticut State Department of Education

History of the Guidelines

- ✓ **Update** the AT Guidelines of Connecticut

- ✓ **Enrich** them with current information and technology

- ✓ **Foster** the participation and utilization of AT services and devices

- ✓ **Deliver** these through a collaborative effort and across environments

History of the Guidelines

AT Guidelines

- ✓ **Facilitate** a review of the AT process
- ✓ **Give** structure to differing stages of development
- ✓ **Clarify** misconceptions
- ✓ **Offer** examples of best practices and the AT continuum

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AT Guidelines

"...with current information and technology.."

- In the 21st Century ...
- Technology moves quickly...
- We recognize as we publish these guidelines – portions may need updating

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AT Guidelines

- Intended to be "**interactive**"
- Both a **web-based** document for ease of review and a **PDF** (for printing)
- Web-based **information** – immediate access to websites
- **Hyperlinked** to sections and appendices
- **E-PUB** available

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Special Education/Guidance Documents – Topic Briefs/
Guidelines for **Assistive Technology**

http://www.sde.ct.gov/sde/cwp/view.asp?a=2663&q=334974

AT Guidelines

Section 1:

Ages 3 – 21

Chapters

- **13 chapters**
  - Examples:
    - Laws and Policies
    - Assessment/Evaluation
    - Funding
    - AT: Documentation, Implementation and Effectiveness
    - NIMAS/NIMAC and CT AEM
  - Acronym Page, FAQ, Resources, Case Studies, Glossary and Appendices (1-12)

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AT Guidelines

Section 1:

General

Overview

- **Provide** a framework for the process of delivering AT services for students with disabilities primarily in the educational setting.

- **Assist** educators, parents, advocates and students to understand the legislation and rights of students with a disability regarding the use and availability of technology.

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AT Guidelines

Section 2: Infants & Toddlers *Chapters*

- **11 Chapters**
  - Examples:
    - Consideration of Assistive Technology
    - Documentation of Assistive Technology and the Individualized Family Service Plan (IFSP)
    - Funding for Assistive Technology
  - Resources and Appendices (1-8)

AT Guidelines

Section 2:

General Overview

- **Provide** guidance to service providers to ensure that all infants and toddlers who require AT - as indicated under the Individuals with Disability Education Act (IDEA) Part C, receive the appropriate services and devices.

- **Assists** parents in understanding how assistive technology is incorporated into early intervention (EI) services in Connecticut.

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AT Guidelines

Highlights of Section 1 & Section 2

- **Differences**
  - Individualized Education Program (IEP) verses Individualized Family Service Plan (IFSP)
    - Addressing elements with the Educational System verses the Early Intervention and service providers

- **Similarities**
  - Documentation
  - Assessment and Evaluations

- **Common Features**
  - AT Considerations
  - AT Implementation and Effectiveness
 - AT Continuum
  - Definitions

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AT Guidelines
Themes

- According to IDEA - "*Each public agency must ensure that assistive technology devices or assistive technology services*" be provided to students with disabilities.

- Assistive Technology (AT) is a term that covers everything from specialized drinking cups to wheelchairs; from Velcro to computers.

- Range on a continuum: low, mid and cutting-edge high-tech tools.

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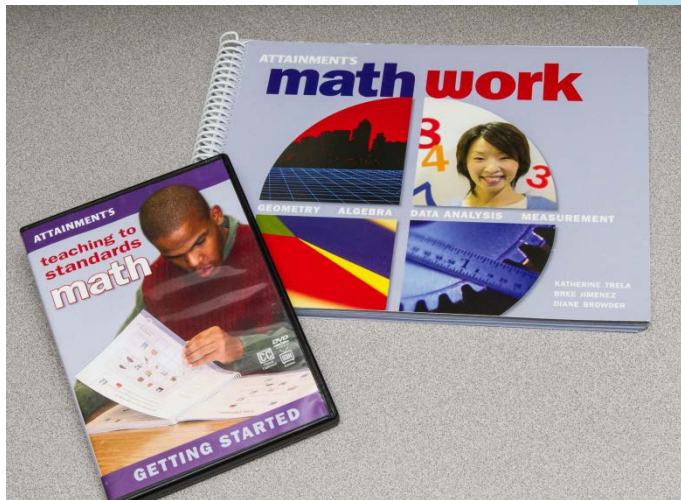
AT Device

- ***An assistive technology device*** is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities (IDEA 2004).

- ***The type of AT device depends upon***:
  - The abilities and needs of the individual
  - The environment (e.g., an electronic communication device for the classroom and a picture communication system for the cafeteria)
  - Demands of the task (e.g., a wheelchair for mobility and a text-to-speech device for reading).

AT Device

- *NOTE:* When the Individuals with Disability Education Improvement Act was released in 2004, an exception was added for the **assistive technology device** "term does not include a medical device that is surgically implanted or the replacement of such device" (Sec. 602(1)(A); 34 CFR §.300.5).

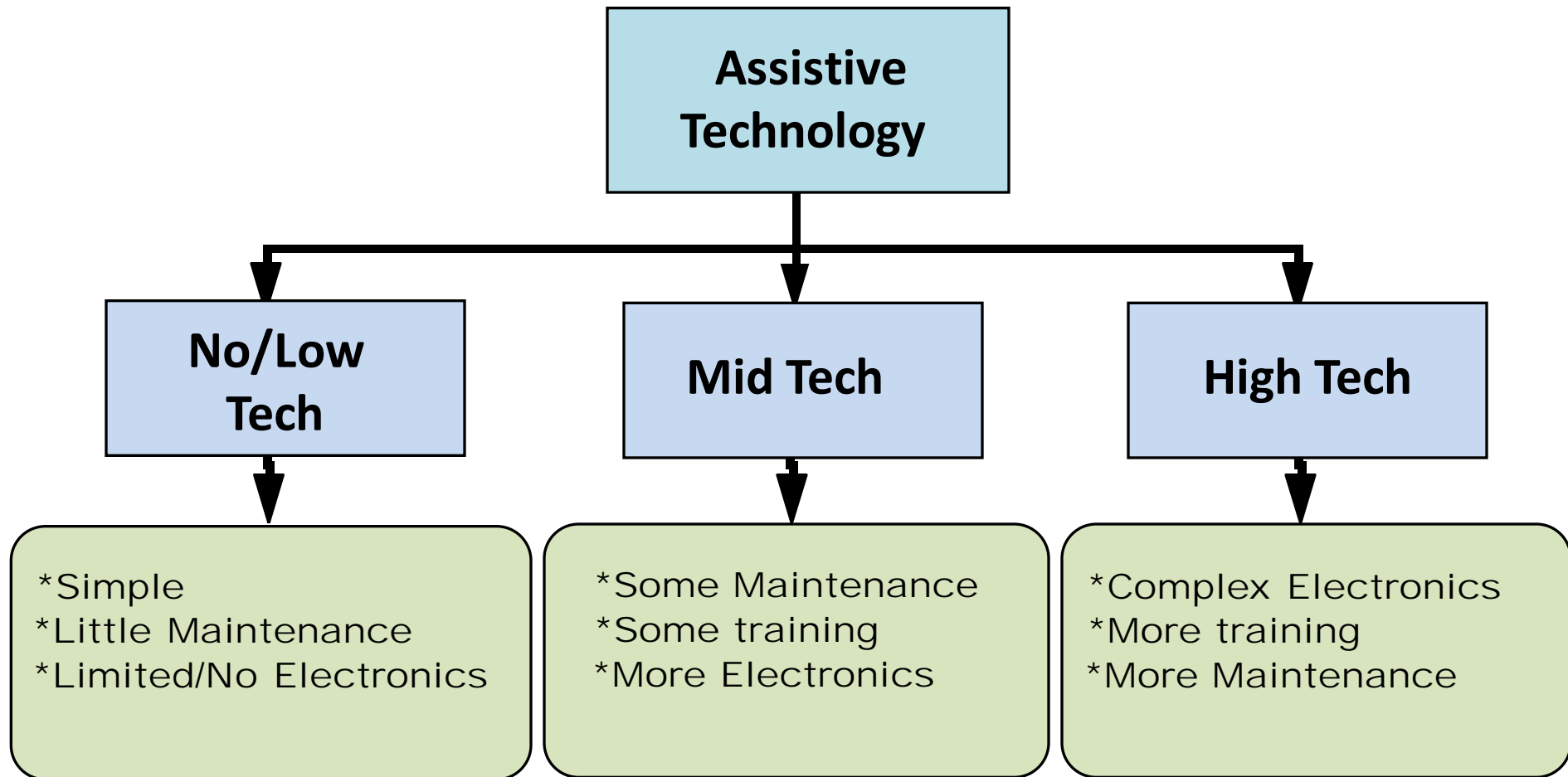- For example, cochlear implants would fall under this exception.

