

Accessible Instructional Materials for Access to Reading

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On behalf of the PaTTAN Reading Team

PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

Purpose of this training

- Basic understanding of Accessible Instructional Materials (AIM) as it relates to access to printed materials or materials that require reading.
- Identify what students qualify as a child with a print disability under the Chaffee amendment
- Identify resources for both students who qualify as a child with a certified print disability as well as students who require AIM without this identification.

Understanding Accessible Instructional Materials (AIM)

- <https://www.youtube.com/watch?v=6U3uKNKMv7s>

Accessible Instructional Materials (AIM)

IDEA 2004 states that LEAs are required to “take all reasonable steps to provide instructional materials in accessible formats to children with disabilities who need those instructional materials at the same time as other children receive instructional materials”

(Section 300.172 (b) (4) – Access to Instructional Materials)

Those who are unable to access printed text in traditional ways in order to have meaningful and equal access to the general education curriculum are guaranteed accessible instructional materials through IDEA 2004 and Chapter 14 (PA Special Education Regulations) or Chapter 711 (charter schools)

pg. 1 of Pennsylvania's Guidelines for the Provision of Accessible Instructional Materials (AIM)

So what materials....?

- What are materials that need to be read?
 - Textbooks
 - Curricular materials
 - Worksheets
 - Organizers
 - Handouts
 - Newspaper articles
 - Research papers

What is FAPE ?

Free Appropriate Public Education is the language used in IDEA to ensure that all students with disabilities have free access to the same education as their non-disabled peers.

What is Assistive Technology?

Assistive technology service

- The term "assistive technology service" means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.
- This service includes: a functional evaluation of the child in the customary environments; acquiring, repairing, customizing, or replacing an AT device; the coordination of other services for which the child is eligible; and, training for the student, parents, school personnel and others who require it.

(PL 100-407, PL 101-476).

Assistive Technology Device

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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 functional capabilities of individuals with disabilities

(PL 100-407, PL 101-476).

Supports for Assistive Technology

- Options for students who need accessible instructional materials may include:
 - Scan and Read Software
 - IOS, Kindle, and Android Apps
 - Portable readers
 - Text to Speech software

More support and student specific consultation is available through your local IU or PaTTAN office

Formats

- Digital Text or E-text (electronic text) include files produced by word-processing programs, rich-text files (RTF), ASCII, HTML and Digital Talking Books.
- Braille is a series of raised dots that can be read tactually by people who are blind or whose eyesight is not sufficient for reading printed material.
- Large Print format
- Audio formats include tapes, CDs, MP3 files, text-to-speech programs, and other auditory alternatives to printed texts.

Formats are defined in the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) [674(e)(3)(D)] and in copyright law contained in Title 17 of the United States Code.

LEA's responsibilities with AIM

- Determine which students need AIM
- Document students' need for AIM
- Confirm student eligibility and determine particular sources of AIM for individual students
- Take all reasonable steps to provide AIM for students who require them at the same time as instructional materials are received by their peers
- Provide documentation of copyright compliance
- Develop local policies and procedures in the provision of AIM
- Request that publishers deposit NIMAS compliant files into the NIMAC

Determining the student's need for AIM

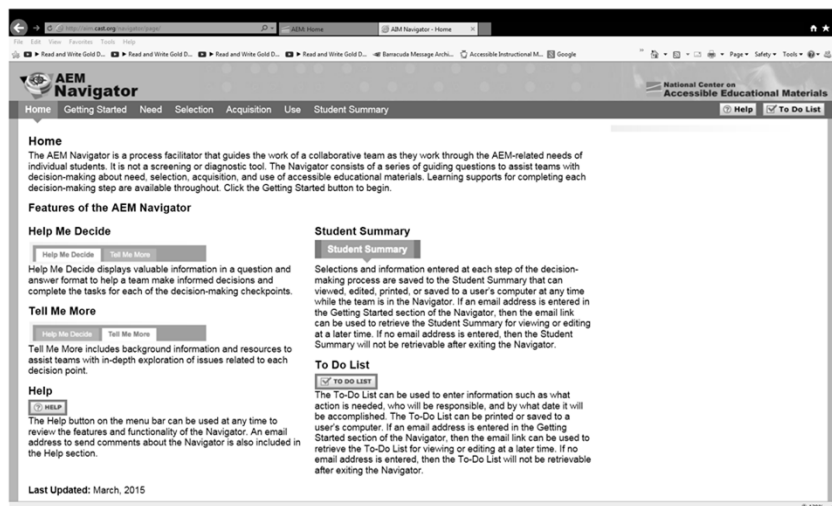
- Who makes this decision?
 - A student's IEP or 504 team
- How is this decision made?
 - Assessment data (e.g., reading rate, comprehension measures, level of engagement, etc.)
 - Trials with alternate formats (e.g., audio, use of assistive technology, large print, etc.)
- Students who can not read grade level print at a sufficient rate with adequate comprehension to complete academic/curricular tasks may require AIM.
- Once determined that the student requires accessible instructional materials for FAPE, that determination should be marked in the IEP or 504 plan.

