



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Accessible Educational Material (AEM)

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Objectives

Participants will:

- Understand relevant terminology and how AEM provides equitable access
 - AEM
 - NIMAC/NIMAS
 - AMPs
 - AUs
- Review the state of AEM in the State in CT
 - Ensure alignment of AEM in the IEP
- Will understand the Hybrid Process in CT
- Will be able to identify who needs AEM and what resources are available to students



Accessible Educational Materials
AEM

vs.

Accessible Instructional Materials
AIM



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Accessible Instructional Materials
=
Accessible Educational Materials

- Accessible Educational Materials (AEM) are *materials* that are designed or converted in a way that makes them *usable across the widest range of student variability regardless of format* (print, digital, graphic, audio, video).



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Introducing Bailey –

- <https://www.youtube.com/watch?v=vNVQFtn8YFY>



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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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CT AEM

Accessible Educational Material (AEM)

- Individuals with Disabilities Education Act (IDEA) specifically focuses on *accessible formats of print instructional materials* that have been transformed into the *specialized formats* of braille, large print, audio, or digital text.

AEM IS NOT ONLY FOR STUDENTS SERVED UNDER IDEA



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CT AEM

Navigating Terminology



- National Instructional Materials Access Center (NIMAC)
- National Instructional Materials Accessibility Standard (NIMAS)
- Authorized User (AU)
- Accessible Media Producers (AMPs)



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CT AEM

National Instructional Materials Access Center (NIMAC)

- Created by IDEA 2004, the NIMAC is digital textbook repository that houses file sets (NIMAS file set) and source files for K-12 print textbooks.
- These source files are used by States through Accessible Media Producers (AMPs) to prepare accessible specialized formats such as braille, digital audio, DAISY text, large print, or other student-ready formats.

http://www.nimac.us/au_power.html



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NIMAC

Break Down IDEA 300.172

- **Duties**
 - To provide access to print instructional materials, including textbooks, in accessible media, free of charge, to blind or other persons with print disabilities in elementary schools and secondary schools.
 - To develop, adopt and publish procedures to protect against copyright infringement, with respect to the print instructional materials.
 - To receive and maintain a catalogue of print instructional materials prepared in the NIMAS - National Instructional Material Accessibility Standard.



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Break Down
IDEA 300.172

National Instructional Materials Accessibility Standard (NIMAS)-

- means the standard to be used in the preparation of electronic files suitable and used solely for efficient conversion into specialized formats.
- NIMAS is an XML-based source file format based on the DAISY standard.



http://www.nimac.us/au_power.html

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NIMAS

Break Down
IDEA 300.172

- NIMAS
 - The format is not intended for distribution directly to students as it generally requires conversion to be a fully-accessible textbook equivalent for students with print disabilities.
 - *Most significantly, NIMAS source files do not include image descriptions; these must be added by the accessible media producer.*

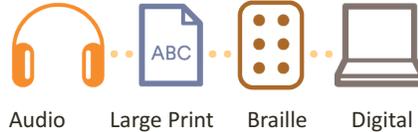


http://www.nimac.us/au_power.html

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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



Accessible Materials: Simply Said

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



AEM

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IDEA 300.172

Ensuring Access to Students with Print –
Disabilities who meet Copyright Criteria
*Blind, Visual Impairment, Physical
Limitations, or a Reading Disability
based on Organic Dysfunction*



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Break Down
IDEA 300.172

- States must:
 - **Adopt the NIMAS**, published as appendix C to Part 300, for the purposes of providing instructional materials to blind persons or other persons with print disabilities, in a timely manner after publication of the NIMAS in the Federal Register on July 19, 2006 (71 FR 41084); and
 - **Establish a State definition of "timely manner"** for purposes of 34 CFR 300.172 (b)(2) and (b)(3) if the State is not coordinating with the NIMAC or 34 CFR 300.172 (b)(3) and (c)(2) if the State is coordinating with the NIMAC.



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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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Accessible Media Producers (AMP)

AMPs are authorized entities that produce educational materials in specialized formats such as braille, large print, audio, or digital text.

State Authorized User (AU)

An Authorized User is established by the State NIMAC Coordinator.



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Only an AU can access the NIMAC.

In CT we have:

- BSE – Bureau of Special Education
- BESB – Bureau of Education Services for the Blind
- AMPs - Accessible Media Producers (two identified)



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Making Connections – AEM NIMAC/ NIMAS and AMP

NIMAC	NIMAS	AEM	AMP
Digital repository of text books	XML-based source file format based on the DAISY standard	Materials designed or converted so that they may be used across the widest range of student variability regardless of format (print, digital, graphic, audio, video).	Authorized entities that produce educational materials in specialized formats such as braille, large print, audio, or digital text.



