

Accessible Materials: Simply Said

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



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Accessible Educational Material

IDEA

300.172 & 300.210

300.172 Access to instructional materials

300.210 Purchase of instructional materials



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**National Instructional Material
Accessibility Standard (NIMAS) &**

**National Instructional Material
Accessibility Center (NIMAC)**

- **The process in CT 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 Center (NIMAC) for each textbook ordered.



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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.



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Who Needs AEM ?

If any student is unable to read traditional grade level printed educational materials

at a sufficient rate and with adequate comprehension
to complete academic tasks with success, relative to
same-age peers,

**or cannot do this independently, or cannot do this
across environments and tasks,**

then the student may need AEM.



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Process for AEM in Connecticut

Identify

- The Educational Team determines that a student is eligible AEM.

Selection / Format Type

- Decide the format that will best meet the student's needs such as Braille, Large Print, Audio or Digital.

Acquisition / Contact

- Utilize the **Source Option Flow Chart** and the **Resource Option Chart** to determine next steps such as who to contact/what resource to access.

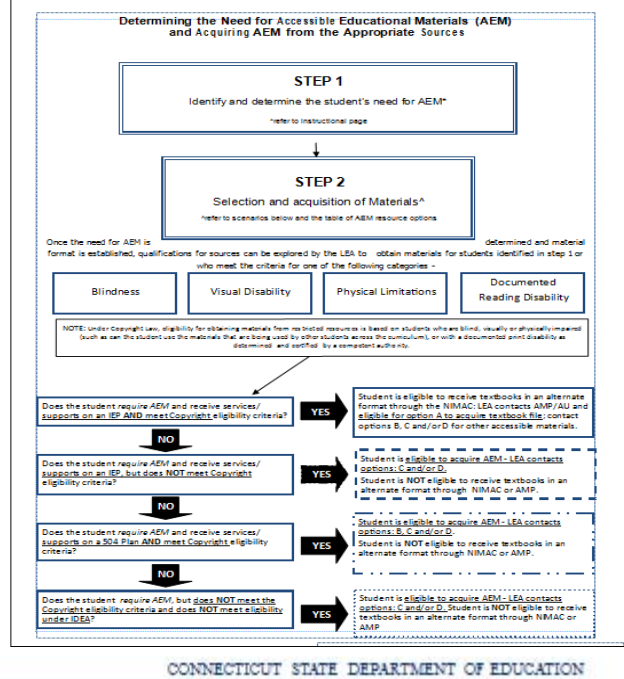
USE / Assistive Technology (AT)

- Use the accessible materials for educational participation and achievement. Technology is frequently needed to deliver student-ready accessible materials.



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Source Option
Flow Chart –
available
on SDE Website



“Competent Authority”

- If a student is identified by the **planning and placement team (PPT)** 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 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 individualized education program (IEP) through an accessible media producer and/or the NIMAC.