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AT Services

- An ***assistive technology service*** means any service that directly assists a child with a disability in the selection, acquisition, or use of an AT device *(IDEA 2004)*.

- It is important to recognize the equal importance that the law places on the actual AT device(s) that the student /young child needs and provisions of AT Services.

Ensuring that a child accesses and benefits from needed AT device(s).

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Continuum from No/Low Tech to High Tech
(adapted from TATN)

Assistive Technology

No/Low Tech

Mid Tech

High Tech

*Simple
*Little Maintenance
*Limited/No Electronics

*Some Maintenance
*Some training
*More Electronics

*Complex Electronics
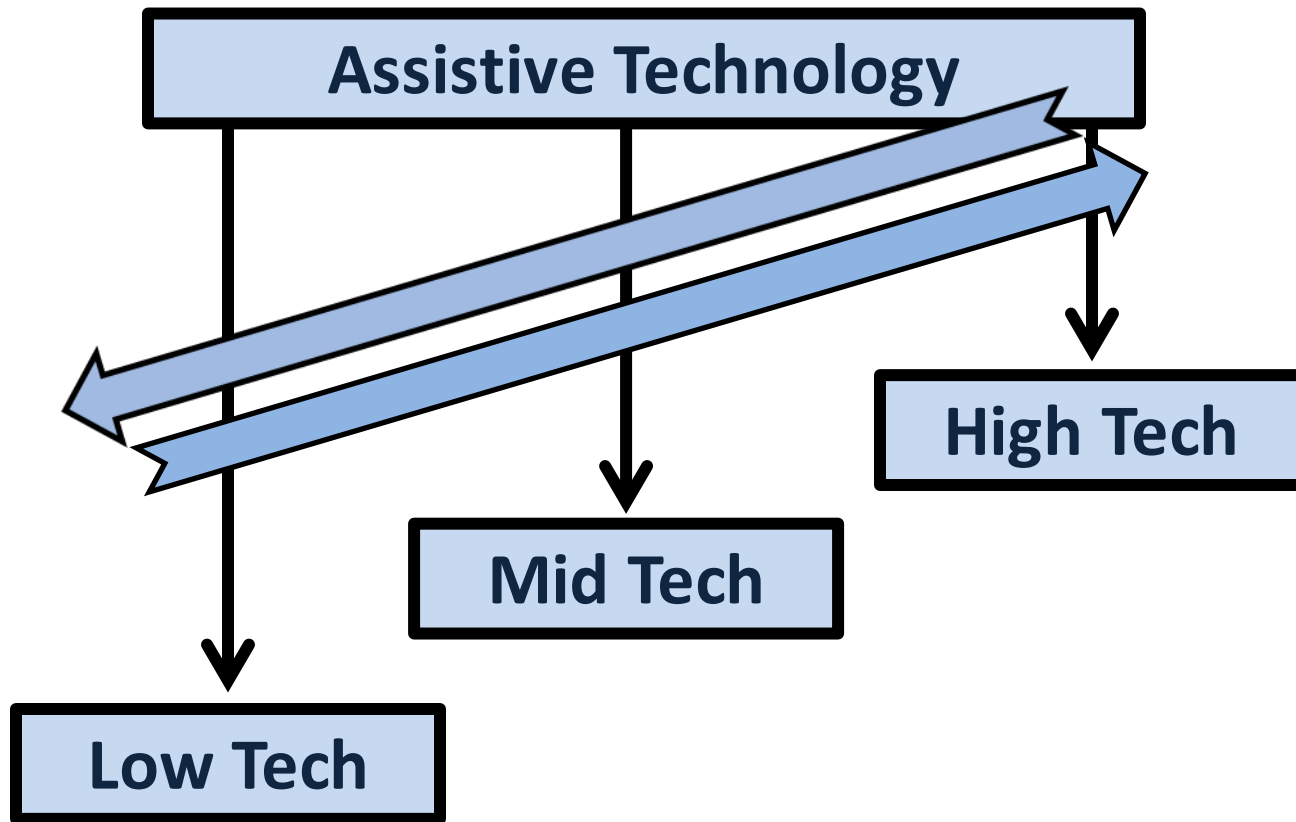*More training
*More Maintenance

AT Continuum

- No Tech /Low Tech

- Mid Tech

- High Tech

AT Devices in the AT Continuum

AT Services and Devices

Assistive Technology supports/provides:

* **ACCESS** to programs

* **PARTICIPATION** in activities

* **PROGRESS** in school and throughout life.

AT Services

General Education   *Specialized Instruction*

IEP

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Program Accommodations and Modifications

Student: _____ DOB: _____ District: _____ Meeting Date: _____

Last Name, First Name   mm/dd/yyyy   mm/dd/yyyy

Program Accommodations and Modifications - INCLUDING NONACADEMIC AND EXTRACURRICULAR ACTIVITIES/COLLABORATION/SUPPORT FOR SCHOOL PERSONNEL

Accommodations and Modifications to be provided to enable the child: – To advance appropriately toward attaining his/her annual goals; – To be involved in and make progress in the general education curriculum; – To participate in extracurricular and other non-academic activities, and – To be educated and participate with other children with and without disabilities. **Accommodations may include Assistive Technology Devices and Services**	Sites/Activities Where Required and Duration
Materials/Books/Equipment: _____	
Tests/Quizzes/Assessments: _____	
Grading: _____	
Organization: _____	
Environment: _____	
Behavioral Interventions and Support: _____	
Instructional Strategies: _____	
Other: _____	

Note: When specifying required supports for personnel to implement this IEP, include the specific supports required, how often they are to be provided (frequency) and for how long (duration)

Frequency and Duration of Supports Required for School Personnel to Implement this IEP include: _____

Modifications

Modifications change **WHAT** is taught, learned or demonstrated. Modifications deviate from the student's grade level standards.

Accommodations

Accommodations change **HOW** something is taught, learned and demonstrated.

AT Services

- **Accommodations and Modifications to be provided to enable the child:**
  - To advance appropriately toward attaining his/her annual goals;
  - To be involved in and make progress in the general education curriculum;
  - To participate in extracurricular and other non-academic activities, and
  - To be educated and participate with other children with and without disabilities.

