

Accessible Instructional Materials (AIM) in School Settings



Presented by:

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Today's Session

- Intro to Pacer
- AIM Defined
 - Specialized Formats
 - Student Focus & UDL implementations
 - Sources for AIM
- The Law & AIM
 - Copyright Law
 - Reauthorization of IDEA 2004
 - Section 504 of the Rehabilitation Act of 1973
- Coordinated Effort to Provide AIM: NIMAS & NIMAC
- Student Consideration Process
- Summary of AIM Acquisition

PACER Center

- Not-for-profit organization
- Serving families of children with disabilities
- Primarily staffed by parents of children with disabilities
- Over 30 different programs
- www.pacer.org

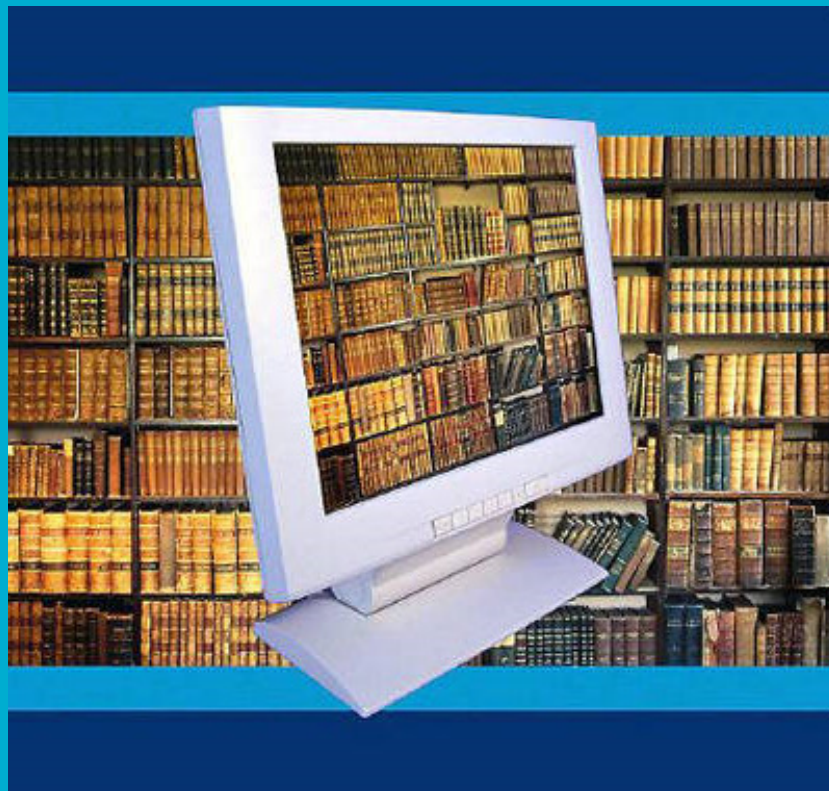


Simon Technology Center Services

- Assistive Technology Information and Referral
- Simon Technology Center Library & A.T. Finder
 - www.pacer.org/stc/atfinder
- Free Assistive Technology Consultations
- Free workshops
- In-service trainings



AIM Defined



AIM

AIM – Accessible Instructional Materials

- Textbooks
 - Related core instructional materials:
 - Accompanying workbooks, handbooks, etc. that coincide with the textbooks
- Additional assigned reading books & materials
- Instructor developed and produced materials



Accessible Instructional Materials

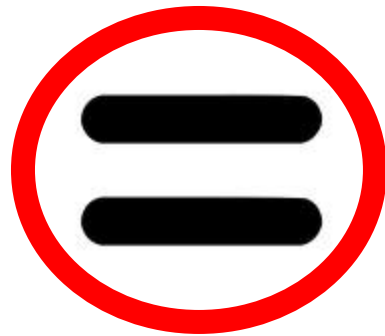
The content of accessible materials is the same as conventional printed books

The format and appearance of the delivery method is different than conventional printed books



