Bookshare:
Providing Accessible Materials to Students
with Print Disabilities

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Welcome to Session 5

Today's presenter:

Karen Narvol
Independent assistive technology consultant
and trainer

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2

**TOOLS AND RESOURCES FOR
MAKING DECISIONS ABOUT AEM
AND ASSISTIVE TECHNOLOGY**

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3

Big Ideas for Today

- What tools and resources are available to help teams make appropriate decisions when:
  - □ Determining a student's need for AEM,
  - □ Selecting and acquiring specialized formats,
  - □ Selecting and acquiring appropriate reading tools,
  - □ Implementing AEM and reading tools, and
  - □ Evaluating the effectiveness of AEM and reading tools
- What questions do teams need to ask?

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4

Tools and Resources

- Pennsylvania's Guidelines for the Provision of AIM
- AIM Explorer
- AEM Navigator
- Functional Vision Assessment (FVA)
- Learning Media Assessment (LMA)
- Protocol for Accommodations in Reading (PAR)
- Quality Indicators for Assistive Technology (QIAT)
- SETT Framework
(Student, Environments, Tasks, Tools)

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5

PENNSYLVANIA'S AIM GUIDELINES

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6

PA's AIM Guidelines

PaTTAN Publications

Pennsylvania's Guidelines for the Provision of Accessible Instructional Materials (AIM)
Publication Date: July 23, 2012 | 0 Comments | ★ ★ ★ ★ ★ (0)

The purpose of this document is to provide local education agencies with direction for identifying, locating, and providing accessible instructional materials so that all students can participate fully in the learning environment and achieve academic and functional performance goals. It also provides the information needed to comply with state and federal mandates.

Topic: Accessible Instructional Materials (AIM)

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AIM Guidelines Revised July 2

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http://www.pattan.net/category/Resources/PaTTAN+Publications/Browse/Single/?id=500d52748b0332bc21000266

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7

PA's AIM Guidelines

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

AIM Guidelines

Appendix F: Questions to Ask When Determining a Student's Needs for AIM

When determining the need for AIM, IEP teams can gather data from a student's evaluation information and present levels of academic achievement and functional performance and trials with specialized formats of instructional materials. The team can also collect information about the student's levels of engagement, independence, and fatigue.

IEP team members can probe for additional information by asking specific questions about the student and the learning environment, required tasks, and tools needed to complete the tasks:

1. What are the skills, abilities, and needs of the student?
2. What are the customary environments in which the student learns?
3. What are the tasks the student needs to be able to do to reach expectations and make progress?
4. What are the tools the student needs to do the tasks in the environments in order to meet expectations for both current and future needs?