- **Accommodations may include Assistive Technology Devices and Services**

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AT & CT Resource Guide

- The CSDE Website

http://www.sde.ct.gov/sde/site/default.asp

AT & Smarter Balanced

- Assessment items and tasks are accessible for a broad spectrum of students.

- Accessibility issues specific to students with vision, who require audio representation, and students who communicate in American Sign Language or English Language Learners (ELL) are provided.

Connecticut SDE

Smarter Balanced Assessment Consortium

Universal Tools: *Available to ALL students*

Embedded
- Breaks
- Calculator
- Digital Notepad
- English Dictionary
- English Glossary
- English Thesaurus
- Expanded Passages
- Global Notes
- Highlighter
- Keyboard Navigation
- Mark for Review
- Math Tools
- Spell-Check
- Strikethrough
- Writing Tools
- Zoom

Non-Embedded
- Breaks
- English Dictionary
- Scratch Paper
- Thesaurus

Designated Supports: *Available to ANY student with a need determined by educators*

Embedded
- *Audio Translation Glossaries
- Color Contrast
- Masking
- Text-to-Speech
- *Translations-*Math* (Glossary)
- *Translations-*Math* (Stacked)*
- Turn off any universal accessibility tool

Non-Embedded
- *Bilingual Dictionary
- Color Contrast
- Color Overlay
- Magnification
- Noise Buffering
- ~Read Aloud
- Separate Setting
- *Translation-Math(Glossary)
- *Translation Test Direction

Accommodations: *Available to students with an IEP or 504 Plan*

Embedded
- American Sign Language (Video)
- Braille
- Closed Captioning
- Streamline View
- Text-to-Speech (ELA-reading Passages) grades 6-11

Non-Embedded
- Abacus
- Alternate Response Options
- Calculator- grades 6-11
- Multiplication Table-grades 4-11
- # Print on Demand
- ~ # Read Aloud- (ELA-reading Passages) grades 6-11
- ~ # Scribe
- Speech-to-Text

~ Requires Trained Educator   ***EL-ONLY**   **# Requires Petition for Approval of Special Documented Accommodations**

9/2014

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Accommodations

2012 Percentage of Students with an IEP Receiving Text Reader on CMT/CAPT in at least one subtest by Disability Category

CODE	DISABILITY	2012
01	Intellectual Disability	1.31
02	Hearing Impairment	0.4
03	Speech Or Language Impairment	14.51
04	Visual Impairment	0.14
05	Emotional Disturbance	4.08
06	Orthopedic Impairment	0.06
07	Other Health Impairment	5.92
08	Specific Learning Disability	54.79
09	Deaf-Blindness	0.01
10	Multiple Disabilities	1.77
11	Autism	5
12	Traumatic Brain Injury	0.14
7A	ADD/ADHD	11.87
	Total	100

Accommodations

Text-to-Speech and Read Aloud Decision Guidelines 2015-2016

Documentation of Possible Need for (select one) ❑Text-to-Speech or ❑Read Aloud Accommodations for ELA Reading Passages for Students with Disabilities in Grades 3-8. **Submit electronically or Fax completed document to 860-713-7018.**

Student has: ❑ IEP ❑504 Plan			
Student Name:_____ SASID:_____ District:_____ School:_____ Grade:__ Date:_____			
*Responses in **shaded boxes may** indicate a need for the text-to-speech or read aloud accommodation. A **preponderance of evidence** should exist rather than one or two marks in shaded boxes for the accommodation to be provided to a student in Grades 3-8 for ELA reading passages.*			
Question*	**Assurance-** *For students with an IEP, evidence found on:*	**Yes**	**No**
1a. Is this student blind or does this student have a significant visual impairment? 　• 1b. If the student is blind or has a significant visual impairment, is the student learning to read braille?	• **Page 1:** COVER PAGE WITH DISABILITY CATAGORY • **Pages 4 & 5:** PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE		
	• **Page10:** SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA		
2. Does this student have an identified reading-based disability that affects the student's decoding, fluency, or comprehension skills?	• **Pages 4 & 5:** PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE • **Page 7:** GOAL & OBJECTIVES		
3. Does the student's disability impact the student's ability to access the curriculum?	• **Pages 4 & 5:** PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE • **Page 7:** GOAL & OBJECTIVES		
4. Have interventions been used to improve the student's decoding, fluency, or comprehension skills?	• **Pages 4 & 5:** PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE • **Page 7:** GOAL &OBJECTIVES		
5. Does the student use text-to-speech, assistive technology software, audio books or receive a read aloud accommodation during instruction?	• **Page 8:** PROGRAM ACCOMMODATIONS AND MODIFICATIONS • **Page 11:** SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION		
6. Does the student belong to Bookshare (or similar organization) or use identified accessible educational materials (AEM) from Determining the Need for Accessible Educational Materials (AEM) and Acquiring AEM from the Appropriate Sources flowchart.	• **Page 8:** PROGRAM ACCOMMODATIONS AND MODIFICATIONS • **Page 11:** SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION		
7. Does the student use text-to-speech or receive a read aloud accommodation during Smarter Balanced assessments or other class or districtwide assessments?	• **Page 8:** PROGRAM ACCOMMODATIONS AND MODIFICATIONS • **Page 9:** STATE AND DISTRICT TESTING AND ACCOMMODATIONS		

AT & Alternate Assessment

CT Alternate Assessment (CTAA)

- **For students with significant cognitive disabilities.**

  - The state has the CT Alternate Assessment (CTAA) (was the National Center and State Collaborative – NCSC) which is aligned to the Connecticut Core State Standards.

  - AT is a basic component for this population that will be utilizing the alternate assessment system.

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AT & CTAA

CTAA – CT Alternate Assessment

- Up to 40% of student who may be taking the alternate assessment may require Augmentative and Alternate Communication (AAC).

- Communication is critical and need to evaluate all areas of the disability.

- Having the PPT review the type of AAC being used.