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Bailey: AIM and AT –Blending 21st Century Technology

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



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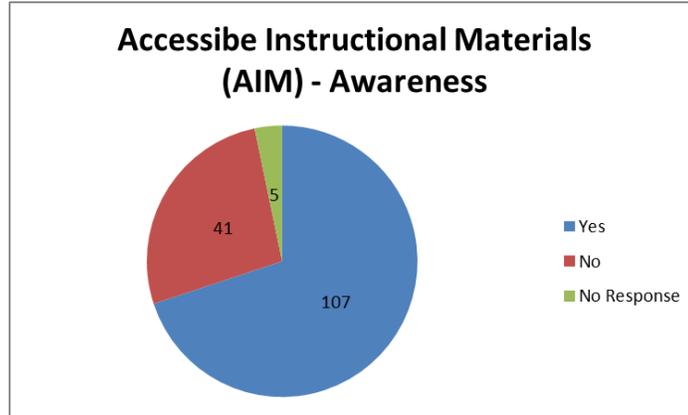
AEM

- What is happening in Connecticut ?
 - AIM Survey in 2013
 - 153 persons responded



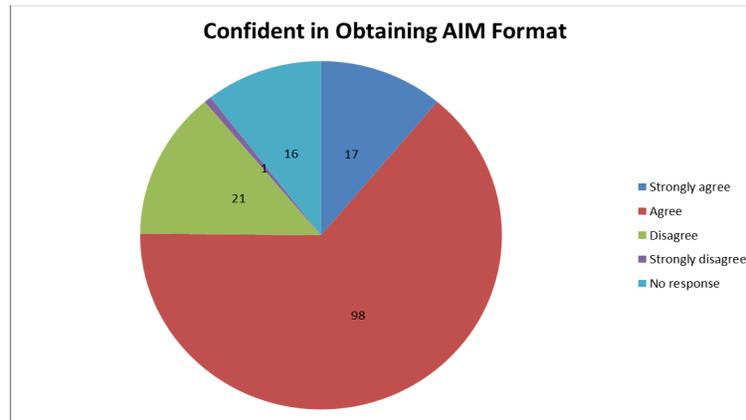
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Accessible Instructional Materials: Awareness



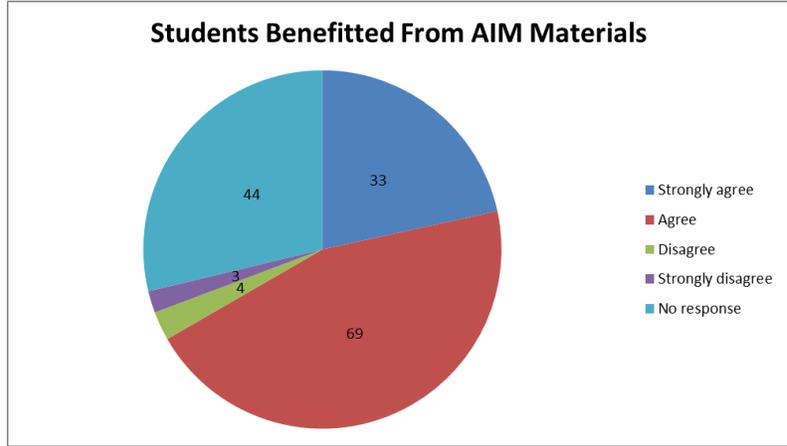
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Confident in Obtaining AIM Format



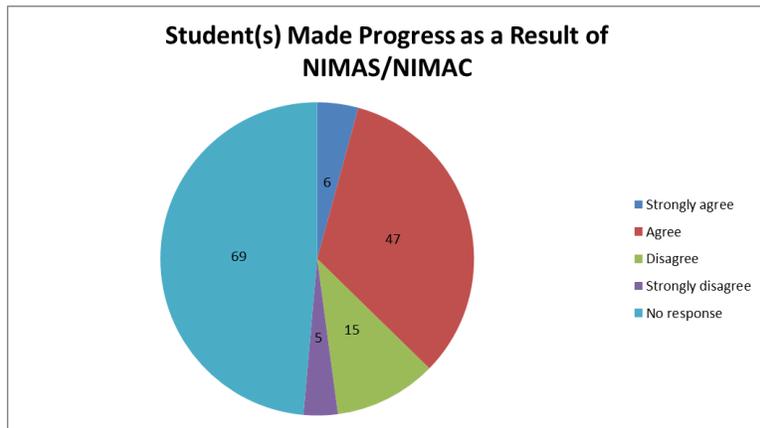
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Students Benefitted From AIM Materials



