

A photograph of a desk with a lamp, a ruler, and a pen, with a brick wall in the background. The desk is covered with a white sheet of paper that has some faint, illegible text and a large blue arrow pointing downwards. The lamp is a desk lamp with a white base and a silver shade. The ruler is a blue ruler. The pen is a red and white pen. The brick wall is made of reddish-brown bricks.

Providing Accessible Textbooks for Print Disabled Students

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JUST READ FLORIDA 2008

The background of the slide is a photograph of a desk. In the top left corner, there is a silver desk lamp with a glass shade. The desk surface is covered with a large architectural blueprint. In the foreground, there are several drafting tools: a yellow ruler, a silver compass, and three white markers with green, blue, and red caps. The word "Why" is written in a large, blue, sans-serif font in the upper center of the image.

Why

↓ Increased expectations and accountability for the provision of accessible instructional materials.

↓ Teachers face the challenges of individualizing instruction for diverse learners by providing appropriate accessible materials.



Objectives

- ↖ Provide definitions as they relate to accessible text
- ↖ Discuss requirements for the provision of accessible text as defined in IDEA 2004
- ↖ Demonstrate IEP goals and objectives for the provision of accessible text
- ↖ Discuss sources for accessible textbooks
- ↖ Provide information on resources necessary to implement accessible text for students with print disabilities



Definitions

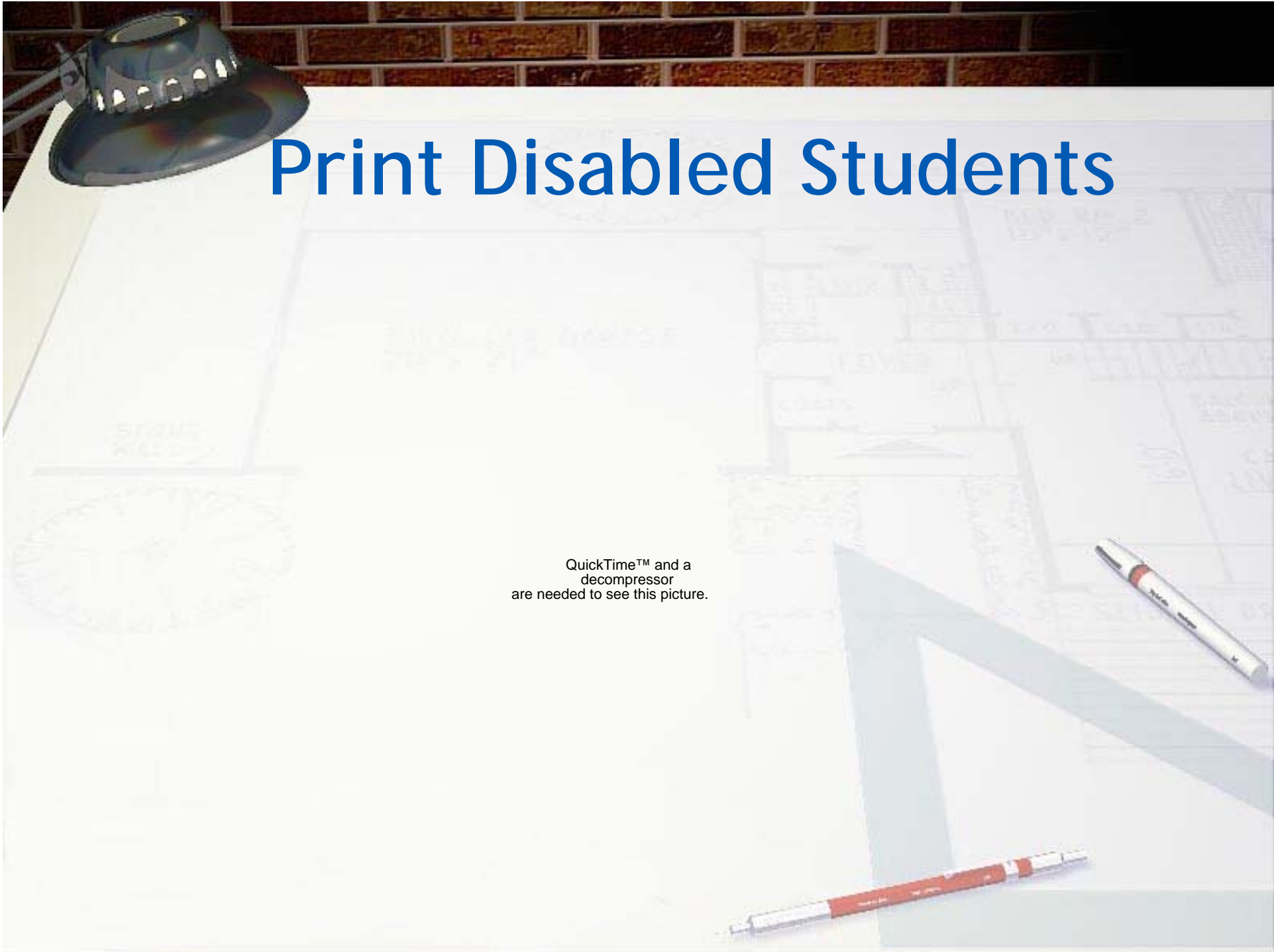
- ↓ Print disability and the print disabled student
- ↓ Alternative format and accessible text
- ↓ Digital literacies and navigational features
- ↓ Universal Design for Learning (UDL)
- ↓ Authorized entities/qualified professionals

