

AIM

MATERIALS
TECHNOLOGY

RESPONSIBILITIES

BRAILLE

LARGE PRINT

TEXTBOOKS
ASSISTIVE

NUMACS

PA
NUMAC

AUDIO

ACCESSIBLE

ANY

DIGITAL

INSTRUCTIONAL

Accessible Instructional Materials

- Fully accessible, specialized formats:
 - Audio
 - Digital
 - Braille
 - Large print

Fully accessible means all text is digital and can be read:

- With text-to-speech software
- Modified with regard to font size
- Navigated by unit, chapter, section, page number

What is the **role of the CSE** in ensuring that a student with a disability receives instructional materials in alternative format?

1. **Establish the need** for instructional materials in alternative formats
2. **Select specialized format(s)** needed by the student for educational participation and achievement
3. **Districts define acquisition steps** that ensure the provision of needed formats
4. **Determine supports** needed for effective use of specialized formats



How Do We Know If A Student Needs AIM

- Ask the following questions:
 - Can the student see the materials well enough to read the information?
 - Can the student hold a book and turn the pages independently?
 - Can the student read a typical assignment in a textbook without getting tired?
 - Does the student have the decoding, fluency, and processing skills needed to gain information from grade-level printed materials?
 - What other questions do we need to consider?



District Responsibilities: Legal Connection

Sections 200.2(b)(10) & 200.2(i)(1)

“Each BOE and BOCES must establish a plan to ensure that every student with a disability who needs his or her instructional material in an alternative format will receive those materials at the same time that they are available to non-disabled peers.”

Note: May 2002 Memo

Accessible Instructional Materials (AIM)

www.p12.nysed.gov/specialed/aim/

- The plan shall:
 - Ensure that the district gives a preference in the purchase of the instructional materials it has selected for its students to those vendors who agree to provide such instructional materials in alternative formats;
 - Specify when an electronic files is provided, how the format will be accessed by students and/or how the district will convert to an accessible format;
 - Specify the process to be used when ordering materials to identify the needs of students with disabilities residing in the district for alternative format materials;
 - Specify ordering timelines to ensure that alternative format materials are available at the same time as regular format materials are available; and
 - Include procedures so that when students with disabilities move into the school district during the school year, the process to obtain needed materials in alternative formats for such students in initiated without delay.

STUDENT NEEDS RELATING TO SPECIAL FACTORS

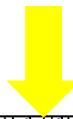
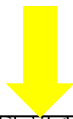
BASED ON THE IDENTIFICATION OF THE STUDENT'S NEEDS, THE COMMITTEE MUST CONSIDER WHETHER THE STUDENT NEEDS A PARTICULAR DEVICE OR SERVICE TO ADDRESS THE SPECIAL FACTORS AS INDICATED BELOW, AND IF SO, THE APPROPRIATE SECTION OF THE IEP MUST IDENTIFY THE PARTICULAR DEVICE OR SERVICE(S) NEEDED.

Does the student need strategies, including positive behavioral interventions, supports and other strategies to address behaviors that impede the student's learning or that of others? Yes No

Does the student need a behavioral intervention plan? No Yes:

For a student with limited English proficiency, does he/she need a special education service to address

Student Needs Relating to Special Factors



In the case of a student who is deaf or hard of hearing, does the student need a particular device or service in consideration of the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode?

Yes No Not Applicable

Does the student need an assistive technology device and/or service? Yes No

If yes, does the Committee recommend that the device(s) be used in the student's home? Yes No

Questions the CSE district teams should consider regarding Assistive Technology:

- What can the student do now with and without assistive technology devices and services?
- What does the student need to be able to do?
- Can assistive technology devices and services facilitate student success in a less restrictive environment?
- Does the student need assistive technology devices and services to access the general curriculum or to participate in nonacademic and extracurricular activities?
- What assistive technology services would help the student participate in the general curriculum and/or classes?
- Does the student need assistive technology devices and services to benefit from educational/printed materials in alternative formats?
- Does the student need assistive technology devices and services to access auditory information?
- Does the student need assistive technology devices and services for written communication/computer access?
- Does the student need an assistive technology device or service for communication?
- Does the student need assistive technology devices to participate in State and district-wide testing?
- Will the student, staff and/or parents need training to facilitate the student's use of the assistive technology devices?
- How can assistive technology devices and services be integrated into the student's program across settings such as work placements and for homework?