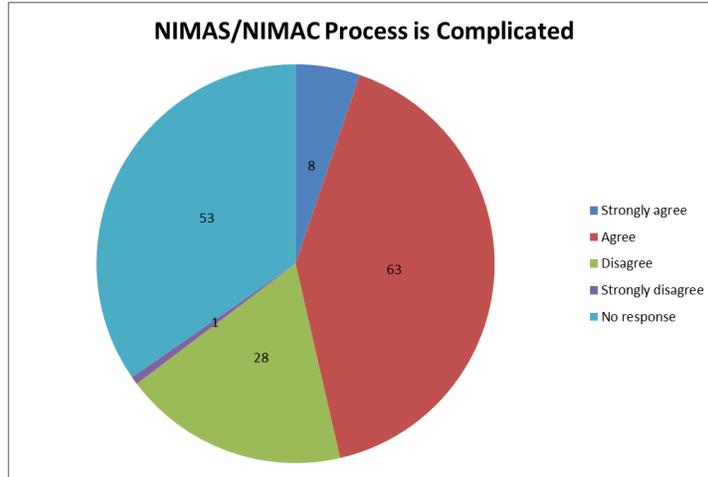
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Student(s) Made Progress as a Result of NIMAS/NIMAC



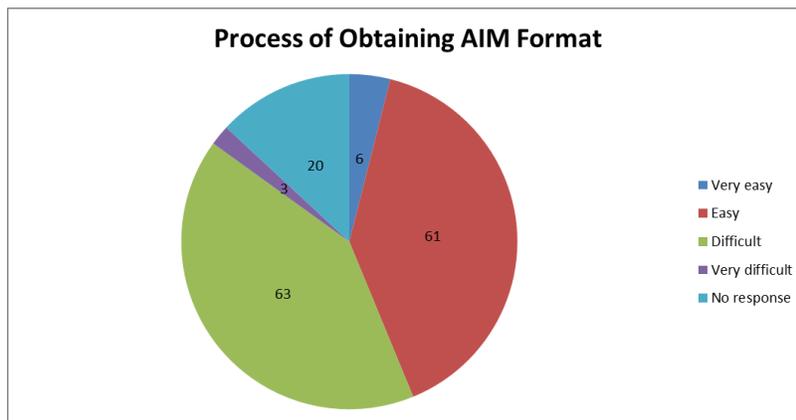
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NIMAS/NIMAC Process is Complicated



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Process of Obtaining AIM Format



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Who **NEEDS** AEM as Specialized Format?

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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Let's unpack this a bit...

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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IDEA
NIMAC / NIMAS
National Instructional Material
Accessibility Standard

Ensuring Access to Students with Print –
Disabilities who meet Copyright Criteria

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



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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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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.



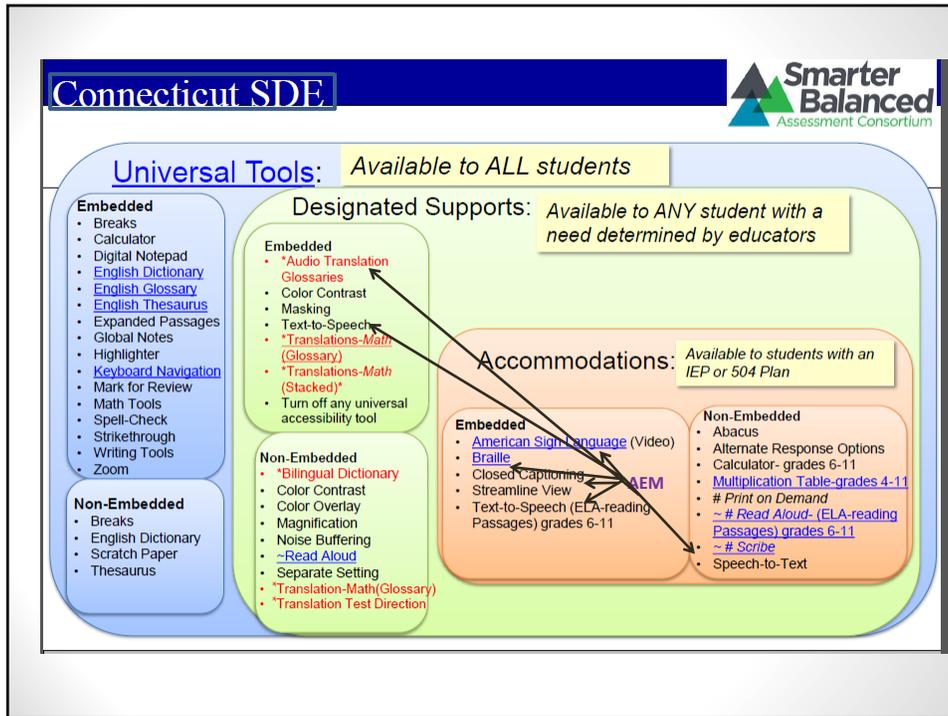
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Accommodations

- Examples of Accommodations:
 - Audio books
 - Videos
 - Use of Calculator
 - Additional time
 - Digital books

Digital does not equate accessible!





“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? * 1b. If the student is blind or has a significant visual impairment, is the student learning to read braille?	<ul style="list-style-type: none"> Page 1: COVER PAGE WITH DISABILITY CATEGORY Pages 4 & 6: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE Page 10: SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA 	4%	96%
2. Does the student have an embedded reading-based disability that affects the student's decoding, fluency, or comprehension skills? <small>Notes: Verify signatures added to this document</small>	<ul style="list-style-type: none"> Pages 4 & 6: 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 & 6: 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 & 6: 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:			
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%

Creating Adaptable Classrooms for All Students

- <https://www.youtube.com/watch?v=CMsu02h93-M>



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Multiple Sources of AEM



There are multiple sources for acquiring materials for students needing AEM but all sources cannot be used for used all students.