Print Disabled Students



Print Disabled Students

QuickTime™ and a decompressor are needed to see this picture.



A desk with a lamp, a ruler, and a pen. The background is a brick wall. The desk is white and has a lamp on the left, a ruler in the middle, and a pen on the right. The text is overlaid on the desk surface.

Accessible Text

Digital literacies features

- ↓ Ability to highlight text.
- ↓ Use a variety of fonts, colors, and styles.
- ↓ Ability for text to be spoken.

Navigational features

- ↓ Ability to move within text, pages, and chapters.
- ↓ Move around and add bookmarks.

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Alternative Format

- ↓ Braille
- ↓ Audio
- ↓ E-Text
- ↓ Large print



IDEA 2004 and more

Requirements for the provision of accessible text as defined by IDEA 2004

↓ Chafee

↓ NCLB

↓ 504

↓ ADA

▪



Assessment

- ↓ How does a team determine if a student needs print instructional materials in alternate format?
- ↓ Does the student have a visual disability?
- ↓ Does the student have a physical disability that prevents him from reading or using standard printed material?
- ↓ Has a eligibility been determined by a qualified professional/competent authority?

A photograph of a desk with a lamp, a ruler, and a pen, with a brick wall in the background. The lamp is on the left, and the ruler and pen are on the right. The background is a brick wall.

Eligibility

Which students qualify for accessible instructional materials?

- ↓ Blind
- ↓ Physically disabled
- ↓ Reading disabled

The background of the slide is a photograph of a desk. In the top left corner, a desk lamp with a white shade is turned on, casting a light on the desk. The desk surface is covered with several sheets of paper, some of which appear to be forms or documents. A red pen is lying on the desk in the bottom right corner. The wall behind the desk is made of dark brown bricks.

IEP

↓ What information needs to be documented in the IEP?

↓ How do you determine which digital tools and skills the student will need? (feature match)

↓ How do you include accommodations and/or modifications within the IEP?

Specific formats: Braille, Audio, Large print, E-text
Services and/or assistive technology

↓ Which individuals are responsible?

↓ Where can these needs be location?



Working with the Team

- ↓ How do IEP team's work together to implement digital literacies?
- ↓ Discuss issues related to access.
- ↓ Hardware/software
- ↓ Availability of material
- ↓ Roles and responsibilities
 - Teacher(s)
 - Therapists
 - Instructional Technologist
 - Families
 - Other(s)



SETT Framework

↓ Student

↓ Environment


↓ Task

↓ Tools

A desk with a lamp, a brick wall, and architectural blueprints. The lamp is on the left, casting light on the desk. The brick wall is in the background. The blueprints are spread out on the desk, with a red pen and a white pen lying on them.

Alternate text vs Accessible text

- ↓ Alternative text may not go far enough.
- ↓ Not all e-text is accessible.
- ↓ True accessibility must match a student's need.
- ↓ Publishers must provide electronic files which can be converted to meet a student's unique need.

A photograph of a desk with a lamp, a ruler, and a pen, with a brick wall in the background. The desk is covered with papers, some of which have faint text and diagrams. The lamp is on the left side, and the ruler and pen are on the right side. The brick wall is at the top of the image.

Sources for accessible textbooks

↓ Market model

↓ Accessible media producers (AMPs)

A desk with a lamp, a ruler, and a pen. The background is a brick wall. The desk is covered with a white sheet of paper. A desk lamp is on the left. A ruler and a pen are on the right. The text is overlaid on the paper.

Text book providers and the “market model”

Publisher offer textbooks in alternate formats for purchase by schools.

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Accessible Media Producers (AMPs)

- ↓ RFB & D and Learning through Listening Project (Reading For the Blind & Dyslexic)
- ↓ Bookshare
- ↓ Other



Informational Resources

- ↓ NIMAS at CAST (<http://nimas.cast.org>)
- ↓ FDLRS Regional Technology Centers:
 - Training digital literacies
 - Support in locating accessible text
 - Support in working with assessment, local policies and procedures
 - Support in working with IEP teams
- ↓ Florida digital text Wiki
- ↓ Local Assistive Technology Specialists

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