Accessible Instructional Materials

AIM



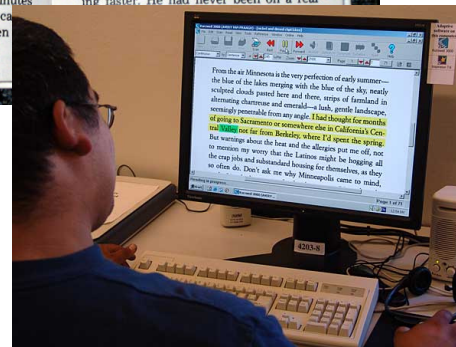
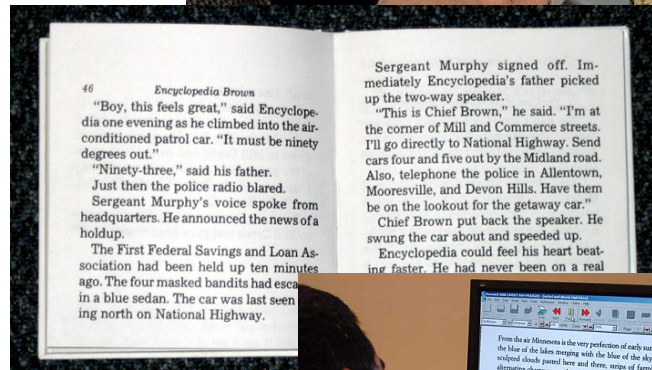
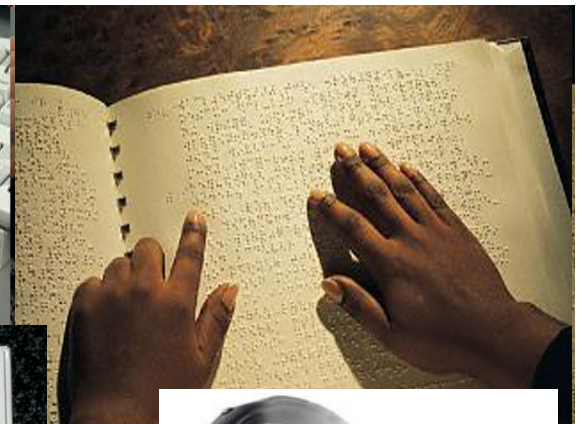
**Modified Delivery
Format**

(Specialized Format)

**NOTE: *Specialized Formats* are different from *Alternative Formats*
(modified reading material content)**

Specialized Formats

- Braille
 - Large Print
 - Electronic Text
 - Audio Book
- These formats can be found either ready to read, or they can be converted from an electronic file into the appropriate format



Accessible Instructional Materials

Digital/Electronic Format



Always Accessible

Accessible means:

- Functions and modifications that are necessary for an individual reader can be completed effectively and efficiently

Examples include:

- Material can be navigated effectively
- Electronic text appearance can be modified appropriately
- Speech rate can be modified
- Electronic Text file contains unlocked text characters
- Images are tagged with full descriptions as appropriate
- Math related materials are written in MathML or provide appropriate descriptions of math equations



Benefits of Reading Materials in
Specialized Formats

Students with Visual Impairments

- Digital text can be converted to refreshable Braille or hard copy Braille
- Text and images can be enlarged; color and contrast can be modified
- Text can be spoken aloud with text-to-speech software
- Digital audio books have no electronic text to be read, feature human narration



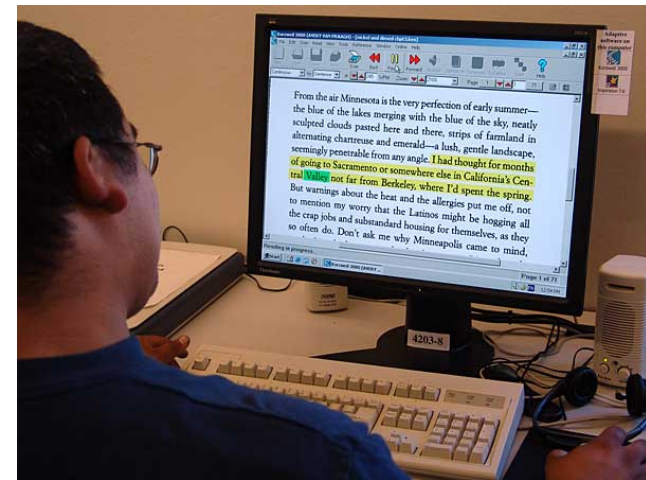
Students with Motor Impairments

- Digital text or audio books can be easier to manipulate than standard print books
- Digital books are compact and easy to transport in comparison to traditional print books
- They can be accessed via computers and assistive technology



Students with Learning/Reading Disabilities

- The visual display of text and graphics can be formatted and modified
- Text can be spoken out loud with text-to-speech software
- Can be paired with other reading supports, such as built-in dictionaries, homonym support, inserted notes, etc.
- Digital audio books don't require text to be read – have the benefit of human narration



Diverse Learning Styles or Various Environments

- Text formatting and visual display can be modified for increased attention and comprehension
- Can be paired with study supports, such as built-in dictionaries, note-taking tools, etc.
- Digital audio books don't require text to be visually read – can be accessed in various environments