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Multiple Sources of AEM

- **Accessible Media Producers**
 - Use of materials from this source are constrained by copyright restrictions (Bookshare, Learning Ally, APH, etc.)
- **Locally Produced**
 - May have constraints and certainly require significant human resources



<http://aim.cast.org>

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Multiple Sources of AEM

- **Free Sources:**
 - No limitations, but may not be the same as used by others
- **Commercial Sources:**
 - Purchase for anyone, use with anyone!

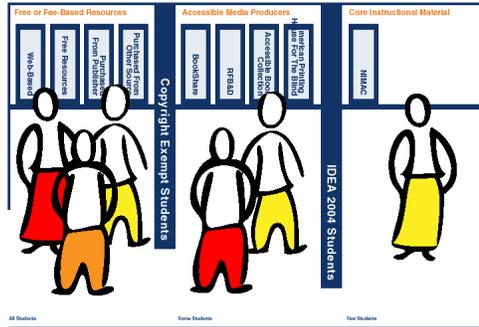


<http://aim.cast.org>

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Multiple Sources of AEM

THE LIBRARY OF ACCESSIBLE TEXT



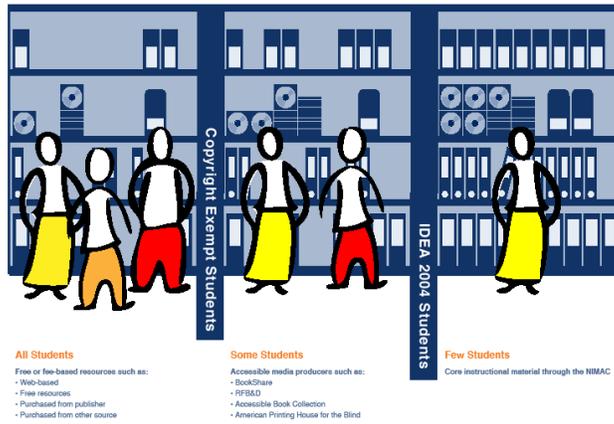
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Multiple Sources of AEM

THE LIBRARY OF ACCESSIBLE TEXT



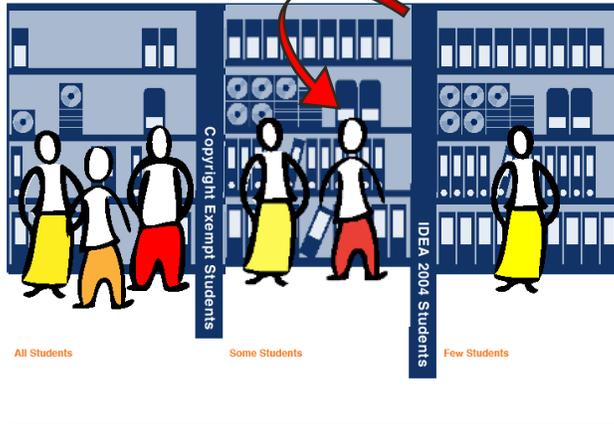
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Multiple Sources of AEM

THE LIBRARY OF ACCESSIBLE TEXT

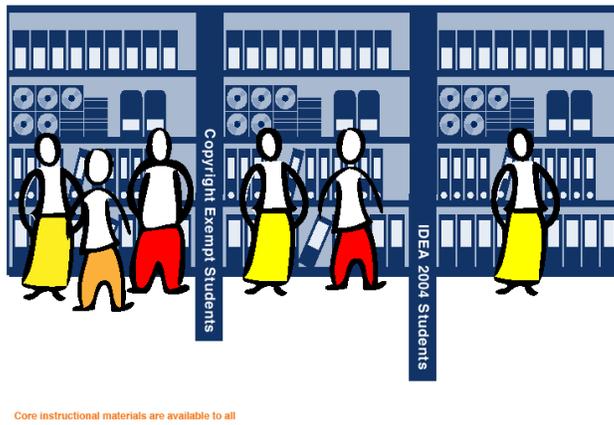


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<http://aim.cast.org>

Multiple Sources of AEM

THE ACCESSIBLE LIBRARY OF THE NEAR FUTURE



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AEM and the 21st Century

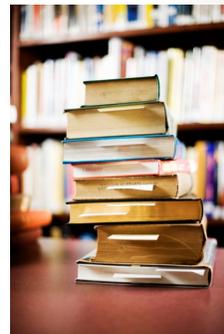
<https://www.youtube.com/watch?v=Q0HHIWRqQis>



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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.