Pennsylvania's Guidelines for the Provision of Accessible Instructional Materials (AIM)

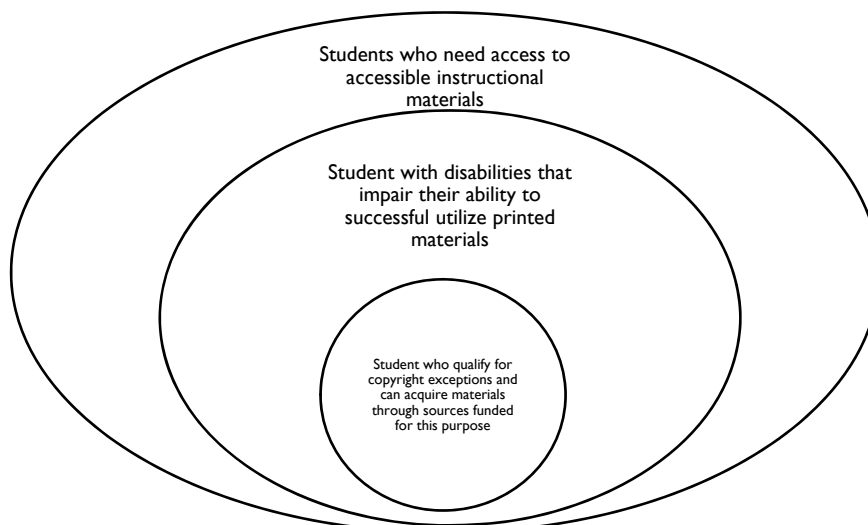
Considerations in determining a student's need for AIM

- Is the child a child with a print disability that impairs access to printed materials?
- Is there a discrepancy in comprehension abilities when the student reads the text vs. having the text read to him/her?
- Does the student's comprehension abilities keep pace with their reading rate?
 - Is it slower?
 - Is it faster?
- Is he/she able to complete academic/curricular tasks involving reading with success relative to same-age peers?
- Is the student able to effectively engage with text independently?
- Is the student able to read text effectively across many environments and tasks?

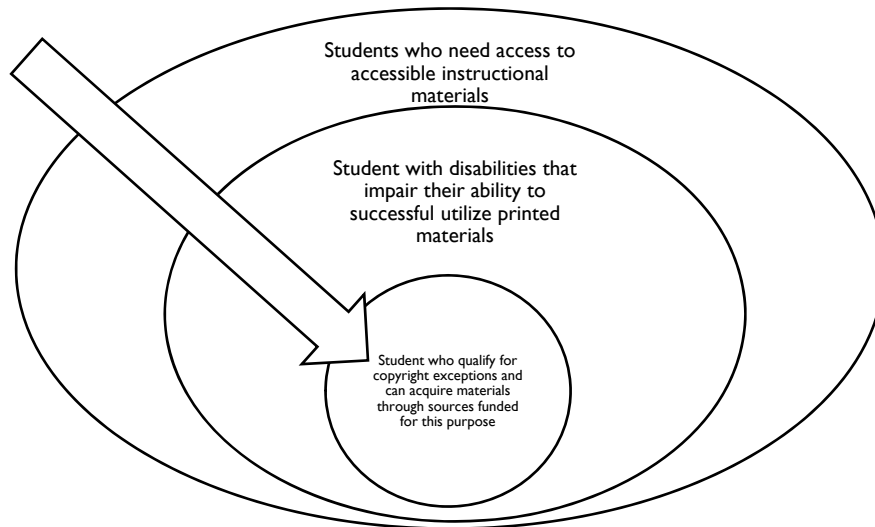
Tool to help teams determine needs and types of tools for students- AEM Navigator