As part of this inquiry, the team can gather information about the student's access to curricular materials, assessment data, barriers, and needed supports for each subject/content area. Information collected and analyzed by the team will guide decisions when determining a student's need for AIM.
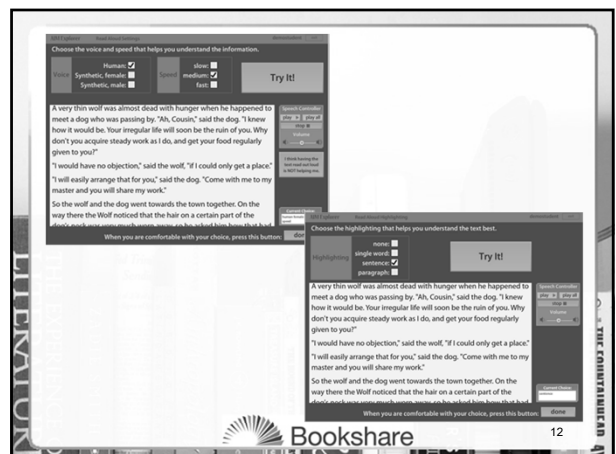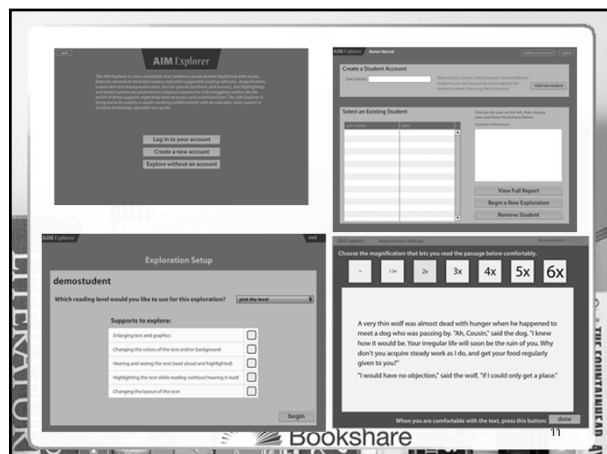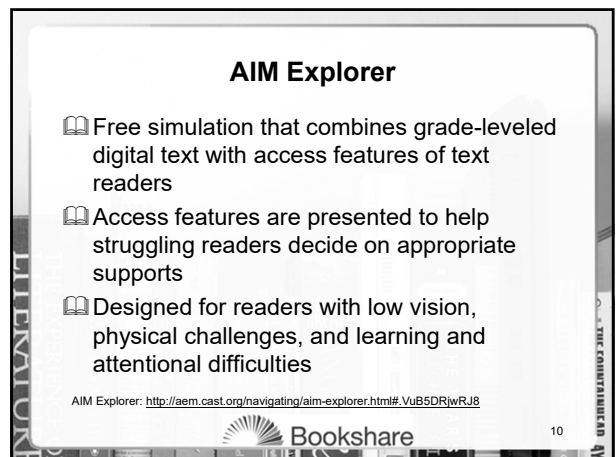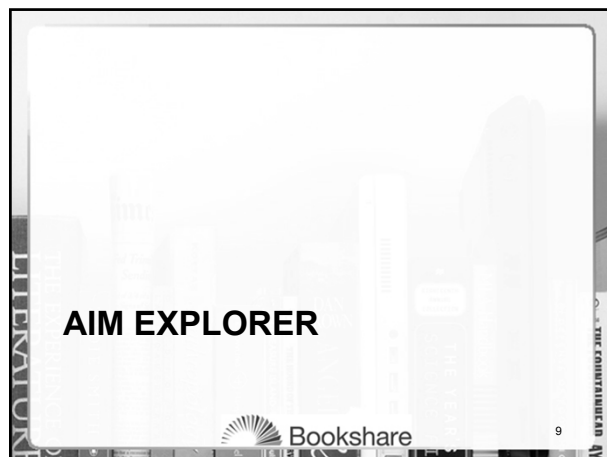
Access to curricular materials

1. Is the core instructional material (e.g., textbook, workbook, other printed curricular material) currently provided to all students or to this student only?
2. Is the material in alternate format?
3. What does the student need to do to access the core instructional material that he or she cannot currently do?

http://www.pattan.net/category/Resources/PaTTAN+Publications/Browse/Single/?id=500d52748b0332bc21000266

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8

AIM EXPLORER

AIM Explorer

- Free simulation that combines grade-leveled digital text with access features of text readers
- Access features are presented to help struggling readers decide on appropriate supports
- Designed for readers with low vision, physical challenges, and learning and attentional difficulties

AIM Explorer: http://aem.cast.org/navigating/aim-explorer.html#.VuB5DRjwRJ8

Slide 13

Bookshare — 13

Slide 14

Bookshare — 14

Slide 15

AEM NAVIGATOR

Bookshare — 15

Slide 16

AEM Navigator

- 📖 Interactive tool
- 📖 Facilitates decision-making process for AEM
- 📖 Four decision points
  - ☐ Determination of need
  - ☐ Selection of formats
  - ☐ Acquisition of formats
  - ☐ Selection of supports for use
- 📖 Used by IEP teams and other collaborative teams

AEM Navigator: http://aem.cast.org/navigating/aem-navigator.html#.VuB4pBjwRJ8

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AEM Navigator

- Is NOT a screening or diagnostic tool
- Is a process facilitator that guides the work of a collaborative team
- Decisions and supporting information are saved to a Student Summary
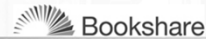- Fully accessible to people using a variety of assistive technologies

AEM Navigator: http://aem.cast.org/navigating/aem-navigator.html#.VuB4pBjwRJ8

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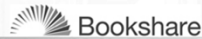
17

AEM Navigator Process

- List the print instructional materials used across the curriculum.
- Consider the instructional context.
- Select formats needed.
- Match formats to materials.
- Determine technology, supports, strategies, and accommodations needed by student to successfully use specialized formats.