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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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Hybrid Process 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)



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Hybrid Process in Connecticut

Contact

The District directly contacts the appropriate Accessible Media Producers (AMPs) to meet the needs of the student.

- Materials produced by AMPs are generally available to students and other who meet copyright criteria to receive specialized formats.
- NOTE: To receive specialized formats created from NIMAS file sets obtained from the NIMAC – are for those students who are *dually qualified*. They meet *copyright criteria* and are served under IDEA or *have an IEP*.



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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*



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Hybrid Process in Connecticut AMP Resource and AU

Braille and Large Print (Hard Copy)*

- Department of Rehabilitation Services
Bureau of Education and Services for the Blind
Nancy Mothersesele - nancy.mothersesele@ct.gov
- Districts should be aware that conversion of instructional materials into large print or braille will take longer than other accessible formats. Please make your requests six months in advance to ensure students receive the materials on time.



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AMP Resource and AU

- Digital Textbooks – Bookshare
Bookshare - an online library of e-text resources
(www.bookshare.org)
- Audio Textbooks - Learning Ally
Learning Ally - a library of audio resources
(www.learningally.org)

* Schools will need to set up an account with Bookshare and Learning Ally in order to access their NIMAS derived instructional materials.



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AMP Resource and AU

Digital Textbooks – Bookshare

- Bookshare - an online library of e-text resources (www.bookshare.org)
- Online accessible digital library for print disabled readers.
- Has more than a quarter million users and over 220,000 books.
- Membership
 - Organizational
 - Individual



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Bookshare - Membership

- Organizational Membership
 - Organizations that serve adults and students with print disabilities may register for organizational memberships.
 - Schools at all levels, libraries, rehabilitation agencies, resource centers.



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Bookshare - Membership

- Individual
 - Free to Qualifying U.S. students: K-12 (public and private), home-schooled students, and post-secondary (public and private).

Qualifying Student:
Meet Copyright Criteria



Bookshare - Qualifying Student

Disability	Qualified/Not Qualified	Examples of Competent Authorities
<ul style="list-style-type: none"> • Visual Impairment (VI) • Blindness / Low vision 	Qualified, if confirmed by a listed Competent Authority	A family doctor, ophthalmologist, optometrist, Teacher of the Visually Impaired, Special Education teacher Certification from the National Library Service for the Blind and Physically Handicapped in the U.S. or similar national body in other countries
<ul style="list-style-type: none"> • Physical Disability (PD) 	Qualified, if confirmed by a listed Competent Authority that the disability significantly affects the use of printed materials	A family doctor or other medical professional, physical therapist, resource specialist, Special Education teacher
<ul style="list-style-type: none"> • Learning Disability (LD) • Reading Disability 	Qualified, if confirmed by a listed Competent Authority, that the disability has a physical basis and significantly affects the use of print	A neurologist, psychiatrist, learning disability specialist, Special Education teacher, school psychologist, or clinical psychologist with a background in learning disabilities
<ul style="list-style-type: none"> • Autism • Emotional disabilities • ADHD • ESL and ELL • Intellectual Disabilities 	Not qualified under this diagnosis, unless accompanied by a qualifying visual, physical, learning or reading disability as certified by a Competent Authority as above	Examples listed above



AMP Resource and AU

- Learning Ally (<https://www.learningally.org>)
Audiobook library
- 80,000 titles (includes a broad variety of specialty and academic subjects, from kindergarten through post-graduate and professional. In addition to general interest titles and literature)



Learning Ally

- Records specific titles requested by member borrowers, provided that the title is educational in nature and supports a formal academic curriculum.
- Borrowers must provide certification of their disability.
- Membership \$ 119, a year.



Learning Ally - Qualifying Student

Disability	Who Can Certify?
<ul style="list-style-type: none"> • Documented learning disability • Reading disorder • Dyslexia 	<ul style="list-style-type: none"> • Special educator • Psychologist • Psychiatrist • Neurologist • Disability Services counselor (school or university) • Voc. rehab counselor • Family Doctor • Speech Language Pathologists • Verification of NLS or BookShare membership
<ul style="list-style-type: none"> • Visual impairment • Blind • Low vision 	<ul style="list-style-type: none"> • Vision teacher • Special educator • Ophthalmologist • Optometrist • Family doctor • Voc. rehab counselor • Disability Services counselor (school or university) • Verification of NLS or BookShare membership
<ul style="list-style-type: none"> • Physical disability 	<ul style="list-style-type: none"> • Family doctor • Special educator • Voc. rehab counselor • Physical or occupational therapist • Disability Services counselor (school or university) • Verification of NLS or BookShare membership



AEM - PPT

- 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.