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Alternate Assessment

Comprehensive System Framework

Adapted from NCSC

Career

College

Community

Curriculum

Common Standards

Learning Progressions

Core Content Connectors

Instruction

Grade-level Lessons

Accommodations

Systematic Instruction

Assessment

Formative

Summative

Communicative Competence

AT

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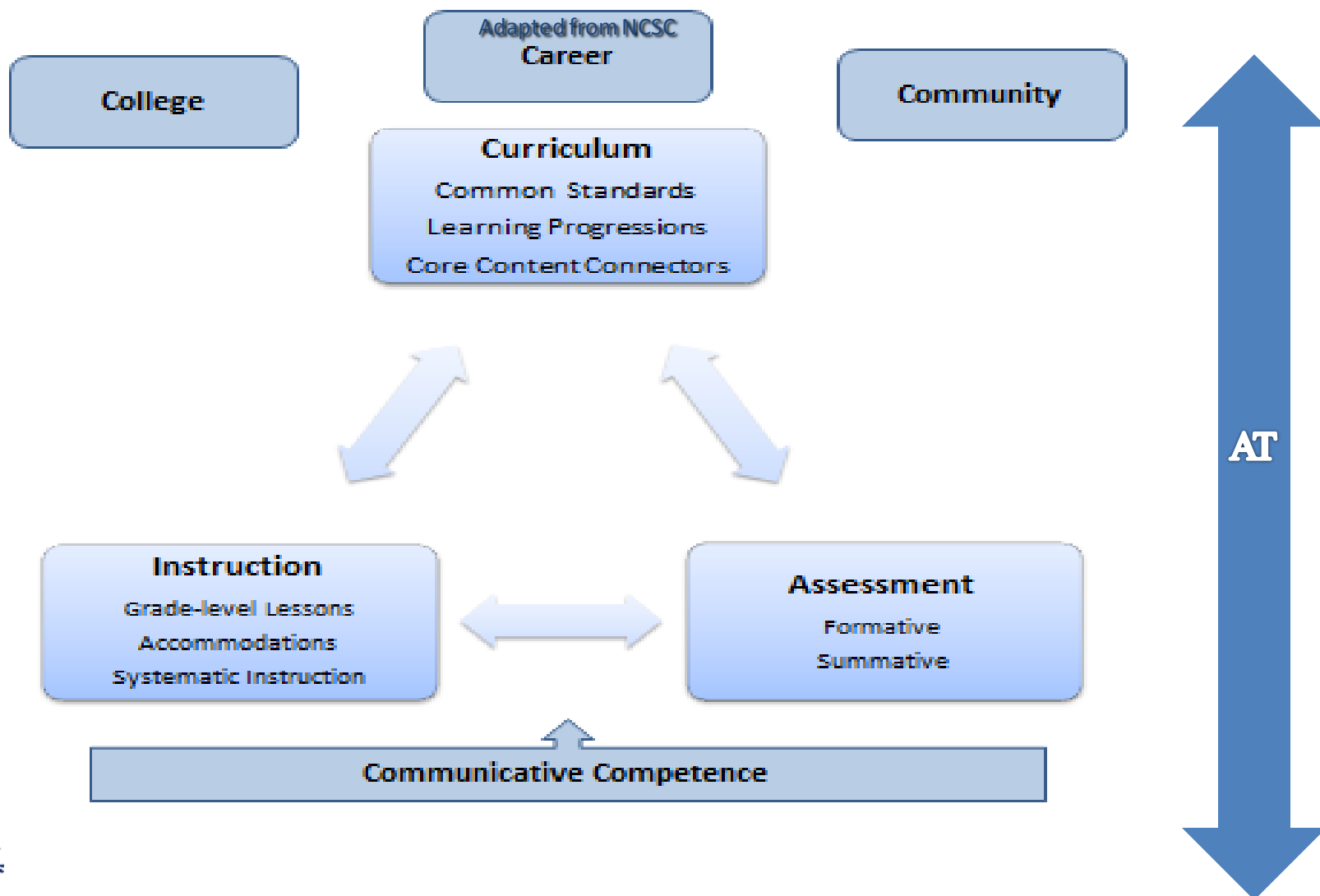
Career and College-Ready

AT elements bridge the next phases that the student may encounter.

AT-specific information should be included in the statement of transition services.

This information can include:

- a **description** of the student's **current technology** use;
- a **statement of the AT requirements** in the **receiving environment** (i.e., the school/setting he or she will be moving to);
- information concerning the **transfer of equipment**, including user manuals and support documents;
- **identification of key personnel involved in training**, accessing funding options, and providing ongoing support;
- steps for **using and maintaining** the AT;
- an **outline of the roles** and **training needs** of team members;
- **follow-up activities** including assessment and evaluation; and
- an individualized **timeline for implementation**.

* Be aware the tools that are needed in school may not necessarily be the same as used elsewhere.

*NOTE: Very important to inform families and students in cases that the student is using school-purchased devices. These will need to **be returned upon graduation**, unless arrangements are made to buy the device from the school.*

AT & Transition to different Environments

- Continuity of AT uses…
  - From class to class
  - From Elementary to Middle to High School
    - Post Secondary Goals
  - Preparation for after school
    - Post Secondary Education
    - Employment
    - Independent Living

AT and Secondary Transition

- Students may need AT for
  - Completing transition assessments
  - Filling out applications
  - Accomplishing functional tasks in community and employment settings
  - Completing essential job functions
  - Accessing and participating in training and higher education settings.

Components of AT Services

- Consideration of AT

- Assessment of AT

- Documenting AT in the IEP

- AT Implementation

- Evaluation of AT

Consideration of AT

- Consideration of AT ***prior to evaluation***

    *Process begins with the PPT/IEP team reviewing information about the student

    – Consideration of AT occurs when the student cannot accomplish the required tasks within the relevant instructional system; or

    – Issues that a student may have in accessing the curriculum, and participation in and progress toward completing educational goals.

    *Who can complete the Consideration Checklist?

    Access areas with accommodations and/or modifications that are currently in place, then the consideration process for AT should be completed.

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Consideration of AT

Assistive Technology Consideration Checklist

Student: _____   School: _____   Date: _____

DIRECTIONS

1. Please check (✓) the instructional or access areas in which the student is experiencing difficulty completing instructional tasks and/or meetings goals, benchmarks, or objectives. Record each of the checked areas in Column A of the boxes below (one area per box).

- ☐ Writing
- ☐ Spelling
- ☐ Reading
- ☐ Math
- ☐ Study/Organizational Skills
- ☐ Listening
- ☐ Oral Communication
- ☐ Seating/Positioning/Mobility
- ☐ Daily Living Activities
- ☐ Recreation and Leisure
- ☐ Pre-vocational and Vocational
- ☐ Other Specify: _____

2. Specify all relevant tasks (e.g. copying notes from board, responding to teacher questions, etc.) within each area in the space provided. Check the settings in which the task is required: GEC: General Education Classroom   SEC: Special Education Classroom   COM: Community   HOM: Home.
3. In Column B, specify the standard classroom tools (low technology to high technology) used by the student to complete relevant tasks identified in Column A. Place a check (✓) in the appropriate box in Column B regarding independence or lack of independence with the identified tasks using standard classroom tools. For areas in which the student can complete the tasks independently with standard classroom tools, it will not be necessary to complete Columns C-D.
4. In Column C, specify the accommodations/modifications and assistive technology solutions that are currently being utilized. Place a check (✓) in the appropriate box in Column B regarding independence or lack of independence with the identified tasks using the identified accommodations/modifications and assistive technology solutions.
5. Complete Column D if the student cannot adequately complete the task with accommodations/modifications and assistive technology solutions specified in column C.

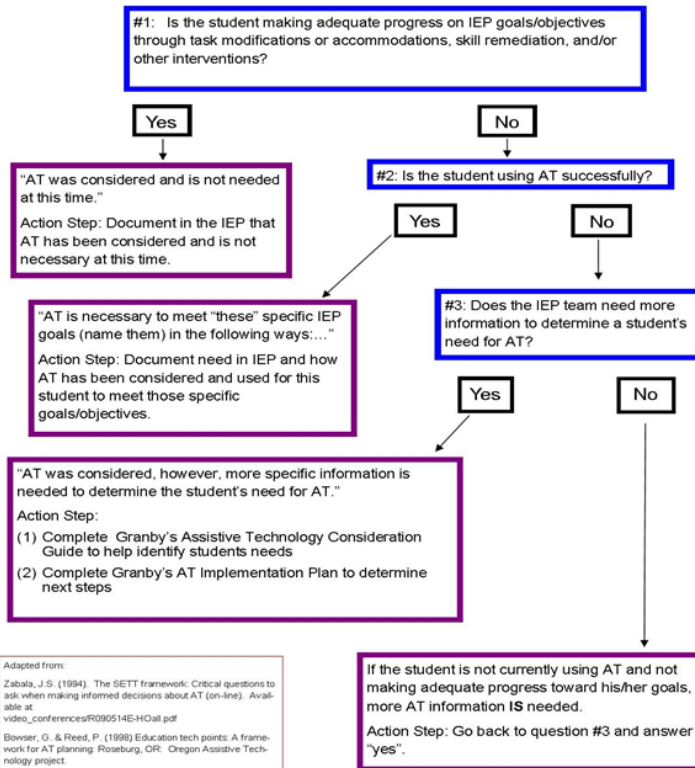| A. Instructional or Access Areas	B. Independent with Standard Classroom Tools	C. Completes Tasks with Accommodations/Modifications and/or Assistive Technology Solutions Currently In Place		D. Additional Solutions/Services Considered Including Assistive Technology
		Accommodations/ Modifications	Assistive Technology Solutions	
☐GEC ☐SEC ☐COM ☐HOM	☐ Independent ☐ Not Independent	☐ Independent ☐ Not Independent	☐ Independent ☐ Not Independent	
☐GEC ☐SEC ☐COM ☐HOM	☐ Independent ☐ Not Independent	☐ Independent ☐ Not Independent	☐ Independent ☐ Not Independent	

