

Determining the Need for Accessible Educational Materials (AEM) and Acquiring AEM from the Appropriate Sources

Case Studies and Scenarios

Case Study/Scenario I

A student requires accessible educational materials (AEM) and receives/support on an individualized education program (IEP) and meets copyright eligibility criteria.

The student is eligible to receive textbooks in an alternate format through the National Instructional Material Accessibility Center (NIMAC): Local Education Agency (LEA) contacts the Accessible Media Producer/Authorized User (AMP/AU). The LEA should refer to “Resource Options” page for option A to acquire textbook file; and contact options B, C and/or D for other accessible materials.

Danny is an 11-year-old boy who was referred to the planning and placement team (PPT) by his teacher due to observed and assessed difficulties in reading, specifically decoding and fluency. After the appropriate testing, Danny was diagnosed with the primary disability classification of dyslexia, which was recorded on his IEP. The PPT convened and determined what supports and specialized instruction would be needed for Danny’s success. The PPT, as the competent authority, determined that due to the nature of the primary disability that Danny qualified for AEM under copyright criteria for a reading disability. The PPT decided that Danny requires and will receive text in digital and auditory formats for all academic areas.

The school’s case manager contacted the AU Bookshare for they can meet the student’s need of downloading textbook materials required by the curriculum through the NIMAC in order to ensure that Danny would receive specialized formats of textbooks and other written materials at the same time as his non-disabled peers. Danny was added to the school’s institutional AMP Bookshare account and also opened an individual account for use at home and at school. A Learning Ally account was created for Danny to obtain high quality audio books. As the school currently uses tablets with students, the PPT agreed that Danny’s tablet would be his way of accessing any alternative materials. The AMP accounts, accommodations and assistive technology solutions were added to the IEP and included in his goals to measure success.

Case Study/Scenario II

A student requires AEM and receives/support on an IEP but does not meet copyright eligibility criteria.

*The student is eligible to acquire AEM - LEA contacts options: C and/or D. The student is **NOT** eligible to receive textbooks in an alternate format through the NIMAC or AMP.*

Marta is a 10-year-old girl who has had an IEP in place since third grade due to a primary disability of other health impairment (OHI)/attention deficit disorder (ADD). During her freshman year of high school, Marta began having difficulty in her literature class. Her teacher observed that she was having difficulty attending to her reading tasks and would often act out due to her frustration. It was also observed that Marta's attention to task was much better when her reading was accompanied by someone reading the text as she followed along.

A PPT was called to discuss Marta's difficulty in reading. The PPT realized that attention and frustration issues stemming from her primary diagnosis, were causing her to lose time on task in reading. The PPT utilized the AEM Navigator (<http://aim.cast.org/navigator/page/>) and determined that Marta did not meet copyright criteria with a print-related disability but still could benefit from and utilize AEM to support her. Although Marta does not have a print-related disability and cannot receive AEM through the NIMAC or an AMP, the educational team still has the obligation to meet her needs and the PPT recommended text in audio format in addition to her text in her literature class. Her case manager and her literature teacher collaborate to find or create audio versions of her texts such as seeking out the publisher to purchase the textbook in an audio format, finding free or other purchased digital and /or audio versions of the literature text as well as making locally produced audio versions of materials. One of the school's older laptop computers will be used for the sole purpose of delivering these materials to Marta. These accommodations and AT solutions were added to the IEP and included in her goals to measure success.

Case Study/Scenario III

The student requires AEM and receives/support on a 504 Plan and does meet copyright eligibility criteria.

*The student is eligible to acquire AEM - LEA contacts options: B, C and/or D. The student is **NOT** eligible to receive textbooks in an alternate format through the NIMAC or AMP.*

Brenda is 14-year-old girl with a visual impairment and receives accommodations on a 504 plan. She moves into a district from another state. She is very motivated, eager to learn and her favorite subjects are English language arts and social studies. She comprehends materials in all subject areas at grade level when they are read to her but has difficulty when on her own. She is very independent and gets very frustrated and upset when she is unable to participate in classroom group activities. In a recent parent interview, her teachers became aware that she uses/listens to audio books at home as she enjoys fiction and nonfiction. Her teachers are very supportive and are willing to assist her to succeed. The school has recently adopted a 'bring your own device policy' and her teachers want to take advantage of this policy to assist her. The school staff has recently received training in AEM and feels that this can be a support for her.

The 504 team uses the Connecticut AEM site (aim.serc.co) to assist them in their decision making. The team determines that Brenda is eligible for Bookshare or Learning Ally as she does meet copyright criteria but cannot access the NIMAC since she does not have an IEP. The 504 team contacts the AMP for the Bureau of Educational Services for the Blind (BESB) for large print and opens an account with Bookshare and Learning Ally. The team along with Brenda considers various free sources, which she can obtain AEM such as Project Gutenberg and CC Prose. Brenda already has a tablet and a smartphone on which she will be able to download the materials. The 504 team will review Brenda's progress periodically to make adjustments to her accommodations as needed.

Case Study/Scenario IV

The student requires accessible educational materials (AEM) but does not meet copyright eligibility criteria and does not receive/support on a 504 Plan or meet eligibility under IDEA.

*The student is eligible to acquire AEM - LEA contacts options: C and/or D. The student is **NOT** eligible to receive textbooks in an alternate format through the NIMAC or AMP.*

DJ is a sixth grade student with average intelligence. He has difficulty with reading and writing and has trouble organizing his thoughts. He is reading two years below grade level, specifically in the areas of decoding and fluency. His comprehension skills are stronger. The grade level team has been monitoring his progress from the beginning of the school year. They want to assist him because they are noticing his passion for learning, especially in science and social studies. They fear that as the rigor increases, he may fall further behind and become aware of his frustrations as well.

The team has recently learned about AEM and thinks this would be a great option for him. They are aware that he does not meet copyright criteria and therefore, not eligible for materials from an AMP such as Bookshare or Learning Ally. Also, he is not serviced with an IEP and cannot access the NIMAC for text books. Fortunately, the school is in the process of purchasing new educational materials and is aware of the Purchase Accessible Learning Materials (PALM) initiative and placed purchase order language about AEM for the recent items. When these arrive the district will own the items in a format that is accessible with digital versions of classroom materials, until then the team has decided to create AEM by scanning the materials that DJ will require. The team is also aware that the language arts department has some older computers that are loaded with the software that can 'read' scanned documents. The team collects the materials that DJ will need for all subject areas and then uses the software scanned documents to 'read' out to him by the computer. The team monitors his progress and discovers that DJ's confidence and participation in classroom activities have increased and know that the materials they purchase in the future will continue to benefit him.