AEM Navigator: http://aem.cast.org/navigating/aem-navigator.html#.VuB4pBjwRJ8

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18

AEM Navigator

19

AEM Navigator

20

AEM Navigator

21

AEM Navigator

22

FUNCTIONAL VISION AND LEARNING MEDIA ASSESSMENTS

23

Functional Vision Assessment

- The assessment of functional vision aims to determine
  - what people see
  - how they can see and use their vision
  - under what conditions they can see
- Information is used to determine why an individual can or cannot do particular tasks
- Provides information about the use of an individual's vision to plan training to enhance visual skills

Low Vison Online: http://www.lowvisiononline.unimelb.edu.au/Function/index.htm

24

Slide 25

Functional Vision Assessment

Form A

Functional Vision Assessment

Student Name: _____ Date: _____
Assessor: _____ Position: _____

Part I - Medical Background

This information should be gathered before beginning the Functional Vision Assessment.

Information from Eye Report

Date of last eye exam: _____ Dr.'s Name: _____

Vision Diagnosis:

Explanation:

Impact of Additional Disability on Vision:

Distance Acuity: _____ Visual Field (Full): _____
Near Acuity: _____ Visual Field (Constricted):

Functional Vision and Learning Media Assessments (FVLMA)
for Students with Visual Impairments

STUDENT'S NAME: (LAST) _____ (FIRST) _____ (M.I.) _____ DOB: _____ ID#: _____

Report Format for academic students ages 3-21, based on the Essential Assessments Rubric 2010

School: _____ Grade: _____ FIMC-VI Number: _____
FVA Assessment Date(s): _____ Initial or Three Year Re-evaluation? _____
Evaluator(s): — Teacher of the Visually Impaired _____
Primary Disability? _____ Other Disabilities? _____

1. CURRENT VISION SERVICES:
Direct or collaborative consult? _____ Minutes of VI service per week? _____
Related services? _____
Orientation and Mobility screening / assessment date? _____
Orientation and Mobility Service minutes per week? _____
Orientation and Mobility evaluation summary or screening attached? _____
Client of Division of Blind Services? _____

2. EYE MEDICAL INFORMATION: Optometrist, Dr. _____ at the _____ clinic.
Exam date: _____ Ocular Conditions / Diagnosis: _____
Ocular history: _____ Etiology: _____
Visual field restriction: _____
Visual acuity measures:
Corrected Distance: Right (OD) _____ Left (OS) _____ Both (OU) _____
Corrected Near: Right (OD) _____ Left (OS) _____ Both (OU) _____
Contrast sensitivity: _____ Color vision: _____

Sample Forms

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Learning Media Assessment (LMA)

- Identifies the best reading format for a student: print, braille, audio, objects, or some combination
- Offers a framework for selecting appropriate literacy media for a student who is visually impaired
- Assesses a student's learning style, or the way he or she uses vision, hearing, and other senses, to gain access to information

Perkins School for the Blind: http://www.perkinselearning.org/scout/learning-media-assessment-lma

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Slide 27

Learning Media Assessment Form 1
GENERAL STUDENT INFORMATION

Identifying Information
Student _____ Birth Date _____ Age _____
Grade/Placement _____ School _____

Components of Learning Media Assessments Conducted
_____ Use of Sensory Channels
_____ Selection of General Learning Media
_____ Selection of Literacy Media
_____ Initial Decision of Literacy Medium
_____ Continuing Assessment—General
_____ Continuing Assessment—Selection of Print Media
_____ LMA for Student with Additional Disabilities
Date(s) of Learning Media Assessment _____
Evaluator(s) _____

Learning Media Assessment Form 2
USE OF SENSORY CHANNELS

Student _____
Setting/Activity _____
Date _____ Observer _____

Observed Behavior	Sensory Channel
	V T A
	V T A
	V T A
	V T A
	V T A
	V T A
	V T A
	V T A

Learning Media Assessment Form 6
CONTINUING ASSESSMENT OF LITERACY MEDIA

Student _____
Primary Reading Medium _____ Secondary Media _____
Date _____ Evaluator _____

Additional Information on Visual Functioning   Comments/Observations

Is current information available from functional vision evaluations? Summarize.