Consideration of AT

- Match the AT device with the strengths and needs of the student
- Elements of consideration
- Consideration Outcomes
- Document the Considerations of AT in the IEP

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Consideration of AT

Consideration of Assistive Technology (AT) within the IEP Process Flow Chart

#1: Is the student making adequate progress on IEP goals/objectives through task modifications or accommodations, skill remediation, and/or other interventions?

Yes   No

"AT was considered and is not needed at this time."

Action Step: Document in the IEP that AT has been considered and is not necessary at this time.

#2: Is the student using AT successfully?

Yes   No

"AT is necessary to meet "these" specific IEP goals (name them) in the following ways:…"

Action Step: Document need in IEP and how AT has been considered and used for this student to meet those specific goals/objectives.

#3: Does the IEP team need more information to determine a student's need for AT?

Yes   No

"AT was considered, however, more specific information is needed to determine the student's need for AT."

Action Step:

(1) Complete Granby's Assistive Technology Consideration Guide to help identify students needs

(2) Complete Granby's AT Implementation Plan to determine next steps

Adapted from:

Zabala, J.S. (1994). The SETT framework: Critical questions to ask when making informed decisions about AT (on-line). Available at video_conferences/R090514E-HOall.pdf

Bowser, G. & Reed, P. (1998) Education tech points: A framework for AT planning: Roseburg, OR: Oregon Assistive Technology project.

If the student is not currently using AT and not making adequate progress toward his/her goals, more AT information **IS** needed.

Action Step: Go back to question #3 and answer "yes".

Assessment of AT Needs

- Collaborative Team Process
- Background Information
- Student Observations and Trials
- Recommendations to PPT/IEP Team

- Elements of AT should be delineated throughout the IEP.
- Should be identified in each section of the document as much as possible...
  - ➢ "Special Factors" page 10
  - ➢ Outlined in "Present Level of Academic Achievement and Functional Performance"
  - ➢ Written in as part/to accomplish goal
- Correlated between page 8 and page 11 – with a "YES" marked for Assistive Technology.

AT Documentation
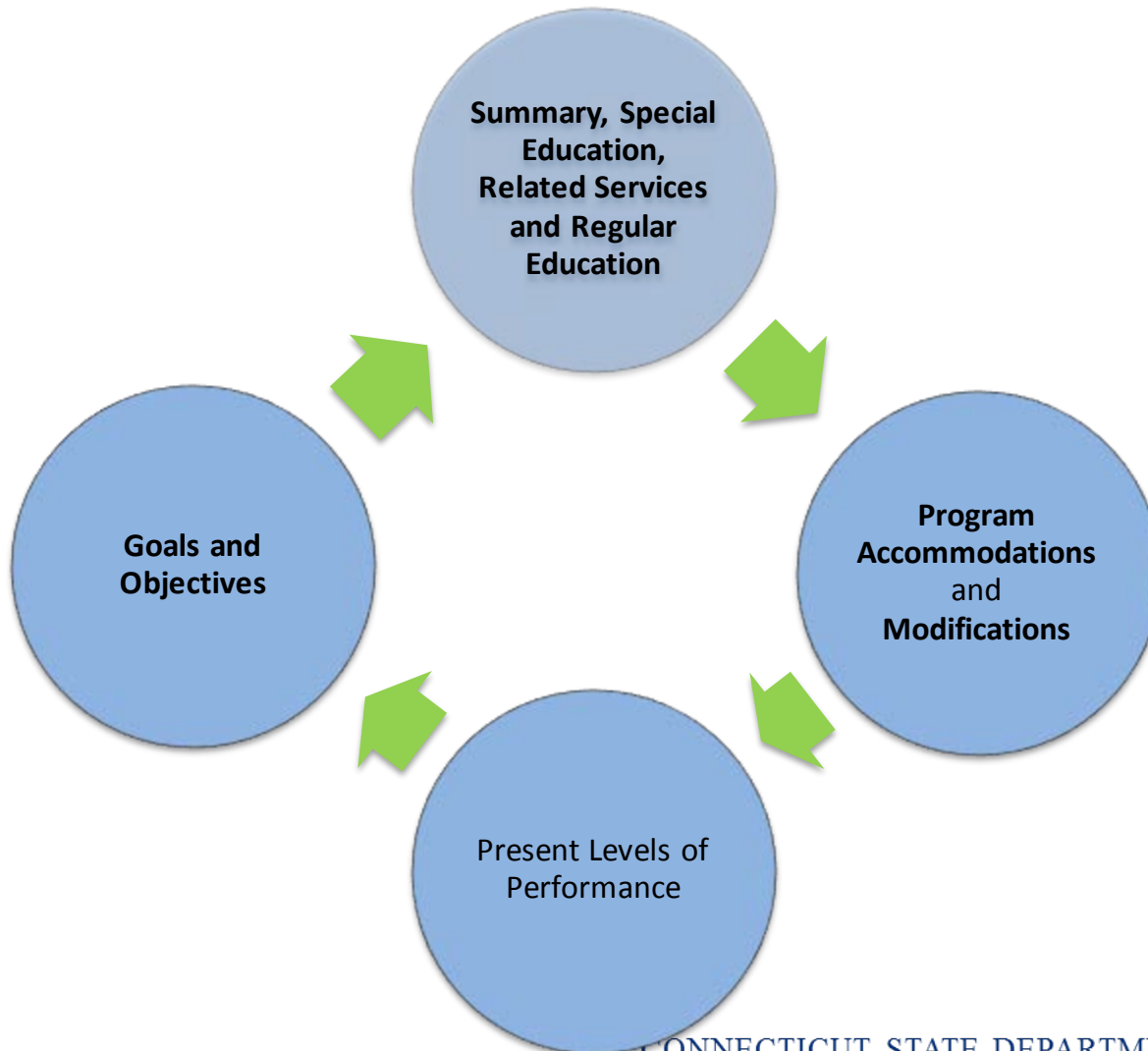
Implementation

- ## Use AT in all environments
  - Academic and non-academic
  - Home
  - Community
  - Vocational

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Evaluation of Effectiveness

- ## Does the AT have an impact on access, participation and progress?
    - Effectiveness is determined by the impact it has upon the quality of life of the user.
    - The degree of fostering the participation, independence, and self-confidence of the user.
    - Continue to examine the device in terms of its efficiency, usefulness, and availability for the student.