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CT AEM

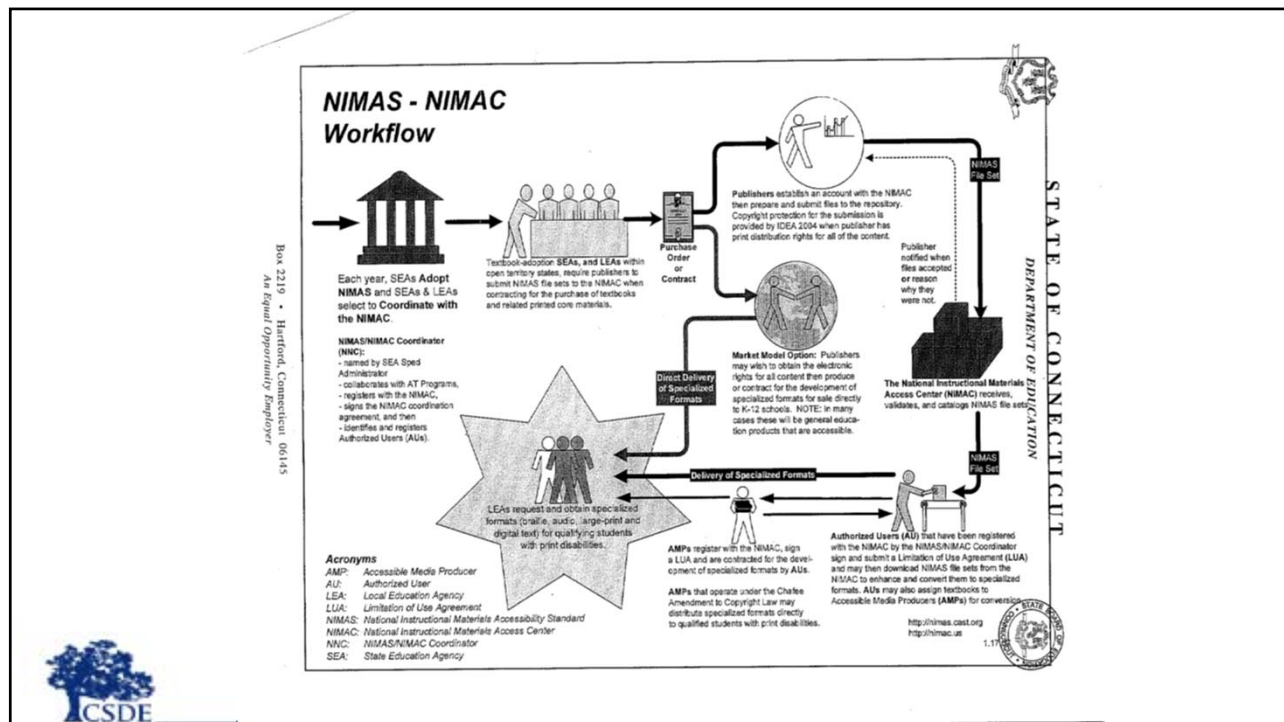
Only a State Authorized User (AU) established by the State NIMAC Coordinator can access the resource of the NIMAC.

In CT we have:

- BSE – Bureau of Special Education
- BESB – Bureau of Education Services for the Blind
- AMPs - Accessible Media Producers are authorized entities that produce educational materials in specialized formats such as braille, large print, audio, or digital text.
(two identified – Bookshare and Learning Ally)



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Who needs AEM:

Accessing the NIMAC is one resource for students who have been identified with copyright criteria with an IEP and require AEM.

Other resources are listed on the **Resource Option Chart (available of SDE Website) ...**

REMEMBER:

Once a student has been identified to need AEM ...the chart can help determine who to contact and what resources can be accessed to ensure AEM is delivered in a timely manner.

CT definition –

“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”.



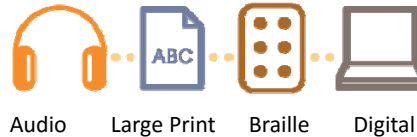
© Can Stock Photo - csp10548163



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AEM as Specialized Formats

- Audio, large print, Braille, and digital text
- Exactly the same information as the printed materials
- Only the presentation of the material is different



Remember!!!
Digital does not equate accessible!



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AEM

Break Down
 IDEA 300.210

Nothing in this section relieves an LEA of its responsibility to ensure that children with disabilities who need instructional materials in accessible formats, but are not included under the definition of blind or other persons with print disabilities in 34 CFR 300.172(e)(1)(i) or who need materials that cannot be produced from NIMAS files, receive those instructional materials in a timely manner.



