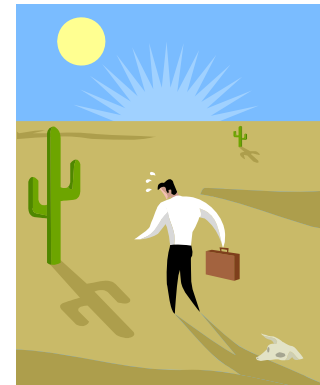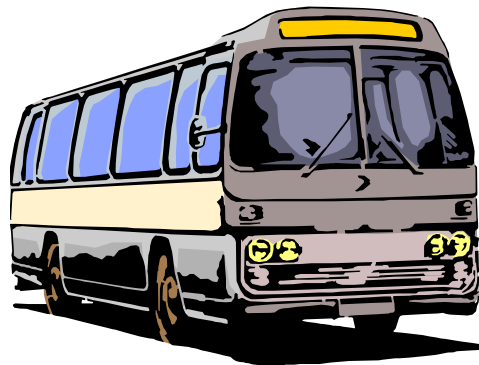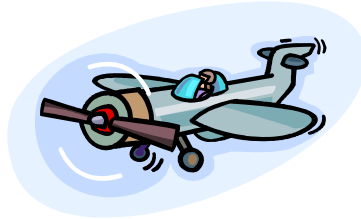# Accessible Instructional Materials

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Let's go to the Grand Canyon!

- Car
- Plane
- Bus
- Walk
- ?

HELP!!!

- KitchenAid mixer on top shelf
  - **What I need to make my cheesecakes**
- Husband
  - **Who I need to help me reach it**
- Stepstool
  - **What can help me independently reach it**
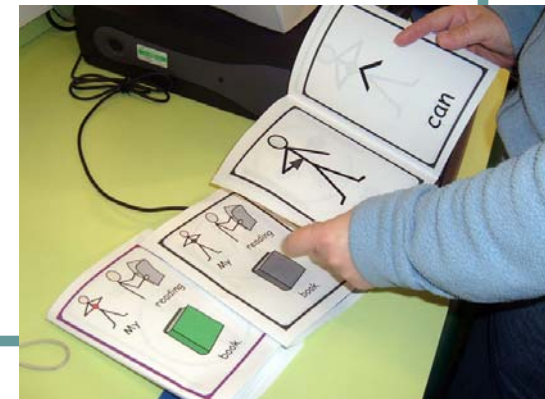
So…

 = BOOKS the student needs to read

 = Teacher/para who reads materials to the student

 = Electronic texts/text readers that make student more independent

What are Accessible Instructional Materials?

Accessible Instructional Materials include specialized and alternate formats of curricular content that can be used by and with print-disabled learners.

What are specialized and alternate formats?

Specialized Formats

- Formats which do not modify the content of the original printed material are referred to as Specialized Formats. These include braille, audio, large print, and electronic text formats.
- This session focuses on specialized formats.

Alternate Formats

- Formats which substantially modify the content of printed materials are referred to as Alternate Formats.
  - some examples are versions of books that have modified vocabulary or reading levels, books that use communication symbols, and functional books adapted for students with severe intellectual deficits.

Specialized format

- Braille
- Audio
- Electronic text
- Large-print

HUH?

- Layman's terms:
  - AIMs (for specialized format) are a *different* vehicle that allow our students who aren't reading independently to gain access to the curriculum just like the other students.

 - It LEVELS the playing field.
  - They are an ACCOMMODATION!

AT considerations checklist

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 Needed Including Assistive Technology
		Accommodations/ Modifications	Assistive Technology Solutions	
	□ What all the other kids use to be successful in class.	□ What our kids (might) need as an accommodation to be successful in class	□	
□GEC □SEC □COM □HOM				
□GEC □SEC □COM □HOM	□	□		

What does electronic text look like?

- All kids:
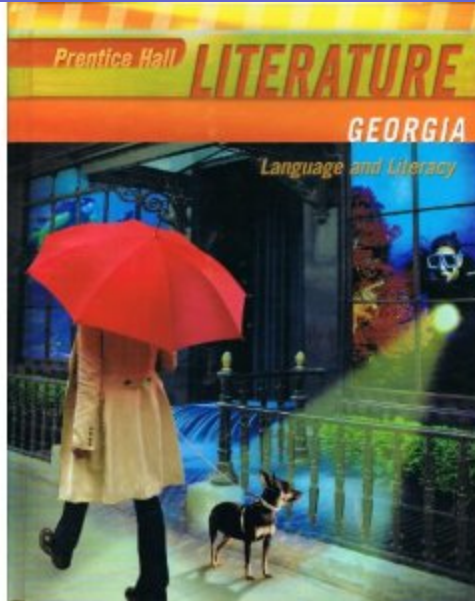
- Some kids:
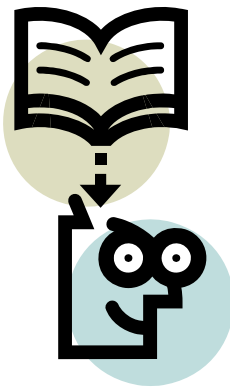
Who is eligible to receive AIMs?