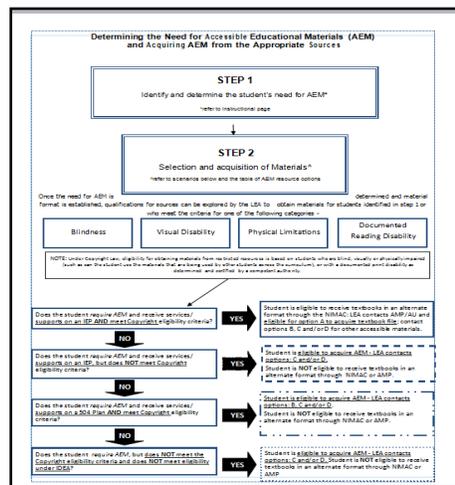
Source Option Activity

- **Break up group into 4 groups.**
 - Review scenario.
 - Describe how they would remove barriers and provide access the curriculum
 - (What Barriers ... has or demonstrated ...)
- **Steps the identified team member took.**
 - (How to provide access ...)
- **Which options did you utilize?**
 - (Which options could be utilized and why ...)



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Source Option Flow Chart



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Resource Option Chart

ACCESSIBLE EDUCATIONAL/INSTRUCTIONAL MATERIALS (AEM) RESOURCE OPTIONS			
Options	Available Resources		
	<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>		
A Student has IEP & meets copyright criteria	<p>*The following AMP and AU will request files from the NIMAC on behalf of the LEA for use by identified students:</p> <ul style="list-style-type: none"> • Bookshare www.bookshare.org • Learning Ally www.learningally.org • Bureau of Educational Services for the Blind (BESB) – nancy.mothersole@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 (optional, with/without, search/without, public domain, etc.) for example:</p> <table border="0"> <tr> <td> <p>Free Resources:</p> <ul style="list-style-type: none"> Project Gutenberg www.gutenberg.org Open Textbook www.opentextbook.com Seesoft www.oxes-blue.com/ Seesoft Inc COSSIE www.cossie.com Bartley www.bartley.com New Classics Electronic Text </td> <td> <p>Fee Based Resources:</p> <ul style="list-style-type: none"> Purchase Accessible Learning Materials (PALM) Accessible Book Collection www.accessiblebookcollection.org Turner Books www.turnerbooks.com Audible www.audible.com Book Club Google Books </td> </tr> </table>	<p>Free Resources:</p> <ul style="list-style-type: none"> Project Gutenberg www.gutenberg.org Open Textbook www.opentextbook.com Seesoft www.oxes-blue.com/ Seesoft Inc COSSIE www.cossie.com Bartley www.bartley.com New Classics Electronic Text 	<p>Fee Based Resources:</p> <ul style="list-style-type: none"> Purchase Accessible Learning Materials (PALM) Accessible Book Collection www.accessiblebookcollection.org Turner Books www.turnerbooks.com Audible www.audible.com Book Club Google Books
<p>Free Resources:</p> <ul style="list-style-type: none"> Project Gutenberg www.gutenberg.org Open Textbook www.opentextbook.com Seesoft www.oxes-blue.com/ Seesoft Inc COSSIE www.cossie.com Bartley www.bartley.com New Classics Electronic Text 	<p>Fee Based Resources:</p> <ul style="list-style-type: none"> Purchase Accessible Learning Materials (PALM) Accessible Book Collection www.accessiblebookcollection.org Turner Books www.turnerbooks.com Audible www.audible.com Book Club Google Books 		
D	<p>Created locally with publisher permission such as scanning documents. LEAs must follow copyright requirements and obtain permission when necessary.</p>		
FOR SUPPORT AMORE INFO	<p>TECHNICAL ASSISTANCE, SUPPORT & TRAINING: State Education Resource Center ct_serc@ct.gov / www.ct.gov/serc — (860) 632-1485 x319 Sean Kavanaugh • kavanaugh@ctserc.org — (860) 632-1485 x370 CSDE Thomas Boudreau • thomas.boudreau@ct.gov — (860) 713-6525 BESB Nancy Mothersole • nancymothersole@ct.gov — (860) 632-4123 The National AEM Center (NCAEM) www.aem101.org / am101@ncaem.org</p>		



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Source Option Form

Case Study/Scenario 1

- Marta is a 10-year-old girl who has had an IEP in place since third grade due to a primary disability of other health impairment (OHI)/attention deficit disorder (ADD). During her freshman year of high school, Marta began having difficulty in her literature class. Her teacher observed that she was having difficulty attending to her reading tasks and would often act out due to her frustration. It was also observed that Marta’s attention to task was much better when her reading was accompanied by someone reading the text as she followed along.



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Source Option Form

Case Study 1 - Suggestions

- A PPT was called to discuss Marta's difficulty in reading. The PPT realized that attention and frustration issues stemming from her primary diagnosis, were causing her to lose time on task in reading. The PPT utilized the AEM Navigator (<http://aim.cast.org/navigator/page/>) and determined that Marta did not meet copyright criteria with a print-related disability but still could benefit from and utilize AEM to support her. Although Marta does not have a print-related disability and cannot receive AEM through the NIMAC or an AMP, the educational team still has the obligation to meet her needs and the PPT recommended text in audio format in addition to her text in her literature class. Her case manager and her literature teacher collaborate to find or create audio versions of her texts such as seeking out the publisher to purchase the textbook in an audio format, finding free or other purchased digital and /or audio versions of the literature text as well as making locally produced audio versions of materials. One of the schools older laptop computers will be used for the sole purpose of delivering these materials to Marta. These accommodations and AT solutions were added to the IEP and included in her goals to measure success.