Is current information available from ophthalmological examinations? Summarize.

Is current information available from clinical low vision evaluations? Summarize.

Does available information indicate a change in visual functioning?   Yes   No

Reading Efficiency
Based on the following information:
grade placement

Results of the informal reading inventory
(in student's primary reading medium)   Grade   Rate
Independent level (> 90% comprehension)
Instructional level (< 75% comprehension)
Frustration level (< 75% comprehension)

Reading of content materials at grade placement   Comp   Rate
Science
Social Studies
Other:

Does the student read with adequate comprehension?   Yes   No

Does the student read at a sufficient rate?   Yes   No

Does the student read at a sufficient rate and with adequate comprehension in order to complete academic tasks with success?   Yes   No

Sample Forms

Koenig & Holbrook, Learning Media Assessment of Students with Visual Impairments

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Slide 28

pennsylvania

Handouts

Learning Media Assessment for Students with Visual Impairments and Complex Instructional Needs
Uploaded: August 4, 2014 | 0 Comments | ★★★★★ (0)

Teachers of students with visual impairments assess the learning needs of their students by determining which sensory systems provide the most efficient access to the materials used in their instruction. When students are at the sensorimotor stage of cognitive development, regardless of their chronological ages, efficient use of sensory systems for the exploration and use of learning media is the most essential element of learning. For these students, TVIs must conduct _____ them about strategies and accommodations that maximize sensory efficien _____ team members with the support they need to overcome sensory barriers to _____ instruction.
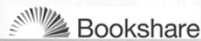
Title of Training: PA Low Incidence Institute
Presenter: Millie Smith
Training Date: 08/04/2014

_____ Disabilities, Visual Impairment/Blindness

Funct_Vision_Learng_Media.pdf
SLK and SAM Skill Comparison Chart.pdf
SLK_SAM_Goals_RCA.pdf
Learning_Media_Assessment.pdf
Funct_Vision_Learng_Media.p

Download

PaTTAN Information about Functional Vision and Learning Media Assessments

http://www.pattan.net/category/Resources/Handouts/Browse/Single/?id=53dfb07f8b03328a238b456e

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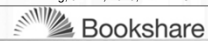## PROTOCOL FOR ACCOMODATIONS IN READING (PAR)

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Protocol for Accommodations in Reading (PAR and uPAR)

- A formative assessment tool that can be used with any student who is struggling with reading
  - □ PAR: Free, downloadable
  - □ uPAR: Online version
- Intended to help educators make informed decisions about reading accommodations
- NOT a test of reading abilities
- Builds on present levels of performance on standardized reading evaluations to compare the effectiveness of reading accommodations

Protocol for Accommodations in Reading, Jan. 4, 2015, Denise C. DeCoste, Ed.D, presenter

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Protocol for Accommodations in Reading (PAR and uPAR)

- Tool used to determine a student's optimal reading accommodation
- Optimal reading method is determined through the student's ability to answer related comprehension questions
- Why use PAR?
  - □ When it is unclear what reading accommodation works best for a student

Protocol for Accommodations in Reading, Jan. 4, 2015, Denise C. DeCoste, Ed.D, presenter

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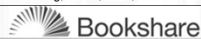
31

How Does the Tool Work?

PAR

- Reading material is offered through
  - □ Student read aloud
  - □ Adult Reader
  - □ Text-reader
  - □ Open ended questions

uPAR

- Reading material is offered through
  - □ Silent reading
  - □ uPAR: prerecorded human audio
  - □ Text-reader
  - □ Multiple choice questions

Protocol for Accommodations in Reading, Jan. 4, 2015, Denise C. DeCoste, Ed.D, presenter

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32

Slide 33:

PAR and uPAR:
http://donjohnston.com/par/

Slide 34:

PAR and uPAR:
http://donjohnston.com/par/

Slide 35:

QUALITY INDICATORS FOR ASSISTIVE TECHNOLOGY

Slide 36:

Quality Indicators for Assistive Technology Services (QIAT)

- Nationwide grassworks group
- Members provide input into the process of identifying, disseminating, and implementing Quality Indicators for AT services in school settings
- QIAT website provides gateway to numerous resources