Students who need access to accessible instructional materials



Students with Qualifying Print Disabilities



Copyright implications

- The qualification of individuals with print disabilities holds significant importance in regards to copyright implications.
- The Copyright Act as Amended (Chafee Amendment) provides a special exemption in copyright law that allows authorized entities to reproduce or distribute copyrighted materials in specialized formats for blind or other persons with disabilities without the need to obtain permission of the copyright owner.

(Pennsylvania's Guidelines for the Provision of Accessible Instructional Materials (AIM))

Qualification under Chafee

- Allows a copyright exemption
- Must be certified by a competent authority
- Only access point for NIMAC files
- Access point used by many outside providers

Qualifications as a child with a print disability under Chafee

- Physical Impairment
 - Unable to read or use standard print due to physical disability
- Reading Disability due to organic cause
 - Preventing reading printed material in a normal manner
- Blind or visual impaired
 - a) visual acuity 20/200 or less in better eye
 - b) visual disability prevents reading standard printed material

Library of Congress federal regulations defines competent authority in 36 CFR 701.6(b)(2)

For visual disability and physical disability:

- Doctors of medicine (MD)
- Doctors of osteopathy (DO)
- Ophthalmologists and optometrists
- Registered nurses
- professional staff of hospitals, institutions, and public or welfare agencies (e.g., social workers, case workers, counselors, rehabilitation teachers, and superintendents).

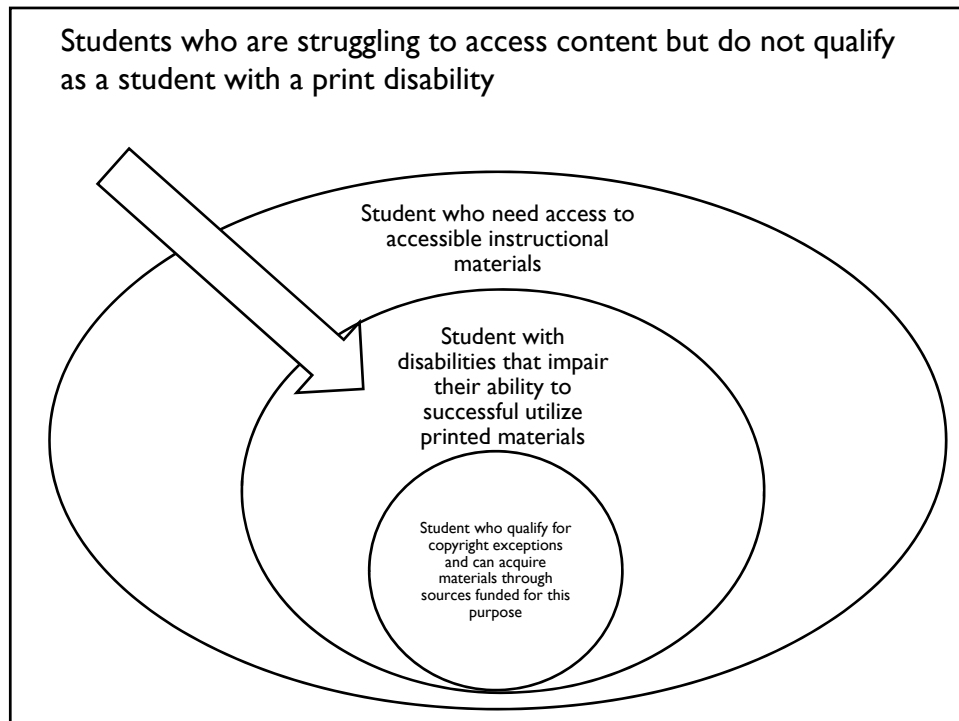
For reading disability from organic dysfunction

- Doctors of medicine who may consult with colleagues in associated disciplines.