Key Questions to Guide Decision Making

SETT

1. Does this STUDENT need instructional materials in specialized formats to access the curriculum and receive Free Appropriate Public Education (FAPE)?
2. In which ENVIRONMENTS will specialized materials be used?
3. For which TASKS will the student require materials in which specialized format?
4. What TOOLS will the student and others need?

*Formats? Teaching? Technology?
Training? Accommodations? Modifications?*

How do you obtain
instructional materials?

<http://www.p12.nysed.gov/specialed/aim/>



District Responsibilities: Legal Connection

Provisions within the Individuals with Disabilities Education Improvement Act (IDEA) of 2004 require State and Local Educational Agencies to ensure that *textbooks* and *instructional materials* are provided to students with *print disabilities* in specialized formats in a *timely manner*.

Section 300.172, Final Regulations of IDEA 2004

What are **Instructional Materials**?

- **Textbooks**-principle tools of instruction
- **Related core materials**- directly relate to text books includes workbooks, study guides
- **Curriculum requirements**- for the intended course-research projects
- **Supplementary classroom materials**- includes literature, magazines, dittos, newspapers etc..



What might **timely manner** mean?

- **Must be defined by states as mandated in section 300.172 of the Final Regulations of IDEA 2004**
- **New York State has defined timely manner to mean “at the same time as other students receive their core instructional materials in print format.”**



Print Disability

- Under the Copyright Act of 1931 as Amended, students with **“print disabilities”** are those who have been certified by a competent authority as unable to read printed materials because of:
 - Blindness
 - A visual impairment
 - Physical limitations
 - An organic dysfunction

Competent Authorities for Determining Blindness, Visual Disability, and Physical Disability

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, teachers, and superintendents).

Competent Authorities for Determining Organic Dysfunction

- 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 defined as **doctors of medicine** who may consult with colleagues in associated disciplines

What are NIMAS and NIMAC?

NIMAS – National Instructional Materials Accessibility Standard

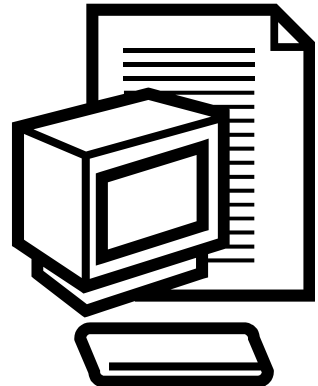
NIMAC – National Instructional Materials Access Center

Note: November 2006 Memo

<http://www.p12.nysed.gov/specialed/publications/persprep/nimas.htm>

Other Sources for AIM

- Publishers
- Other Sources
- Locally Created



What supports does the student need to effectively use AIM?

- **Technology**
- **Training**
- **Accommodations**
- **Support Services**



Quality Indicators for AIM

The education agency:

1. supports the provision of appropriate, high quality instructional materials in specialized formats to all students with print disabilities who require them.
2. supports the provision of appropriate specialized formats in a timely manner.
3. develops and implements written guidelines to define the responsibilities and actions needed for effective and efficient provision of specialized formats.

Quality Indicators for AIM

4. supports learning opportunities and technical assistance to facilitate the identification of students with print disabilities, as well as the selection, acquisition, and use of appropriate specialized formats.
5. develops and implements a systematic process to monitor and evaluate the equitable, timely provision of appropriate, high-quality materials in specialized formats.

Quality Indicators for AIM

6. uses data to guide changes that support continuous improvement in the selection, acquisition, and use of accessible instructional materials.
7. allocates resources sufficient to ensure the delivery and sustainability of quality services to students with print disabilities.