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AT Team

- Providing sustainable AT services requires:
    - A multidisciplinary AT Team including family;
    - Commitment from administration; and
    - On going professional development.

Professional Development and AT

- ## Continuous Professional Development
  - Enable individuals to meet present needs;
  - Increase their knowledge of AT for use in the future;
  - Occur frequently enough to address new and emerging technologies and practices; and
  - Be available on a repetitive and continuous schedule.

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Support for AT

- Meeting unique needs …
- Now as technology expands with Universal Design for Learning (UDL) there is a wider range of tools and materials that their individual technology can be integrated with - ensuring greater access, participation and progress.

"Everything should be made as simple as possible, but not simpler."

-Albert Einstein

Accessible Educational/ Instructional Materials (AEM)

Accessible Educational Materials (AEM)

- A print-based learning environment can often create a barrier to accessing the general education curriculum.

- Assistive Technology is the delivery system upon which the content is presented to the student.

AIM and AT: A Two-Part Equation
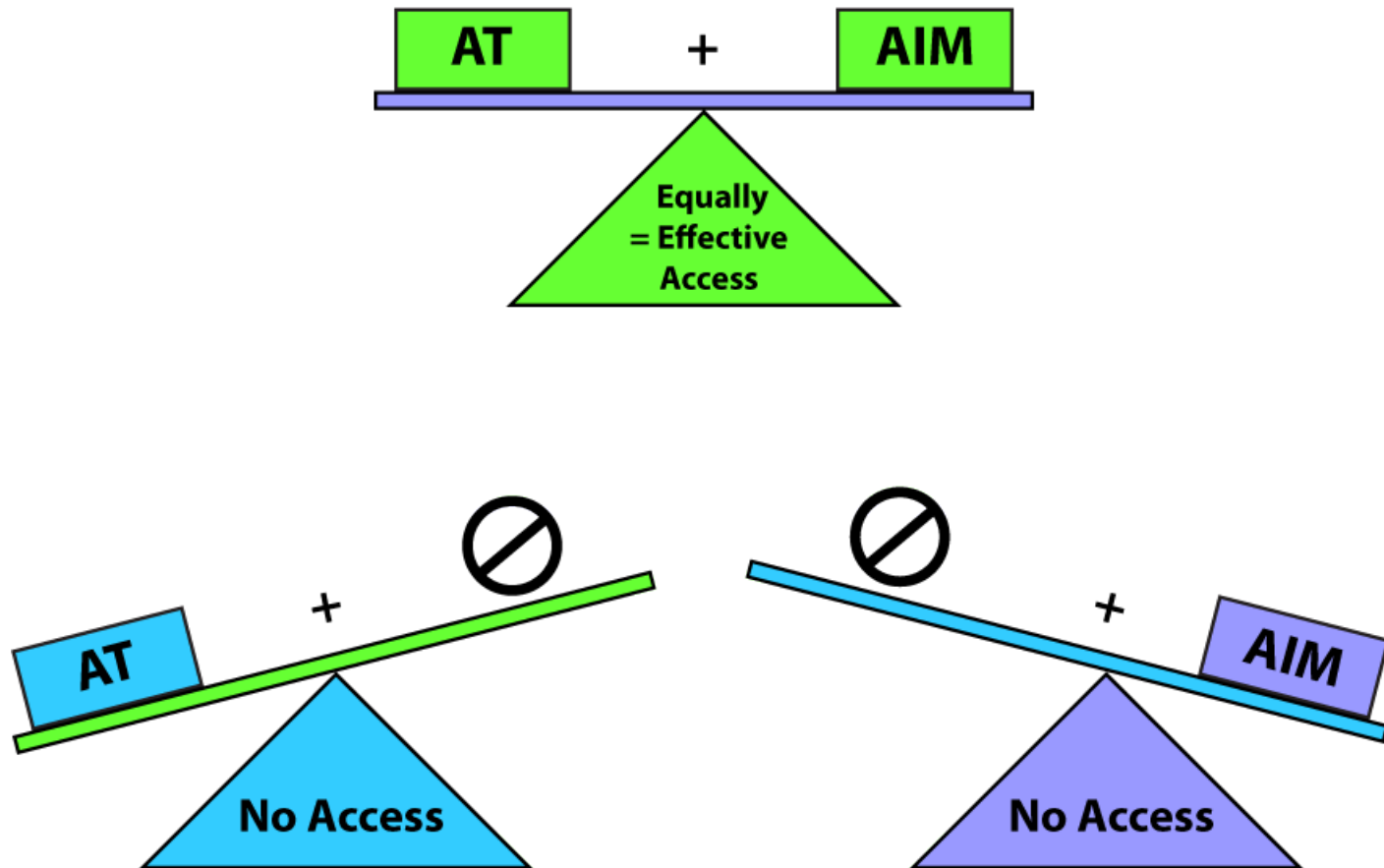
Accessible Materials: Simply Said

- http://www.youtube.com/watch?v=JcPIMlOJJkc

Topic Brief

Connecticut has adopted the National Instructional Material Accessibility Standard (NIMAS) and in a recent Topic Brief explains:

"In Connecticut, the planning and placement team (PPT) participate equally in the decision-making process to determine the specific educational needs of a child with a disability and develop an individualized education program (IEP) for the child (Section 10-76a-1(14). …

If a student is identified as having a print-related disability (e.g., blindness, visual impairment, physical limitations and specific learning disability in reading), which impacts the student's ability to access the general curriculum, then the PPT may determine, as the competent authority, that the student qualifies to receive AEM produced in specialized formats as delineated on the IEP through an accessible media producer (AMP) and/or the National Instructional Material Accessibility Center (NIMAC)."

Definition of "timely manner"

Connecticut has adopted the NIMAS standard, and in a recent Topic Brief defines timely manner as:

"all reasonable efforts will be made by the local education agency (LEA) to ensure that accessible educational materials (AEM) are provided to children with disabilities who need accessible formats of educational materials at the same time as other children receiving their educational materials".

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Multiple Sources of AEM

- There are varying Interpretations of "Qualifying Disability" for a Print-related disability

- The National Library Service of the Library of Congress

  – *Blind, Visual Impairment, Physical Limitations, or a Reading Disability based on Organic Dysfunction*

National Instructional Material Accessibility Standard (NIMAS)
Process in Connecticut

- The process begins when a school district orders new textbooks.
- When a district submits its textbook orders, it will need to include language in the contract requiring textbook publishing companies to create NIMAS file sets of their textbook.
- When your book order includes this statement, the publisher will make a NIMAS file set available to the NIMAC for each textbook ordered.
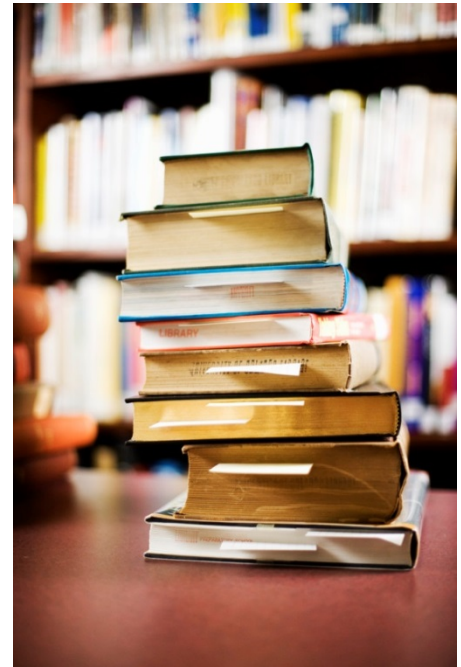
NIMAS
Process in Connecticut

The language on every P.O. should read:

By agreeing to deliver the materials marked with "NIMAS" on this contract or purchase order, the publisher agrees to prepare and submit, on or before __/__/__, a NIMAS file set to the NIMAC that complies with the terms and procedures set forth by the NIMAC. Should the vendor be a distributor of the materials and not the publisher, the distributor agrees to immediately notify the publisher of its obligation to submit NIMAS file sets of the purchased products to the NIMAC. The files will be used for the production of alternative formats, as permitted under the law for students with print disabilities.