Students with disabilities who are blind or other print disabled are eligible to receive accessible instructional materials in specialized formats. Other print disabled includes students who are visually impaired, physically disabled, or **reading disabled due to organic brain dysfunction.**

Time Magazine

How is eligibility determined?

In order for a student who is blind or has other print disabilities to be determined eligible for accessible instructional materials, the student's eligibility **must be certified by a competent authority**.
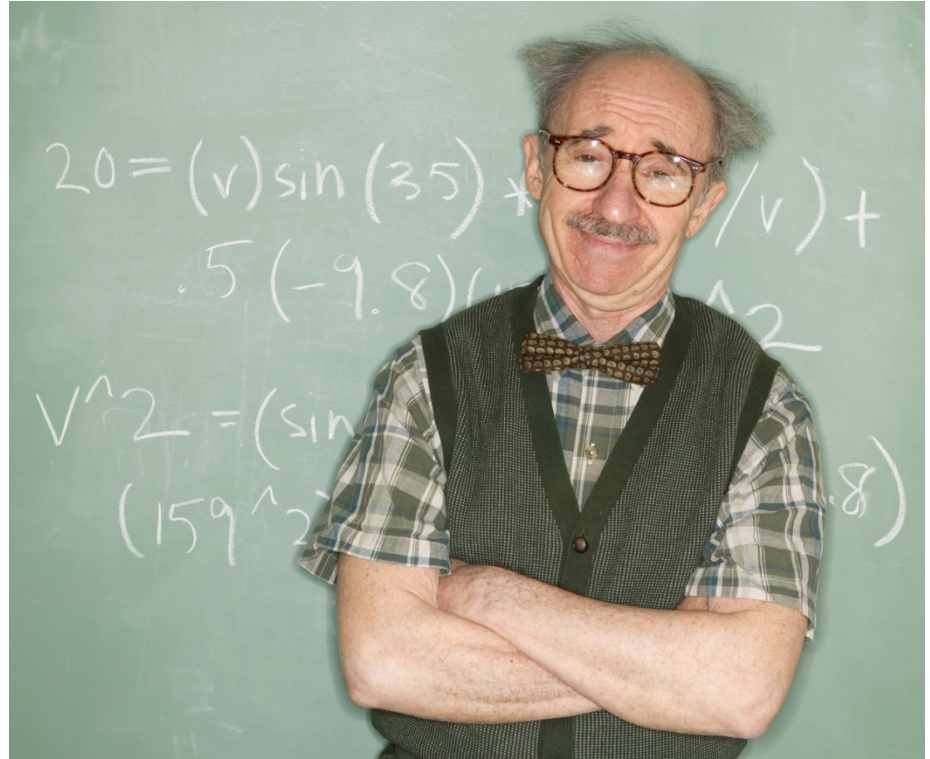
Who is a competent authority?

In the cases of <u>blindness, visual disability, or physical limitations</u> "competent authority" is defined to include doctors of medicine, doctors of osteopathy, ophthalmologists, optometrists, registered nurses, therapists, and professional staff of hospitals, institutions, and public or private welfare agencies. (36 CFR 701.6(b)(2)).

In the case of a reading disability from <u>organic brain dysfunction</u>, "competent authority" is defined as doctors of medicine or osteopathy who may consult with colleagues in associated disciplines.

Troup County School System

Certification of Eligibility to Receive AIMs

Students Name _____ _____ _____ Date _____
           Last   *First*   *M.I.*

Address _____
        Street Address   *Apartment*

        City   *State*   *ZIP Code*

School & District _____

From Federal Register 34 CFR Parts 300 and 301, p. 46621, published August 14, 2006:

The Library of Congress regulations (36 CFR 701.6(b)(1)) related to the Act to Provide Books for the Adult Blind (approved March 3, 1931, 2 U.S.C. 135a) provide that blind persons or other persons with print disabilities include:

    (I)   *Blind persons whose visual acuity, as determined by competent authority, is 20/200 or less in the better eye with correcting glasses, or whose widest diameter if visual field subtends an angular distance no greater than 20 degrees.*