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Source Option Form

Case Study/Scenario 2

- Brenda is 14-year-old girl with a visual impairment and receives accommodations on a 504 plan. She moves into a district from another state. She is very motivated, eager to learn and her favorite subjects are English language arts and social studies. She comprehends materials in all subject areas at grade level when they are read to her but has difficulty when on her own due to the print is too small. She is very independent and gets very frustrated and upset when she is unable to participate in classroom group activities. In a recent parent interview, her teachers became aware that she uses/listens to audio books at home as she enjoys fiction and nonfiction. Her teachers are very supportive and are willing to assist her to succeed. The school has recently adopted a 'bring your own device policy' and her teachers want to take advantage of this policy to assist her and as well determine ways to ensure she has the current curriculum in the class. The school staff has recently received training in AEM and feels that this can be a support for her.



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Source Option Form

Case Study/Scenario 2 - Suggestions

- The 504 team uses the CTAEM website (aim.serc.co) to assist them in their decision making. The team determines that Brenda is eligible for Bookshare or Learning Ally as she does meet copyright criteria but cannot access the NIMAC since she does not have an IEP. The 504 team contacts the AMP (that addresses the needs) – in this case it is the Bureau of Educational Services for the Blind (BESB) to place in an order for large print books and opens an account with Bookshare and Learning Ally to access materials. The team along with Brenda considers various free sources, which she can obtain AEM such as Project Gutenberg and CC Prose. Brenda already has a tablet and a smartphone on which she will be able to download the materials. The 504 team will review Brenda's progress periodically to make adjustments to her accommodations as needed.



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Source Option Form

Case Study/Scenario 3

- DJ is a sixth grade student with average intelligence. He has difficulty with reading and writing and has trouble organizing his thoughts. He is reading two years below grade level, specifically in the areas of decoding and fluency. His comprehension skills are stronger. The grade level team has been monitoring his progress from the beginning of the school year. They want to assist him because they are noticing his passion for learning, especially in science and social studies. They fear that as the rigor increases, he may fall further behind and become aware of his frustrations as well.



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Source Option Form

- **Case Study/Scenario 3 – Suggestions**

- The team has recently learned about AEM and thinks this would be a great option for him. They are aware that he does not meet copyright criteria and therefore, not eligible for materials from an AMP such as Bookshare or Learning Ally. Also, he is not serviced with an IEP and cannot access the NIMAC for text books. Fortunately, the school is in the process of purchasing new educational materials and is aware of the Purchase Accessible Learning Materials (PALM) initiative and placed purchase order language about AEM for the recent items. When these arrive the district will own the items in a format that is accessible with digital versions of classroom materials, until then the team has decided to create AEM by scanning the materials that DJ will require. The team is also aware that the language arts department has some older computers that are loaded with the software that can 'read' scanned documents. The team collects the materials that DJ will need for all subject areas and then uses the software scanned documents to 'read' out to him by the computer. The team monitors his progress and discovers that DJ's confidence and participation in classroom activities have increased and know that the AEM items materials purchased in the future will continue to benefit him.



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Source Option Form

- **Case Study/Scenario 4**

- Danny is an 11-year-old boy who was referred to the planning and placement team (PPT) by his teacher due to observed and assessed difficulties in reading, specifically decoding and fluency. After the appropriate testing, Danny was diagnosed with the primary disability classification of dyslexia, which was recorded on his IEP. The PPT convened and determined what supports and specialized instruction would be needed for Danny's success. The PPT, as the competent authority, determined that due to the nature of the primary disability that Danny qualified for AEM under copyright criteria for a reading disability. The PPT decided that Danny requires and will receive text in digital and auditory formats for all academic areas.



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Source Option Form

Case Study/Scenario 4 - Suggestions:

- The school's case manager contacted the AU Bookshare for they can meet the student's need of downloading textbook materials required by the curriculum through the NIMAC in order to ensure that Danny would receive specialized formats of textbooks and other written materials at the same time as his non-disabled peers. Danny was added to the school's institutional AMP Bookshare account and also opened an individual account for use at home and at school. A Learning Ally account was created for Danny to obtain high quality audio books. As the school currently uses tablets with students, the PPT agreed that Danny's tablet would be his way of accessing any alternative materials. The AMP accounts, accommodations and assistive technology solutions were added to the IEP and included in his goals to measure success.