QIAT website: http://www.qiat.org/resources.html

9

Slide 37

QIAT Resources for AT Assessment and Consideration

Guiding Document for Assessment of Assistive Technology Needs

- Guiding Document for Assessment of AT
- AT Assessment Process Planner
- AT Consideration Guide

Assistive Technology Assessment Process Planner

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37

Slide 38

QIAT Resources for AT Assessment and Consideration

ASSISTIVE TECHNOLOGY CONSIDERATION GUIDE

Student _____ Student ID _____ School _____ Date _____
Participants: _____

IEP teams may use this form to guide discussion when considering whether Assistive Technology devices and services may be necessary for the student to make progress in IEP goals and curricular tasks.

A. Instructional Area	B. Completes Tasks with Accommodations/Modifications and/or Assistive Technology (AT)		C. Consideration Outcomes – Document outcome in the IEP

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SETT FRAMEWORK

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39

Slide 40

**The SETT Framework:
Student, Environments, Tasks, Tools**

- An AT Consideration Model
- Guides decisions about AT tools, supports, services, and training
- Requires a collaborative team approach
- Builds shared knowledge about a student
- Helps teams consider the whole child

SETT Framework, http://www.joyzabala.com/

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The SETT Framework's Premise

📖 Built on a premise that teams must gather information about:
- ☐ The abilities and needs of the **student**
- ☐ The customary **environments** in which the student spends his or her time
- ☐ The **tasks** that are required for the student to be an active participant in the teaching/learning process
- ☐ The **tools**, services, and strategies that will enable the student to make progress toward IEP goals

SETT Framework, http://www.joyzabala.com/   41

The SETT Framework and AEM

📖 Does the STUDENT need instructional materials in specialized formats to access the curriculum and receive a free, appropriate, public education?

📖 In which ENVIRONMENTS will specialized materials be used?

📖 For which TASKS will the student require materials in which specialized format(s)?

📖 What are the features of the TOOLS that can help improve access, performance, or independence?
- ☐ What services, supports, and strategies are needed to help the student succeed?

SETT Framework, http://www.joyzabala.com/   42

SETT – Gathering Data

STUDENT: What are the student's strengths and needs?	ENVIRONMENT: Classes and situations where help is needed?	TASKS: What are the tasks that the student needs to be able to accomplish to meet IEP goals?	TOOLS: What AT or services will address these tasks?

Modified by Montgomery County, MD Public Schools Assistive Technology Team http://www.mcps.k12.md.us/departments/interact/

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Please provide feedback on effectiveness and suggestions for modifications/revisions by email to joy@joyzabala.com

43

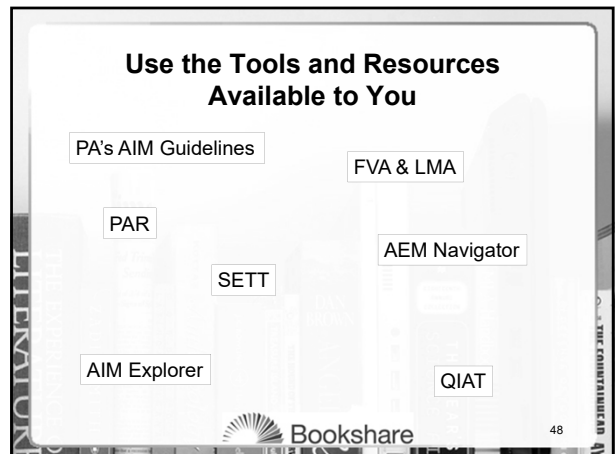## SETT - Documenting Answers to Questions

EXAMINING CURRENT CONDITIONS TO CONSIDER EDUCATIONAL NEED

STUDENT:	ENVIRONMENT:	TASKS:	TOOLS:
• What does the Student need to do? • What are the Student's special needs? • What are the Student's current abilities?	• What materials and equipment are currently available in the environment? • What is the physical arrangement? Are there special concerns? • What is the instructional arrangement? Are there likely to be changes? • What supports are available to the student? • What resources are available to the people supporting the student?	• What naturally occurring activities take place in the environment? • What is everyone else doing? • What activities support the student's curricular goals? • What are the critical elements of the activities? • How might the activities be modified to accommodate the student's special needs? • How might technology support the student's active participation in those activities?	• What no tech, low tech, and high tech options should be considered when developing a system for a student with these needs and abilities doing these tasks in these environments? • What strategies might be used to invite increased student performance? • How might these tools be tried out with the student in the customary environments in which they will be used?