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Resource Option Chart — Available on SDE Website



ACCESSIBLE EDUCATIONAL/INSTRUCTIONAL MATERIALS (AEM) RESOURCE OPTIONS			
Options	Available Resources		
A Student has IEP & meets copyright criteria	<p>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.</p> <ul style="list-style-type: none"> *The following AMP and AU will request files from the NIMAC on behalf of the LEA for use by identified students: <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<p>Commercially Created: LEA may obtain accessible materials from other sources (free or fee-based developers, web-based, teacher-created, public domain, etc.), for example:</p> <table border="1"> <tr> <td> <p>Free Resources:</p> <ul style="list-style-type: none"> Project Gutenberg- www.gutenberg.org Nature Reader- www.nature-kids.com Salabook- www.cross-plus-a.com/salabook.htm CCopse- nlp.copse.com Barley- www.barley.com Alex Catalogue of Electronic Text- </td><td> <p>Fee Based Resources:</p> <ul style="list-style-type: none"> 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 </td></tr> </table>	<p>Free Resources:</p> <ul style="list-style-type: none"> Project Gutenberg- www.gutenberg.org Nature Reader- www.nature-kids.com Salabook- www.cross-plus-a.com/salabook.htm CCopse- nlp.copse.com Barley- www.barley.com Alex Catalogue of Electronic Text- 	<p>Fee Based Resources:</p> <ul style="list-style-type: none"> 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
<p>Free Resources:</p> <ul style="list-style-type: none"> Project Gutenberg- www.gutenberg.org Nature Reader- www.nature-kids.com Salabook- www.cross-plus-a.com/salabook.htm CCopse- nlp.copse.com Barley- www.barley.com Alex Catalogue of Electronic Text- 	<p>Fee Based Resources:</p> <ul style="list-style-type: none"> 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	<p>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.cast.org — sem@cast.org</p>		

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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.

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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
 - 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

“Text to Speech – Read Aloud” Decision Guidelines Sheet.

Student has: IEP: 99% 504 Plan: 1%			
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?	<ul style="list-style-type: none"> • Page 1: COVER PAGE WITH DISABILITY CATEGORY • Pages 4 & 5: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE • Page 10: SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA 	4%	96%
1b. If the student is blind or has a significant visual impairment, is the student learning to read braille?		44%	56%
2. Does the student have an identified reading-based disability that affects the student's decoding, fluency, or comprehension skills?	<ul style="list-style-type: none"> • Pages 4 & 5: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE • Page 7: GOAL & OBJECTIVES 	92%	8%
3. Does the student's disability impact the student's ability to access the curriculum?	<ul style="list-style-type: none"> • Pages 4 & 5: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE • Page 7: GOAL & OBJECTIVES 	98%	2%
4. Have interventions been used to improve the student's decoding, fluency, or comprehension skills?	<ul style="list-style-type: none"> • Pages 4 & 5: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE • Page 7: GOAL & OBJECTIVES 	98%	2%
5. Does the student use text-to-speech, assistive technology software, audio books or receive a read aloud accommodation during instruction?	<ul style="list-style-type: none"> • Page 8: PROGRAM ACCOMMODATIONS AND MODIFICATIONS • Page 11: SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION 	85%	15%
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?	<ul style="list-style-type: none"> • Page 8: PROGRAM ACCOMMODATIONS AND MODIFICATIONS • Page 11: SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION 	24%	76%
7. Does the student use text-to-speech or receive a read aloud accommodation during Smarter Balanced assessments or other class or districtwide assessments?	<ul style="list-style-type: none"> • Page 8: PROGRAM ACCOMMODATIONS AND MODIFICATIONS • Page 9: STATE AND DISTRICT TESTING AND ACCOMMODATIONS 	96%	4%
8. Does someone (teacher, paraprofessional, another student, parent) regularly read aloud to the student in school as an instructional accommodation?	<ul style="list-style-type: none"> • Page 8: PROGRAM ACCOMMODATIONS AND MODIFICATIONS 	91%	9%
Student Input:		Yes	No
9. Does the student indicate that given the choice, he or she would prefer to read tests to himself or herself?	Evidence on IEP Pages 1,2,4,6 and student offered to attend PPT	20%	80%

Bailey: AIM and AT –Blending 21st Century Technology

- <https://www.youtube.com/watch?v=1XwWpfwBLI8>



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