This is page __ of __ of this contract or purchase order.

Hybrid Process for AEM in Connecticut

Identify

- Once you have determined that a student is eligible for NIMAS derived instructional materials (such as a print disability)

Selection Format Type

- Decide the format that will best meet the student's needs (e.g. braille, large print, audio, digital text)

Contact

- You will then need to directly contact the appropriate Accessible Media Producers (AMPs)

Hybrid Process in Connecticut

Contact

The District directly contacts the appropriate AMP (such as Bookshare, Learning Ally or BESB) to meet the needs of the student.

- Materials produced by AMPs are generally available to students and others who meet copyright criteria to receive specialized formats.

- To receive specialized formats created from NIMAS file sets obtained through the NIMAC – these files are for those students who are *dually qualified. NOTE:* They meet *copyright criteria* and are served under IDEA or *have an IEP*.

Resources for AEM in Connecticut

- ## SDE NIMAS /NIMAC
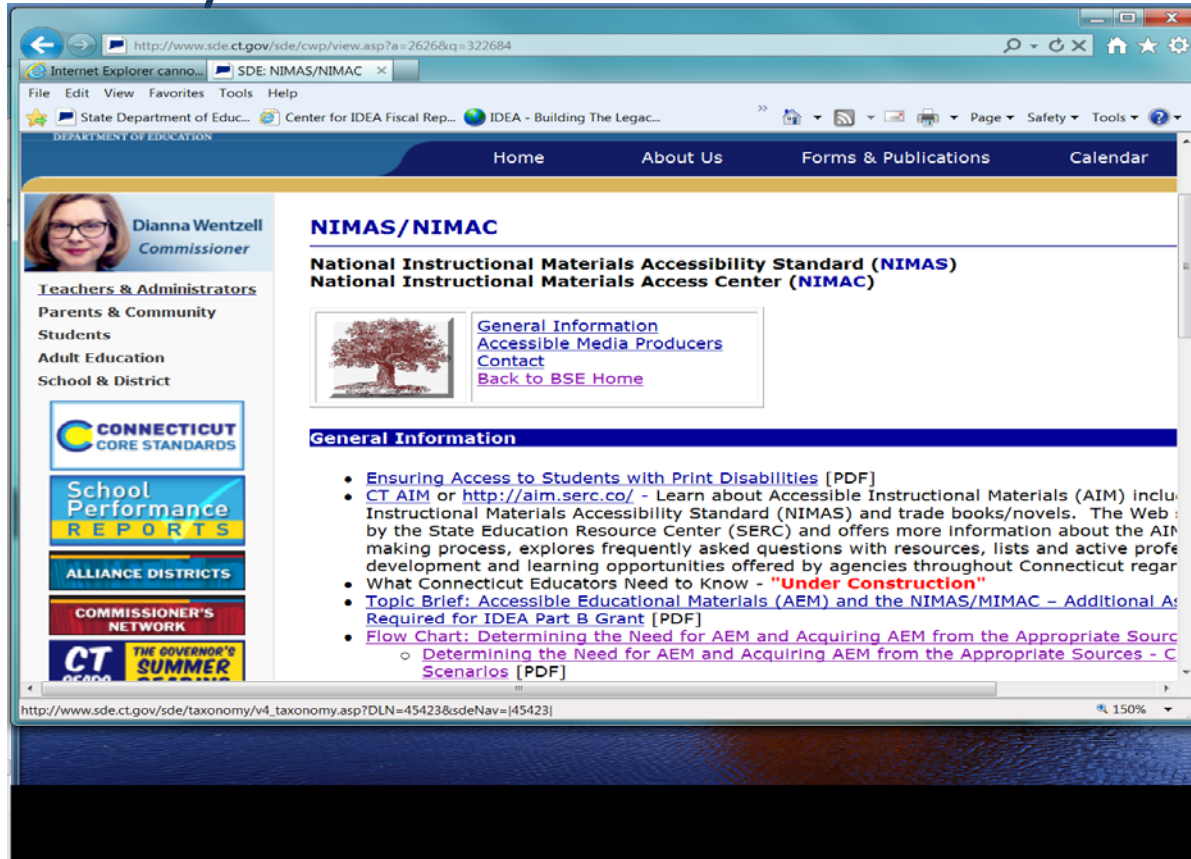
Source Option Flow Chart

Determining the Need for Accessible Educational Materials (AEM) and Acquiring AEM from the Appropriate Sources

STEP 1

Identify and determine the student's need for AEM*

*refer to instructional page

STEP 2

Selection and acquisition of Materials^

^refer to scenarios below and the table of AEM resource options

Once the need for AEM is determined and material format is established, qualifications for sources can be explored by the LEA to obtain materials for students identified in step 1 or who meet the criteria for one of the following categories –

| Blindness | Visual Disability | Physical Limitations | Documented Reading Disability |

NOTE: Under Copyright Law, eligibility for obtaining materials from restricted resources is based on students who are blind, visually or physically impaired (such as can the student use the materials that are being used by other students across the curriculum), or with a documented print disability as determined and certified by a competent authority.

Does the student *require AEM* and receive services/supports on an IEP AND meet Copyright eligibility criteria? — **YES** → Student is eligible to receive textbooks in an alternate format through the NIMAC: LEA contacts AMP/AU and eligible for option A to acquire textbook file; contact options B, C and/or D for other accessible materials.

NO

Does the student *require AEM* and receive services/supports on an IEP, but does NOT meet Copyright eligibility criteria? — **YES** → Student is eligible to acquire AEM - LEA contacts options: C and/or D. Student is NOT eligible to receive textbooks in an alternate format through NIMAC or AMP.

NO

Does the student *require AEM* and receive services/supports on a 504 Plan AND meet Copyright eligibility criteria? — **YES** → Student is eligible to acquire AEM - LEA contacts options: B, C and/or D. Student is NOT eligible to receive textbooks in an alternate format through NIMAC or AMP.