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Please provide feedback on effectiveness and suggestions for modifications/revisions by email to joy@joyzabala.com

44

SETT Forms

Data gathering

Consideration of AT needs

SETT Forms:
http://www.joyzabala.com/Documents.html

45

SETT Forms

Identifying tools

Prioritizing tools

SETT Forms:
http://www.joyzabala.com/Documents.html

46

SETT Forms

Implementation and Evaluation

SETT Forms:
http://www.joyzabala.com/Documents.html

47

Use the Tools and Resources Available to You

PA's AIM Guidelines

FVA & LMA

PAR

AEM Navigator

SETT

AIM Explorer

QIAT

48
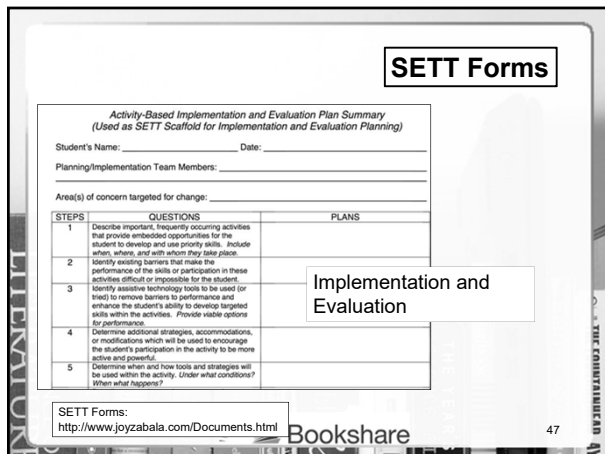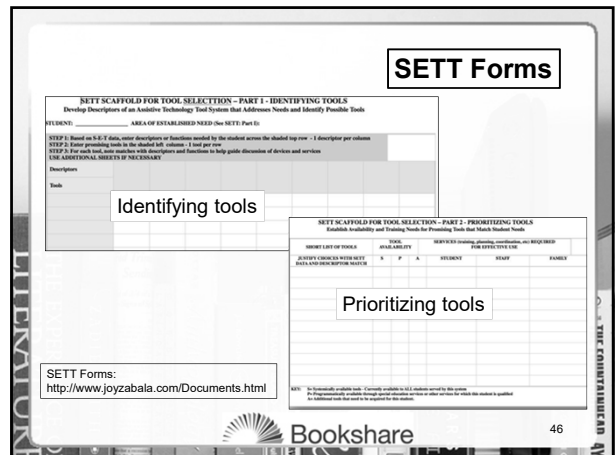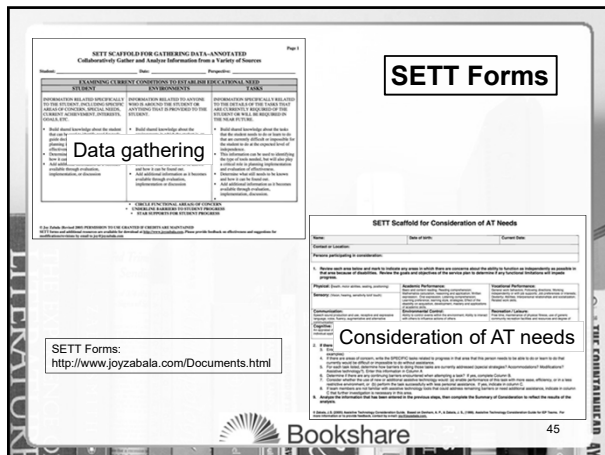
Action Plan for Session 5

Explore 3 of the following tools/resources:

- ☐ PA's AIM Guidelines
- ☐ AIM Explorer
- ☐ AEM Navigator
- ☐ LMA and FVA
- ☐ QIAT
- ☐ PAR
- ☐ SETT Framework

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49

Questions?

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50

Join us for Bookshare Webinar 6 March 29, 2016

📖 Learn how students can utilize audio-assisted reading to access curricular content and gain needed information using Bookshare books**.**

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51

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52

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53

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54

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55