Sources for Reading Materials
in Specialized Formats

AIM Acquisition Sources

- **Do-it yourself**
 - Proceed in compliance with Copyright Law: Fair Use
- **Free Sources**
 - No qualification requirements
- **Commercial Sources**
 - No qualification requirements
- **Specialized Sources**
 - Requirements regarding print disability
- **AMPs (Accessible Media Producers)**
 - General collection – requirements regarding print disability
 - NIMAS sourced collection – requirements regarding print disability and IDEA
- **NIMAC (National Instructional Materials Access Center)**
 - Requirements regarding print related disability and IDEA

Resources for Sources

- National Center On Accessible Instructional Materials At CAST
 - <http://aim.cast.org/learn/practice/acquisitiondistribution>
- PACER Simon Technology Center
 - <http://www.pacer.org/stc/pubs/ResourcesforDigitalLiterature.pdf>
- National Library Service for the Blind and Physically Handicapped (NLS)
 - <http://www.loc.gov/nls/reference/factsheets/etexts.html>
- The University of Texas at Austin
 - <http://www.lib.utexas.edu/books/etext.html>
- Candida Martinelli website on eBooks
 - <http://home.wanadoo.nl/cecilia.mccabe/instructions.htm>
 - Resources are presented throughout her 6 online lessons; links found on left side menu
- Special Education Technology Center: Central Washington University
 - http://www.cwu.edu/~setc/et_resources.php

Do-It Yourself

**Last
Resort**

Scan printed materials

- Need Scanner and Scanning OCR software
- Can be a slow process with some inaccuracies
- Must abide by copyright law



Further Creation of Specialized Formats

- Text to audio conversion
 - Convert electronic text into an audio file using synthesized speech
- Specialized visual display of text
 - Print or read via computer or electronic device
- Convert to Braille
 - Embossed Braille or read etext/digital Braille with a Refreshable Braille Device

Free Sources

- Internet
- Libraries
 - NetLibrary
 - Internet Library
 - Local county library
 - Resources available within buildings
 - Resources available on website



Commercial Sources

- Internet
 - Downloads from websites
 - Device/Software specific sources
 - Some Examples:
 - Amazon - Kindle
 - Barnes & Noble – NOOKbooks & NOOKstudy
 - iTunes, iBooks
- Book stores
- Publishers
 - Request purchase of accessible digital versions

Specialized Sources

- **Accessible Book Collection**

- www.accessiblebookcollection.org
- Annual subscription fee
- Eligibility: print disability
- High interest; low reading level
- Various accessibility methods and program integration
 - Classroom Suite, Clicker 5, Boardmaker Plus! V6

- **National Library for the Blind and Physically Handicapped (NLS)**

- www.loc.gov/nls/
- Free membership for those with qualifying print disability
- Book/material formats: Braille and audio

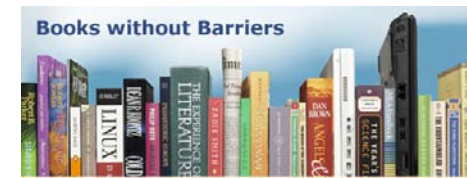
Accessible Media Producers

(Only the AMPs that are also Authorized Users in MN are listed here)

- **Bookshare.org**
 - Specialized Formats: DAISY & non-DAISY text, .brf
- **RFB&D**
 - Specialized Formats: DAISY & non-DAISY audio books
- **Communication Center of Minnesota State Services for the Blind**
 - Specialized Formats: embossed Braille, .brf, large print, and audio
- **To find more AMP's:**
 - American Printing House for the Blind's (APH) AMP directory:
<http://www.aph.org/ampdb.htm>
 - Louis Database: <http://www.aph.org/louis.htm>
 - Information from AIM at CAST on three AMPs that collaborate with the Office of Special Education Programs (OSEP):
http://aim.cast.org/learn/practice/acquisitiondistribution/aim_amp_guide

AMP: Bookshare

- **Specialized Formats:** DAISY & non-DAISY text files, .brf
- **Eligibility:** Individual must have a certified print disability
- **Memberships:**
 - Individual and organizational memberships available
 - Free for U.S. K-12 students with qualifying disability
 - Membership includes free book playing software that reads the text aloud
- **Contact Information:**
 - Address: Benetech, 480 South California Ave.
Palo Alto, CA 94306
 - Phone: 650-352-0198
 - Website: www.bookshare.org



