

**Supplemental Handout to “Providing Accessible Textbooks
for Print Disabled Students”
Just Read Florida
2008**

Definitions

Print disabled students

have difficulty obtaining and using information from printed materials so they require specialized format that are more accessible. needs instructional materials in alternate formats

Digital literacies –To be discussed during presentation

Alternate format and accessible text

Curricular materials that are suitable for use by students with disabilities such as blindness, severe physical impairments, organic dysfunctions and learning disabilities, that hinder their ability to use the types of materials most students use.

Universal Design for Learning (UDL)

Multiple approaches to meet the needs of diverse learners. UDL uses technology's power and flexibility to make education more inclusive and effective for all. Flexible digital media makes it easier than ever to provide these multiple alternatives and therefore customize teaching and learning.

Authorized entities

The amendment defines and limits "authorized entity" to "a nonprofit organization or a governmental agency that has a primary mission to provide specialized services relating to training, education, or adaptive reading or information access needs of blind or other persons with disabilities." A "nonprofit organization" is understood to mean an organization that has been granted nonprofit tax exemption under section 501(c)(3) of the Internal Revenue Code.

Qualified professionals/competent authority

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 welfare or public agencies (e.g., social workers, case workers, counselors, **teachers**, and **superintendents**). In other words, the certifying professional who signs the form must be a recognized expert who attests to the physical basis of the visual, perceptual, or other physical disability that limits the applicant's use of standard print

Chafee Amendment

The Chafee amendment, signed into law on September 16, 1996, establishes a limitation on the exclusive rights in copyrighted works. The amendment allows authorized entities to reproduce or distribute copies or phonorecords of previously published nondramatic literary works in specialized formats exclusively for use by blind or other persons with disabilities.

No Child Left Behind (NCLB)

A Federal law that holds all schools accountable for providing all students instruction and materials in a timely manner.

Section 504

A section of the Rehabilitation Act of 1973 that protects the rights of individuals with disabilities which provided for services for students with disabilities outside IDEA.

The Americans with Disabilities Act (ADA)

A Federal Law prohibits discrimination against persons with disabilities by both private sector and state and local government.

National Instructional Materials accessibility Standards (NIMAS)

With support from the Office of Special Education Programs, U.S. Department of Education, CAST led a national blue-ribbon panel in drafting the National Instructional Materials Accessibility Standard (NIMAS) to guide the development and distribution of digital instructional materials.

CAST

Founded in 1984 as the **Center for Applied Special Technology**, CAST has earned international recognition for its development of innovative, technology-based educational resources and strategies based on the principles of Universal Design for Learning (UDL). Their mission is to expand learning opportunities for all individuals, especially those with disabilities, through the research and development of innovative, technology-based educational resources and strategies.

Suggested Accessible Instructional Materials Language in the IEP

State and local education agencies are encouraged to include language relating to a student's need for accessible, alternate format versions of print instructional materials in the IEP in order to ensure access to general curriculum (34 CFR 300.138(a) and 300.347 (a)(3)). Students with disabilities are to be provided access to the general curriculum with modifications, accommodations, supplementary aids, and supports in order to make satisfactory educational progress.

IEP Team's Responsibilities

Determine if the student needs instructional materials in alternate formats

- Review evaluation information and present level of achievement to determine if the student has disability-related difficulty with tasks.
- Determine whether student has been certified as "print disabled" under the Chafee Amendment of 1996.
- If *Chafee eligible, determine if student needs instructional materials in alternate format.

***Amendment to the copyright law - All students who have been certified as "print disabled" by a competent authority as unable to read printed materials because of:**

- **Visual impairment or blindness.**
- **Physical limitations.**
- **An organic dysfunction.**

If IEP Team determines the student needs instructional materials in alternate format, it must

- Determine what alternate format is needed.
- Identify instruction, supports, services and training needed by student and others.
- Take steps to obtain or make needed materials.

It is recommended that the IEP include a query such as the following:

Does the student require accessible, alternate format versions of printed textbooks and printed core materials that are written and published primarily for use in elementary and secondary school instruction and are required by a SEA or LEA for use by students in the classroom? A query of this kind is designed to prompt the IEP team to consider each 'print disabled' student's need for accessible, alternate format versions of print instructional materials.

If a student with a print disability does need a specialized format, the IEP should specify the following:

- The specific format(s) to be provided (Braille, audio, e-text, large print, etc.)
- The services and/or assistive technology the student needs to use the specialized format.

- The individual or individuals responsible for providing the specialized format.
- Whether or not the format is required to be used in the student’s home or in another setting in order for the student to receive a free appropriate public education.

(Student’s name) can be certified by competent authorities as being “print disabled” due to physical limitations that prevent her/him from reading standard printed material. Due to her/his disability she/he has difficulty holding a book, and also has difficulty visually tracking lines of print. Based on these issues, she/he should be provided materials in an accessible format appropriate for her/his individualized needs. Specialized formats are needed to enable students with print disabilities to gain the information they need to complete tasks, master IEP goals, and reach curricular standards.

Competent Authority

- OT
- PT
- Teacher
- Reading teacher
- ESE Resource teacher
- Teacher of visually impaired
- Medical
- Principal
- Medical professionals

Print disabled students must provide **accessible core instructional materials**. Core instructional materials include textbooks and related materials.

Possible formats

- Audio format
- Digital text
- Large print

What IDEA 2004 says

The Final Regulations of IDEA 2004 require that state education agencies make provisions for providing **accessible core instructional materials** to students with disabilities

- Who are not included under the definition of blind or other persons with print disabilities
- When the materials are not producible from NIMAS files
- In a timely manner... “at the same time as other children receive instructional materials” or however “timely manner” is defined by the state

"Supplementary aids and services"

Services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with section 612(a)(5)" (IDEA 97's provision on least restrictive environment).

Supplemental Aids and Services -

- Flexible presentation
- Flexible responding.

Special Considerations

Specific "Assistive Technology Needs" include: voice output communication aide, switch, positioning equipment, mobility devices, visual schedule, other

If "Other" is chosen, indicate specific information at the "Details" field.

Details: Assistive technology includes voice output communication aid (VOCA), switch, switch interface, instructional software, low-tech tools, and curricular materials in specialized format, accessible for a print disabled student.

Special Education Services

Describe the Supports for School Personnel (special training or materials required or needed by staff): New staff need to be trained in proper lifting techniques, body mechanics, and positioning in adaptive equipment as well as communication and assistive technology.

IEP Team Framework - Consider

"SETT" Framework (Zabala, 1993)

<http://sweb.uky.edu/~jszaba0/SETT2.html>

<http://www.qiat.org>

<http://aim.cast.org>

"DATE" (Developed by the Texas Assistive Technology Network,
www.texasat.net September 20, 2004.