Acquiring AIM

National Instructional Material Access Center (NIMAC)

- Created under IDEA 2004, the NIMAC (<http://nimac.us>) was mandated to establish a national repository for publishers' electronic files of textbooks and core related instructional materials in NIMAS conformant files.
- Files from the NIMAC (called NIMAS files) are not ready for student use, but must be downloaded from the NIMAC and converted into a specialized format (braille, enlarged print, digital text, or audio. Only authorized users can download.
- In Pa, PaTTAN Aim Center is an authorized user.
- Student must be a child with a qualifying print disability.



It's important to remember that eligibility for materials from certain AIM sources and the need for AIM are not synonymous.

LEA's are still responsible for provision of AIM to students who require non print forms to access academic content and **DO NOT** qualify as a child with a print disability for certain resources.

Pennsylvania Training and Technical Assistance (PaTTAN) AIM Center

The PaTTAN AIM Center assists Pennsylvania LEAs in obtaining accessible instructional materials for students with qualifying print disabilities, including students who are blind, visually impaired, have physical disabilities, or have reading disabilities as a result of organic dysfunction.

LEAs can contact the AIM Center for braille and enlarged print books and to request NIMAS files for conversion to other digital file types.

The PaTTAN AIM Center is authorized to download and assign NIMAS files from the NIMAC to accessible media producers for conversion into specialized formats for students with qualifying print disabilities.

Acquiring AIM

	Who?
Purchasing the accessible instructional material directly from the book publisher, if available	<p>Student with an IEP who qualifies as copyright exempt</p> <p>Student with an IEP who does NOT qualify</p> <p>Student with a 504 who qualifies as copyright exempt</p> <p>Student with a 504 who does not qualify</p>

Acquiring AIM

	Who?
Project Gutenberg On-line public domain sources (such as Project Gutenberg) for out-of-copyright materials http://www.gutenberg.org/	Student with an IEP who qualifies as copyright exempt Student with an IEP who does NOT qualify Student with a 504 who qualifies as copyright exempt Student with a 504 who does not qualify
Librivox Online repository of out of copyright materials read by human readers https://librivox.org/	Student with an IEP who qualifies as copyright exempt Student with an IEP who does NOT qualify Student with a 504 who qualifies as copyright exempt Student with a 504 who does not qualify

Acquiring AIM

Producing AIM locally by scanning and converting print materials into auditory and digital formats for use with AT systems.	Student with an IEP who qualifies as copyright exempt Student with an IEP who does NOT qualify Student with a 504 who qualifies as copyright exempt Student with a 504 who does not qualify

Acquiring AIM

	Who?
<p>Learning Ally</p> <p>an accessible audiobook library for individuals with disabilities. Books are available in DAISY Digital Talking Book format and Windows Media Audio (WMA-DRM) format.</p> <p>https://www.learningally.org</p> <p>Student must be qualified by qualified professional. List of professional is available on website</p>	<ul style="list-style-type: none"> • Student with an IEP who qualifies as copyright exempt • Student with a 504 who qualifies as copyright exempt

Acquiring AIM

<p>American Printing House for the Blind- Accessible Materials and APH Repository</p> <p>http://louis.aph.org/catalog/CategoryInfo.aspx?cid=152</p>	<p>Student who qualifies as copyright exempt due to Blindness or Vision Impairment</p>
<p>PaTTAN AIM Center</p> <p>www.pattan.net</p> <p>Produces specialized formats include digital text, audio, braille, large print, and accessible PDF</p>	<p>Student with an IEP who qualifies as copyright exempt will have access to both NIMAC and Non-NIMAC files</p> <p>Student with a 504 who qualifies as copyright exempt will have access to only non-NIMAC files</p>

Acquiring AIM

<p>Bookshare</p> <p>www.bookshare.org</p> <p>Supported by the U.S. Department of Education, Office of Special Education Programs.</p> <p>https://youtu.be/S71aGLlaYuc</p>	<p>Student with an IEP who qualifies as copyright exempt</p> <p>Student with a 504 who qualifies as copyright exempt</p>
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Bookshare memberships

- Two types of Bookshare memberships:
 - Individual membership
 - Free for qualifying U.S. students grades K-12, post-secondary students, and adult education
 - Qualification is based off the Chafee Amendment
 - Organizational memberships
 - Free for educational organizations that serve adults or students with print disabilities
 - Organizations must provide a roster of qualifying individuals with print disabilities as well as a roster of sponsors who can download books for use with these individuals
 - Organizations are required to keep proof of disability on file for all qualifying individuals