AMP: Bookshare Student Eligibility Guidelines

Disability	Qualified/Not Qualified	Examples of Certifying Professionals
Visual Impairment (VI), such as blind or low vision	Qualified	A family doctor, ophthalmologist, optometrist, Teacher of the Visually Impaired, Special Education teacher Certification from the National Library Service
Physical Disability (PD) which affects one's ability to read print, such as inability to hold a book or turn pages	Qualified	A family doctor or other medical professional, physical therapist, resource specialist, Special Education teacher
Learning or Reading Disability	Students with a severe enough disability, and a professional certifying that the disability has a physical basis	A neurologist, psychiatrist, learning disability specialist, Special Education teacher, school psychologist, or clinical psychologist with a background in learning disabilities
Autism Emotional disabilities ADHD ESL and ELL	Not qualified, unless accompanied by a visual or physical disability, or a qualified reading disability that has a physical basis	Examples above

AMP: RFB&D Membership

- **Formats:** downloadable DAISY audio book files (AudioPlus program), DAISY audio book CDs (AudioPlus program), and Downloadable WMA audio book files (AudioAccess program)
- **Eligibility:** person must have certified print disability
 - “To be eligible for membership, a person must have a documented print disability, such as a learning disability, visual impairment or other physical disability.” <http://www.rfbd.org/Membership/Individuals-and-Families/Certification-Form/99/>
- **Different membership levels/costs**
 - Individual or institutional memberships available
- **For more information contact:**
 - Membership Services: 800-221-4792
 - Website: www.rfbd.org



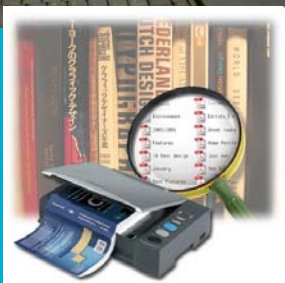
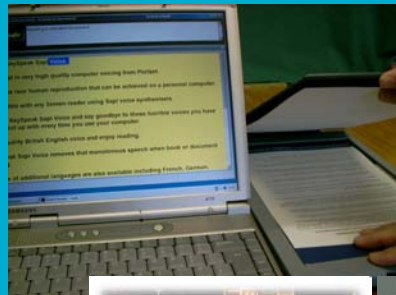
AMP: Communication Center of Minnesota State Services for the Blind

- **Specialized Formats:**
 - Braille, Large Print, Audio Books
- **Eligibility:** Students with a qualifying visual, physical or learning disability that impairs the ability to read standard print
- **Contact persons:**
 - Donna Marthun
 - Annette Toews
- **Office contact information:**
 - Address: 2200 University Avenue West #240
St. Paul, MN 55114-1840
 - Phone: 651-642-0513
 - Website:
[http://www.positivelyminnesota.com/JobSeekers/Blind or Visually Impaired/](http://www.positivelyminnesota.com/JobSeekers/Blind_or_Visually_Impaired/)

NIMAC

National Instructional Materials Access Center

- A repository for NIMAS file sets of textbooks and related instructional materials purchased after 2006
 - File sets not yet in a specialized format – not student ready
 - Must contact an Authorized User to request a book from the NIMAC
- Eligibility: student who has a certified & qualifying print related disability and is served under IDEA
- Publishers will deposit NIMAS compliant files to the NIMAC *if* Local Education Agencies include wording for this request in their book purchase agreements



Technology for Reading E-Books

Subsequent Webinar:

All About Digital Media: Programs & Devices for Reading Digital Books

Thursday, March 3, 2011
10:30 a.m. to 11:30 a.m. CST

<https://www2.gotomeeting.com/register/137002074>

**Copyright Law
&
Reauthorization of IDEA 2004
&
Section 504 of the
Rehabilitation Act of 1973**



Copyright Law

- Chafee Amendment
 - 17 U.S.C. Section 121 “Limitations on exclusive rights: Reproduction for blind or other people with disabilities”
- Fair Use
 - 17 U.S.C. Section 107 “Limitations on exclusive rights: Fair use”

Source: <http://www.copyright.gov/title17/>

The Chafee Amendment

- The 1996 Chafee Amendment to the Copyright Act, (17 U.S.C. Section 121), allows an **authorized entity** to reproduce or distribute copyrighted materials in **specialized formats for blind or other disabled persons** without the need to obtain permission of the copyright owner

Source: <http://www.copyright.gov/title17/92chap1.pdf>

Chafee Amendment Definitions

Authorized entities are governmental or nonprofit organizations whose primary mission is to provide copyrighted works in specialized formats to blind or disabled people

Blind or other persons with disabilities means *individuals who are eligible or who may qualify in accordance with the Act entitled **An Act to provide books for the adult blind***, approved March 3, 1931 (2 U.S.C. 135a; 46 Stat. 1487) to receive books and other publications produced in specialized formats

* Reminder - **Specialized Formats** means Braille, audio or digital text or large print

Fair Use Law

- Reproduction for purposes of:
 - Criticism, comment, news reporting, teaching, scholarship, or research
- Four factors to consider:
 1. Purpose & character of use
 2. Nature of copyrighted work
 3. Amount & substantiality of portion used
 4. Effect upon potential market for or value of the copyrighted work

Paraphrased from: Copyright Law of the United States, S107,
pg 19

Fair Use Cogitations

- Law is vague – much left to interpretation
- Resource for thinking about Fair Use:
 - University of Minnesota Libraries
<http://www.lib.umn.edu/copyright/>
- Consult school district's legal advisor for legal advice
- Consider: Do you need to...
 - Seek permission from copyright holder for duplications or efile conversion?
 - Reserve print copy for student?