    (II)   *Persons whose visual disability, with correction and regardless of optical measurement, is certified by competent authority as preventing the reading of standard printed material.*

    (III) *Persons certified by competent authority as unable to read or unable to use standard printed material as a result of physical limitations.*

    (IV) *Persons certified by competent authority as having a reading disability resulting from organic dysfunction and of sufficient severity to prevent their reading printed material in a normal manner.*

Competent authority is defined in 36 CFR 701.6(b)(2) as follows:

(i) In cases of blindness, visual disability, or physical limitations "competent authority" is defined to include doctors of medicine, doctors of osteopathy, ophthalmologists, optometrists, registered nurses, therapists, professional staff of hospitals, institutions, and public or welfare agencies (e.g., social workers, case workers, counselors, rehabilitation teachers, and superintendents).
(ii) In the case of a reading disability from organic dysfunction, competent authority is defined as doctors of medicine who may consult with colleagues in associated disciplines.

To Be Completed By Competent Authority (as defined above)

Name _____

Title _____   Phone (____) _____

Address _____
        Street Address   *Apartment*

        City   *State*   *ZIP Code*

I certify that the student listed above is unable to read or use standard printed material for the following reason:

Blindness, visual impairment, or physical limitations ☐

Reading disability from organic dysfunction ☐

Signature _____   DATE _____

- This does NOT mean we can't provide electronic text for primary speech students or those with other eligibilities
- We **can** provide assistive technology that will allow the student to gain access to the curriculum!
  - We just use a different route/source

Sally

- http://goanimate.com/movie/0w6P7vA62f
  ic?utm_source=linkshare

Who determines the need?

- For students with disabilities who qualify for special education services, the IEP team is responsible for determining the need for accessible instructional materials.

- Follow Troup County Procedures

What's next for Sally?

- http://goanimate.com/movie/0K4jio3Ln-RE?utm_source=linkshare

Troup County Procedures

- AT Website:
  - Troup County Procedures
  - Book Request Form

Sources we will use (primary SI or other elig):

- CDs that are distributed with textbooks
- Bookshare
- Georgia Instructional Materials Center (GIMC)
- Learning Ally
- Scanners/Free text readers
- Kurzweil stations at some middle/high schools

Ways a student will access text:

- Mp3 players
- Scanner and text reader (ex Kurzweil)
- Text reader with electronic text (ex Wordtalk)
- Hand held devices
- Web based services

IF a student is eligible to receive AIM:

e) Is the student deaf or hard of hearing?:

If yes, consider and describe the student's language and communication needs [...] [...]ication with peers and professional personnel in the student's language and communic[...] [...]full range of needs, including opportunities for direct instruction in the student's lar[...] [...]. Describe communication needs below.

○ NA

> Make sure to also check "yes" for the need for AT.

f) Does the student need assistive technology devices or services?:   ⊙ Yes   ○ No   ○ NA

If yes, describe the type of assistive technology and how it is used. If no, describe how th[...] needs are being met in deficit areas.

g) Does the student require alternative format for instructional materials?:   ⊙ Yes   ○ No   ○ NA

If yes, specify format(s) of materials required below.

☐ Braille   ☐ Large type   ☐ Auditory   ☑ Electronic text

```
Student requires electronic texts that can be read aloud to him to access the
curriculum
```

> Check "yes" , select type of format needed and type reason for need/specifics in box below.

III. TRANSITION SERVICE PLAN

A transition service plan must be completed no later than entry into 9th grade or by age 16, whichever comes first, or younger, if determined appropriate by the IEP team and updated annually. If transition service plan is developed, attach to the IEP:

If a student is not eligible

- Reasons why:
  - Does not have organic brain dysfunction
  - Primary speech eligibility
- Our responsibility:
  - We must still provide assistive technology for students based on an individual need

f) **Does the student need assistive technology devices or services?:** ⦿ Yes ○ No ○ NA

If yes, describe the type of assistive technology and how it is used. If no, descr being met in deficit areas.

Only check yes for AT

g) **Does the student require alternative format for instructional materials?:** ○ Yes ⦿ No ○ NA

If yes, specify format(s) of materials required below.

Making a Good referral:

- Student's that might be a good candidate:
  - SLD in reading
  - Good comprehension of grade level material
  - Reading deficit 2+ years behind
  - Self - motivated
  - Computer/tech skills

Additional Information available:

- **Resources for:**
  - **online reading support**
  - **electronic books**
  - **text readers**

- **Training with students and staff**

Questions/Comments