Resources to Schools

- Twitter Feeds to Follow:
 - **@AEM_Center** -Nat. Center of AEM
 - **@FCTDtweet** - FCTD is a national center funded by the U.S. DOE to provide information resources on assistive technology.
 - **@cti_powerup** - PowerUp WHAT WORKS- free online resources and tools to help improve instruction and professional development through technology.
 - **@UDL_Center** -The center supports the effective and wide scale implementation of UDL through a variety of activities.

Resources for learning more about AIM

National Center on Accessible Educational Materials

This site serves as a resource to educators, parents, and others interested in learning more about and implementing AIM. Resources at this site include:
<http://aem.cast.org/>

The AIM Navigator

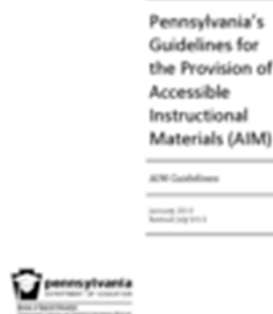
- an online application that facilitates the process of decision-making about accessible instructional materials for an individual student by IEP or other decision-making teams

AIM Explorer

- free, downloadable simulation tool that enables teams to explore various settings of features found in text readers and supported reading software

PaTTAN's AIM Resources

Pennsylvania's Guidelines for the Provision of Accessible Instructional Materials (AIM)



PaTTAN's AIM Resources

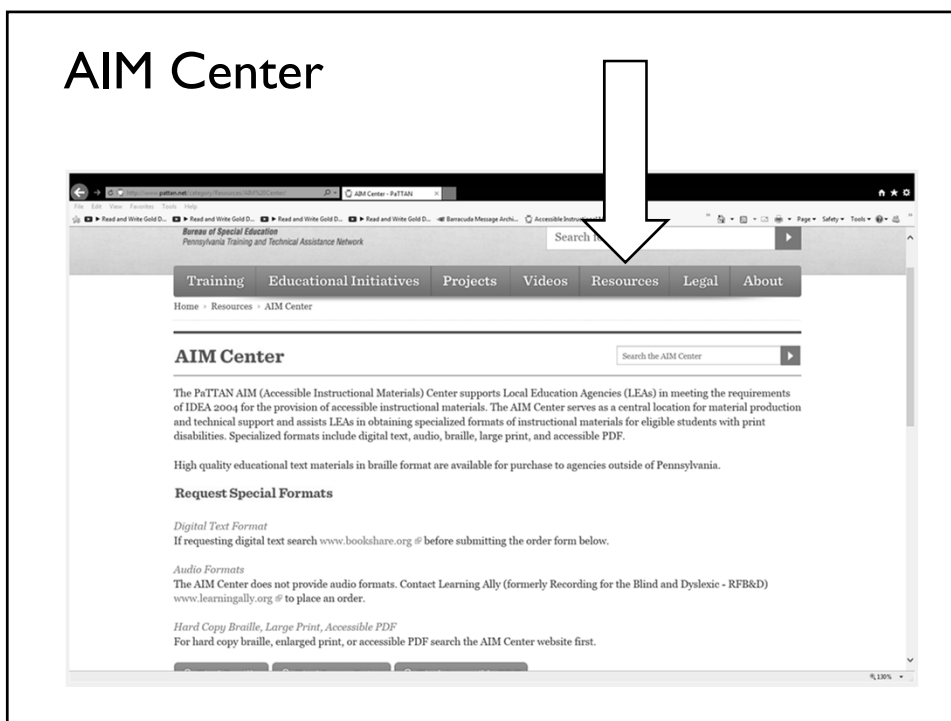
Obtaining Accessible Instructional Materials: A Quick Guide for Local Education Agencies



PaTTAN Resources



AIM Center



References

- Pa Code:
<http://www.pacode.com/secure/data/022/chapter14/s14.106.html>
- Information about the Chafee Amendment
<https://www.bookshare.org/cms/legal/copyright-information/chafee-amendment>

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Commonwealth of Pennsylvania

Tom Wolf, Governor