The Reauthorization of IDEA 2004

When IDEA (Individuals with Disabilities Act) was reauthorized in 2004, a provision was added requiring state and local education agencies to ensure that print textbooks and core related instructional materials were provided to students (elementary and secondary) with **print disabilities** in **specialized formats** in **a timely manner** (*paraphrased*)

- 34 Code of Federal Regulations Section 300.172

IDEA Definitions

BLIND OR OTHER PERSONS WITH PRINT DISABILITIES

“ ‘Blind persons or other persons with print disabilities’ means:

children served under Part 300 who may qualify to receive books and other publications produced in specialized formats in accordance with the Act entitled 'An Act to Provide Books for the Adult Blind', approved March 3, 193, 2 U.S.C. 135a.”

[34 CFR 300.172(e)(1)(i)] [20 U.S.C. 1474(e)(3)(A)]

IDEA Regulations: NATIONAL INSTRUCTIONAL MATERIALS ACCESSIBILITY STANDARD (NIMAS), U.S. Department of Education, Office of Special Education Programs

<http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CTopicalBrief%2C12%2C>

IDEA Definitions

The term “**print disabilities**” generally refers to students who cannot use standard print based materials due to:

- Blindness or vision impairment
- Physical Impairment
- Reading disability resulting from organic dysfunction and of sufficient severity to prevent their reading printed material in a normal manner

*Disability must be certified by a “competent authority”

- In the case of reading disability resulting from organic dysfunction, competent authority is defined as doctors of medicine and doctors of osteopathy who may consult with colleagues in associated disciplines

<http://www.loc.gov/nls/eligible.html>

<http://www.loc.gov/nls/reference/factsheets/readingdisabilities.html>

IDEA Definitions

Timely Manner

- Each state is required to define this
- Generally means “at the same time” as other students receive their print materials



The Reauthorization of IDEA 2004 & NIMAS

- The National Instructional Materials Accessibility Standard (NIMAS) and NIMAC was created during the Reauthorization of IDEA 2004
 - “The purpose of the NIMAS is to help increase the availability and timely delivery of print instructional materials in accessible formats to blind or other persons with print disabilities in elementary schools and secondary schools” (34 CFR Part 300, National Instructional Materials Accessibility Standard; Final Rule, FR Doc. 06-6340 Filed 7-18-06) Source: http://aim.cast.org/learn/policy/local/accessible_iep

That All Students With Disabilities May Receive AIM: Not NIMAC Qualified

IDEA 2004 Regulations indicate:

“Nothing in this section relieves an LEA of its responsibility to **ensure that children with disabilities who need instructional materials in accessible formats but are not included under the definition of blind or other persons with print related disabilities in 34 CFR 300.172(e)(1)(i) or who need materials that cannot be produced from NIMAS files, receive those instructional materials in a timely manner.**” [34 CFR 300.210] [20 U.S.C. 1413(a)(6)(E)]

IDEA Regulations: NATIONAL INSTRUCTIONAL MATERIALS ACCESSIBILITY STANDARD (NIMAS), U.S. Department of Education, Office of Special Education Programs

<http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CTopicalBrief%2C12%2C>

That All Students With Disabilities May Receive AIM: 504 Plans

A student with a disability who is not served under IDEA, may still qualify for AIM

- “ ‘No otherwise qualified individual with a disability in the United States, as defined in section 706(8) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...’ ” [29 U.S.C. 794(a), 34 C.F.R. 104.4(a)]

Source: A parent's guide to Section 504 in public schools. By Mary Durheim
<http://www.greatschools.org/special-education/legal-rights/section-504.gs?content=868>

Section 504 of the Rehabilitation Act of 1973

- “Sec. 39.160 Communications.
 - a. The agency shall take appropriate steps to ensure effective communication with applicants, participants, personnel of other Federal entities, and members of the public.
 1. The agency shall furnish appropriate **auxiliary aids** where necessary to afford a handicapped person an equal opportunity to participate in, and enjoy the benefits of, a program or activity conducted by the agency.”