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Process for AEM in Connecticut

Identify

- Once you have 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



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Process for AEM in Connecticut

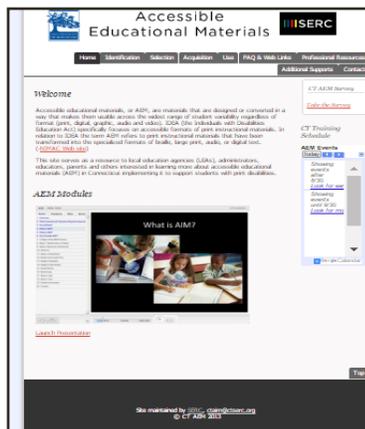
- Identify

The team determines if a student is eligible for AEM (such as a print disability)



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Resources for AEM in Connecticut






Accessible Educational Materials for Parents and Families

Schools use a considerable amount of print-based instructional materials to deliver content. Many students, however, cannot access content that requires them to interact with print-based materials. Students who struggle to read may have physical, sensory, cognitive, or learning differences and may need accessible educational materials (AEM) to access the general education curriculum.

What are accessible educational materials?
 Accessible educational materials are print- and technology-based educational materials, including printed and electronic textbooks and related core materials, that are designed or converted in a way that makes them accessible across the widest range of student variability regardless of format (print, digital, graphical, audio, and video).

How would I know if my child needs AEM?
 Children may need AEM if they:

- struggle to read and comprehend materials in school;
- take too long to read and comprehend homework; and
- are not able to read grade-level material across different environments.

Is my child eligible for AEM?
 Children may be eligible for AEM if they:

- struggle with reading and participating in educational activities involving text-based materials; and
- have (a) blindness or visual impairments, (b) physical impairments, and/or (c) specific learning disabilities in reading or dyslexia or other disabilities that affect the ability to read standard print or use standard materials.

How can my child receive AEM?
 Parents who believe their children will benefit from AEM can talk to their child's teachers or case manager, and/or discuss it at a planning and placement team (PPT) meeting. You can also learn about AEM from the school's leadership team or in the reference material below.

Where can my child get AEM?
 Once the PPT concludes that your child needs AEM, the school will provide it. The school may also provide some assistive technology matched to your child's abilities if it is needed to access the materials. For example, if the PPT decides that your child needs audio or digital text, the school may need to provide the technology to access the content, such as through an MP3 player, tablet, or computer.



www.aim.serc.co/

[AEM for Families](#)

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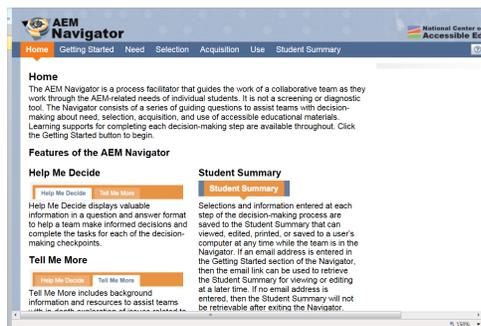
Process in Connecticut

- Selection - Format Type
 - The team decide what format will best meet the student's needs (e.g. braille, large print, audio, digital text).



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Resources for AEM in Connecticut



www.aem.cast.org



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Process in Connecticut

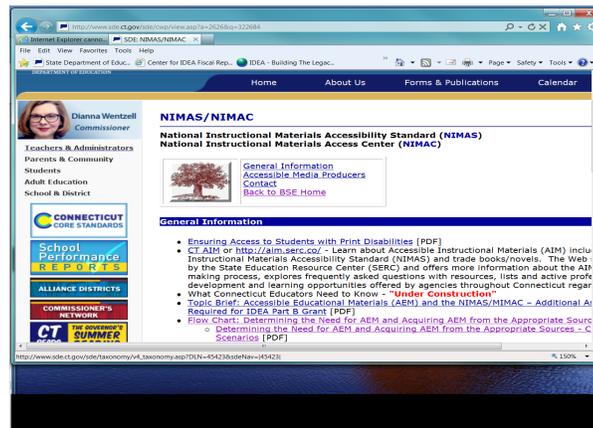
- Acquisition
 - The team will need to directly access the appropriate option and address as needed.



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Resources for AEM in Connecticut

- SDE NIMAS /NIMAC



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Process in Connecticut

- Use
 - The team considers what types of supports are needed for a student to use the accessible materials for educational participation and achievement. Technology is frequently needed to deliver student-ready accessible materials.



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AEM and Technology

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



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Resources for AEM in Connecticut



www.sde.ct.gov



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Targeted Technical Assistance

- SERC provides
 - 1.5 days of targeted technical assistance - possible additional PD with Assistive Technology (AT)
 - Create an action plan to develop a cohesive system that will help the LEA in the decision making process when considering AEM for all students.
 - Examine AT and other aspects of Need identified by the LEA
 - SERC Consultants will do follow up with LEA



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AT Demonstration Center and Lending Library at SERC Middletown, CT

- [Assistive Technology \(AT\)](#) equipment sharing programs report was completed by SERC in collaboration with the CSDE.
- The Lending Library has low, mid and high technology devices as well as Chrome Books and iPads that can be loaned to educators and families.



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Gaining Independence with AIM and AT

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



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