NO

Does the student *require AEM*, but does NOT meet the Copyright eligibility criteria and does NOT meet eligibility under IDEA? — **YES** → Student is eligible to acquire AEM - LEA contacts options: C and/or D. Student is NOT eligible to receive textbooks in an alternate format through NIMAC or AMP

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CONNECTICUT STATE DEPARTMENT OF EDUCATION

Resource Option Chart

ACCESSIBLE EDUCATIONAL/INSTURTIONAL MATERIALS (AEM)

RESOURCE OPTIONS

Options	Available Resources
	National Instructional Materials Access Center (NIMAC), a federal program established under IDEA. A student may be eligible for files through the NIMAC, but files can only be requested by an Accessible Material Producer (AMP)/Authorized User (AU). Local Education Agencies (LEAs) need to make contact with one of the following selected AMP/AU* in option A in order to access the files.
A Student has IEP & meets copyright criteria	*The following AMP and AU will request files from the NIMAC on behalf of the LEA for use by identified students: • Bookshare- www.bookshare.org • Learning Ally- www.learningally.org • Bureau of Educational Services for the Blind (BESB) – nancy.mothersele@ct.gov (provides Braille and Large Print for students who are blind or visually impaired)
B Student meets copyright criteria	• Publishers- digital files or products may be provided to the LEA created by publishers at a cost; LEA must contact the publishers directly to determine what products are available – and ensure that proper PO language is used. • The LEA may contact AMP* (above) to access files for identified students. • The LEA may use resources C and D (below).
C Student requires AEM	Commercially Created: LEA may obtain accessible materials from other sources (free or fee-based developers, web-based, teacher-created, public domain, etc.)- for example: **Free Resources:** Project Gutenberg - www.gutenberg.org; Natural Reader- www.naturalreaders.com; Balabolka- www.cross-plus-a.com/ balabolka.htm; CCpose - http//.ccprose.com; Bartleby - www.bartleby.com; Alex Catalogue of Electronic Text- **Fee Based Resources:** Purchase Accessible Learning Materials (PALM); Publishers; Accessible Book Collection- www.accessiblebookcollection.org; Tumble Books- www.tumblebooks.com; Audible.com- www.audible.com; Book Clubs; Google Books
D	Created locally with publisher permission such as scanning documents. LEAs must follow copyright requirements and obtain permission, when necessary.
FOR SUPPORT &MORE INFO	TECHNICAL ASSISTANCE, SUPPORT & TRAINING: **State Education Resource Center** Dr. Smita Worah- worah@ctserc.org — (860) 632-1485 x319 Sean Kavanaugh - kavanaugh@ctserc.org — (860) 632-1485 x370 **CSDE** Thomas Boudreau - thomas.boudreau@ct.gov — (860) 713-6925 **BESB** Nancy Mothersele- nancymothersele@ct.gov — (860) 602-4123 **The National AEM Center at CAST** www.aem.cast.org — aem@cast.org

Process for AEM in Connecticut

Identify

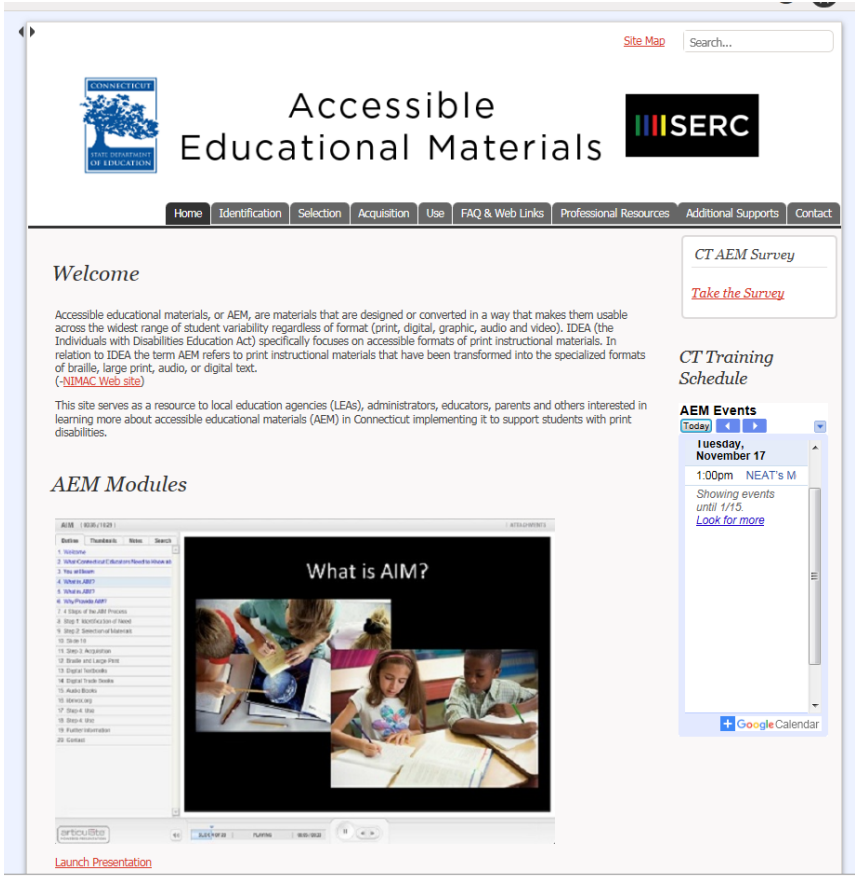- Once determined that a student is eligible AEM

Selection Format Type

- Decide the format that will best meet the student's needs

Contact

- Utilize the Source Option Form

Resources for AEM in Connecticut
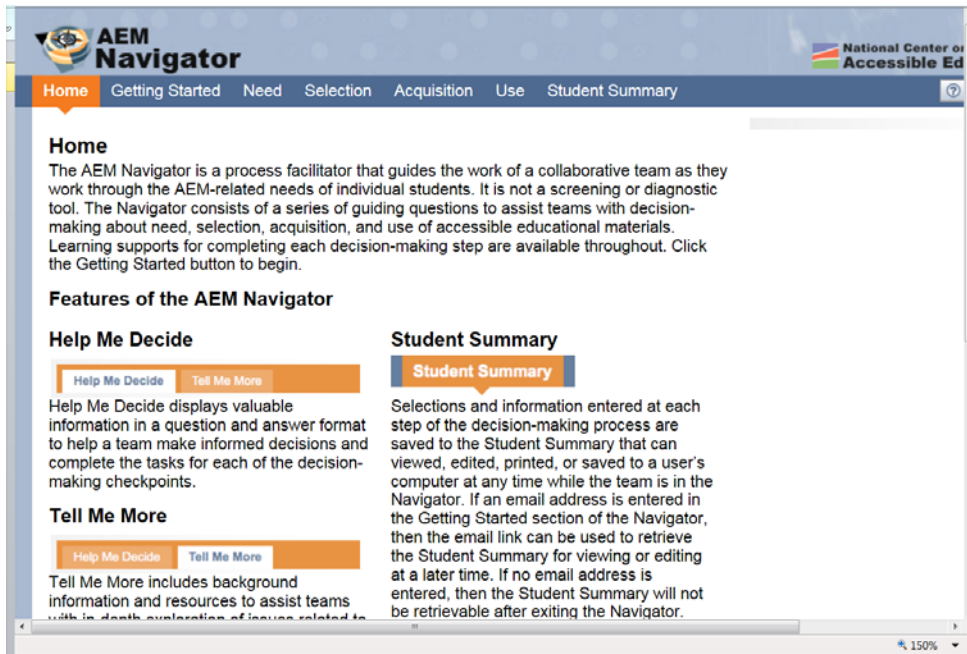

www.aim.cerc.co/

Resources for AEM in Connecticut

www.aem.cast.org

AEM and Technology

- The information is the content

- Technology is the delivery system upon which the content is presented to the student

Final Thought

"The future holds the promise of universal design for tools to assist the learning of all students.

Access to AT will enable children and students with disabilities to participate and make progress …

allowing them to become as independent as possible, making a lasting difference in their own lives,

freeing them to move forward with fewer boundaries and providing a gateway to greater opportunity."

— AT Guidelines 2013

"Everybody is a genius.

But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

-Albert Einstein

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Consultant

State Education Resource Center (SERC)

CSDE

Questions

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