(28 C.F.R. Part 39)

Source: Section 504: Legal Foundations of the Right to Accessible Information,
American Foundation For the Blind

<http://www.afb.org/Section.asp?SectionID=3&TopicID=110&DocumentID=169>

Section 504 Definitions

United States Department of Justice regulations define “**auxiliary aids**” as:

- “Auxiliary aids means services or devices that enable persons with impaired sensory, manual, or speaking skills to have an equal opportunity to participate in, and enjoy the benefits of, programs or activities conducted by the agency. For example, auxiliary aids useful for persons with impaired vision include readers, brailled materials, audio recordings, telecommunications devices and other similar services and devices.”

(28 C.F.R. Sec. 39.103)

Source: Section 504: Legal Foundations of the Right to Accessible Information,
American Foundation For the Blind

<http://www.afb.org/Section.asp?SectionID=3&TopicID=110&DocumentID=169>

Coordinated Efforts to Deliver AIM
to Students with a Print Related Disability & IEP
in an Effective and Efficient Manner:

NIMAS
&
NIMAC

Establishment of NIMAS & NIMAC

The reauthorization of IDEA established:

- The National Instructional Materials Accessibility Standard (NIMAS)

and

- The National Instructional Materials Access Center (NIMAC)

Who Coordinates with the NIMAC?

- State Education Agencies (SEA) and Local Education Agencies (LEA) can decide if they are going to coordinate with the National Instructional Materials Access Center (NIMAC)
- All 50 state education agencies currently coordinate with the NIMAC

What is NIMAS?

National Instructional Materials Accessibility Standard

NIMAS is a standard used to guide the development of an electronic file

- Extensible Markup Language (XML) file
 - Contain same information as the print text
 - File content: instructional materials (textbooks, etc.)
 - These files are not yet ready for students to read
 - Files can be converted into specialized formats
- Textbook publishers develop NIMAS compliant files and deposit them to the NIMAC **if** Local Education Agencies include wording for this request in their book purchasing agreements

What is the NIMAC?

The National Instructional Materials Access Center

NIMAC is a repository for storing NIMAS compliant file sets, purchased after 2006

- Anyone can search the NIMAC repository:
<http://nimac.privatereserve.com/Search.aspx>
- Only **authorized users** can request NIMAS files from the NIMAC
 - Authorized users are assigned by the State NIMAC Coordinator
 - MN NIMAC Coordinator: Joan Breslin-Larson
 - To find the authorized users in your state, visit:
<http://aim.cast.org/learn/policy/state>

Authorized Users in Minnesota

- Minnesota Department of Education
 - Joan Breslin-Larson
 - Kursten Dubbels
 - Kristin Oien
- The Communications Center at State Services for the Blind
- Bookshare for Education
- Recordings for the Blind and Dyslexic (RFB&D)
- An authorized user has the ability to:
 - Download and convert a NIMAS file into a specialized format
 - Assign a NIMAS file to an **Accessible Media Producer (AMP)** for conversion into a specialized format

Accessible Media Producer (AMP)

Accessible Media Producers (AMP) convert a NIMAS file into a specialized format (Braille, audio, e-text, or large print)

- AMPs listed at aim.cast.org:

http://aim.cast.org/learn/practice/acquisitiondistribution/aim_amp_guide

- Bookshare
- RFB&D
- American Printing House for the Blind

*For more information on AMPs visit: <http://www.nimac.us/accessible.html>

- **Dual Roles (in MN):** Authorized User & Accessible Media Producer:

- Bookshare for Education
- Recordings for the Blind and Dyslexic
- Communication Center of Minnesota State Services for the Blind

* Application: an instructor may go to these AU & AMP organizations and request that they access the NIMAC for the student's needed NIMAS files

Reminder:

Student eligibility for books from the NIMAC

- Students must meet two criteria:
 1. Served under IDEA; have an IEP
 2. Have a certified and qualifying print disability

Resources on NIMAS & NIMAC

- NIMAS at CAST
 - www.aim.cast.org
- NIMAC
 - www.nimac.us
- LD Online article
 - www.ldonline.org/article/16308
- Minnesota Department of Education
 - http://education.state.mn.us/MDE/Learning_Support/Special_Education/Evaluation_Program_Planning_Supports/Assistive_Technology/index.html

Bringing Back the Student Focus: Walking Through The Student Consideration Process



Focus Back on the Student:

If the student doesn't qualify for books from the NIMAC...

There Are Other Options:

- Bookshare, RFB&D, and other providers of accessibly formatted learning materials
 - Qualification process may be somewhat different than IDEA 2004 requirements for NIMAS-based materials
 - Still need to have a certified print disability to qualify for copyright exemption status
- Free or fee-based (commercial) resources
- Accessible format created by the school

Student Consideration Process

- Determination of need
- Selection of formats
- Acquisition of formats
- Selection of supports for use
 - Assistive Technology
 - Accommodations and/or modifications
 - Training
 - Support staff
 - Repair and upgrade

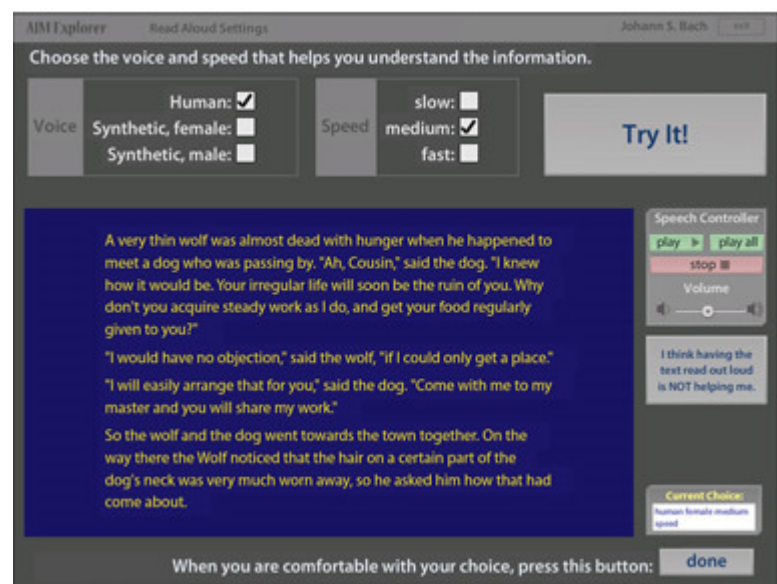
AIM Navigator

- Interactive online tool that assists in facilitating the decision making process regarding AIM
 - Guiding questions
 - References and resources
- What AIM Navigator is **NOT**:
 - Screening or diagnostic tool
 - Prescriptive report generator

http://aim.cast.org/experience/decision-making_tools/aim_navigator

AIM Explorer

- **Determination of Student Need:** AIM simulation tool that can assist in assessing:
 - Student need for AIM
 - Student preferences



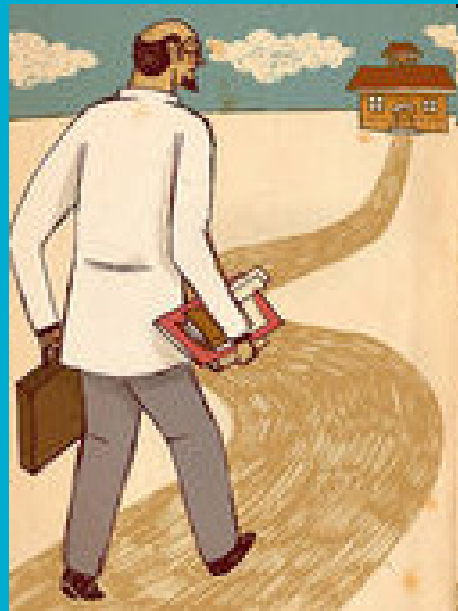
http://aim.cast.org/experience/decision-making_tools/aim_explorer

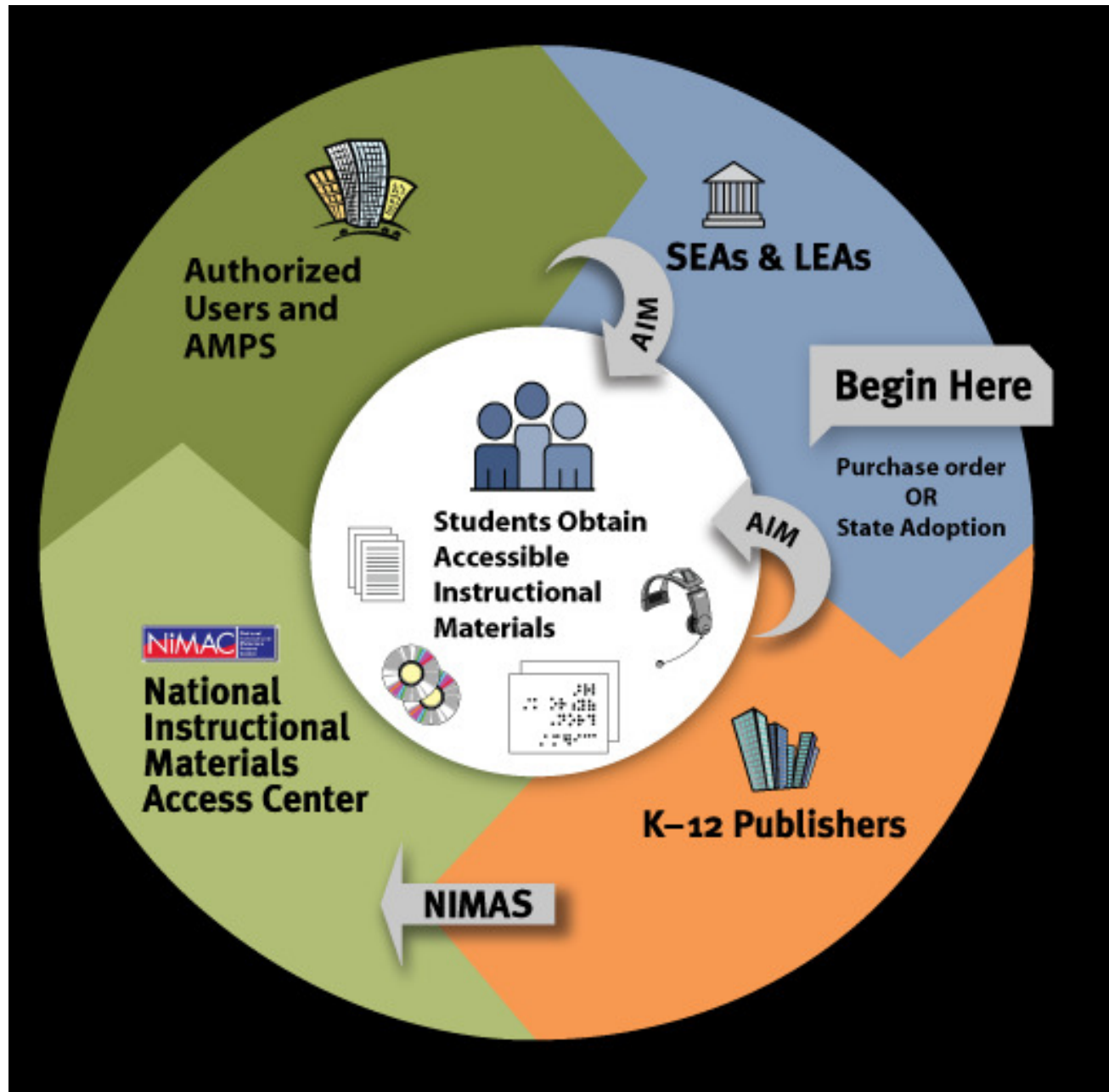
AIM Product Tutorials

Assist with student consideration process in regard to matching appropriate tools for a student to access AIM

- Video demonstrations of ten different tools to use for AIM
 - http://aim.cast.org/experience/decision-making_tools/tutorials
- AIM products feature chart
 - http://aim.cast.org/experience/decision-making_tools/tutorials/aim_products_chart

Summing It Up: Instructor's Steps To AIM Acquisition





<http://aim.cast.org/learn/accessiblemedia/allaboutaim/how>

Purchase Agreement Language

- Include language in all textbook purchase agreements that direct publishers to submit NIMAS compliant file sets to the NIMAC
 - Source for MDE's suggested language:
http://education.state.mn.us/MDE/Learning_Support/Special_Education/Evaluation_Program_Planning_Supports/Assistive_Technology/015027

Recommended: Appoint A District Digital Rights Manager

- Work with:
 - Authorized Users & accessible media producers (AMPs)
 - District textbook adoption committee
 - IEP or Section 504 Team, when appropriate
 - LEA to obtain appropriate specialized formats for students
- Keep accurate records regarding:
 - Certification of student eligibility
 - Ordered materials and when they were provided to which students
 - Persons who have signed off that they understand that specialized formats are provided for use by a particular student
 - Documentation of appropriate storage and/or destruction of AIM after use or at the end of the school year
- Paraphrased from:
http://education.state.mn.us/MDE/Learning_Support/Special_Education/Evaluation_Program_Planning_Supports/Assistive_Technology/015039

Brief Outline For Student AIM Acquisition

- **Student consideration process**
 - Tip: utilize AIM Navigator & AIM Explorer
- **Find the appropriate source(s)** to match: the student's needed format(s) & student's qualifications (**work with DRM if available**)
 - If applicable, register the student with the source(s)
- **Search the source(s)** for the students needed books and **download/request** for student (**work with DRM if available**)
 - If book is not found in AMP source's inventory, search the NIMAC repository; if found, request the file from appropriate AU
- If books are not available through existing sources:
 - Contact publisher to request accessible format if available
 - Create an accessible format - in compliance with Fair Use of Copyrighted materials



Thank you for attending!