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Family Matters:
A Family-focused Introduction to Accessible Instructional Materials

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and the AIM Center

Big Ideas for this Session

- The legal mandate to ensure provision of accessible instructional materials and to define terms
- Pedagogical concerns
- Sources for specialized formats
- Qualification for each source
- Information about AIM Center resources

Legal and Pedagogical Issues

Accessible Instructional Materials
The Legal Connection

Provisions within the Individuals with Disabilities Education Improvement Act of 2004 require state and local education agencies to ensure that textbooks and related core instructional materials are provided to students with print disabilities in specialized formats in a timely manner.

Section 300.172, Final Regulations of IDEA 2004

Accessible Instructional Materials
The Legal Connection

State and Local Education Agencies must also:

- "Adopt the NIMAS"

    National Instructional Materials Accessibility Standard

    SEAs and LEAs must include the requirement to produce a NIMAS-compliant file in all purchasing contracts. No statutory requirement is placed on publishers.

Accessible Instructional Materials
The Legal Connection

State and Local Education Agencies must also:

- Decide whether to "coordinate with the NIMAC"
  National Instructional Materials Access Center

  All 50 states opted to coordinate with the NIMAC as a means for providing specialized formats in a timely manner to qualified students.

Frequently Asked Questions

- What are core related instructional materials?

- What are specialized formats?

- What is NIMAS?

- What does "timely manner" mean?

- What are print disabilities?

What are "Related Core Materials"?

Printed textbooks and related printed core materials published with texts…

- Written and published primarily for use in elementary and secondary school instruction

- Required by a state education agency or a local education agency for use by students in the classroom

"Which Textbooks and
Related Core Materials"

Printed textbooks and related printed core materials
published with texts "published after July 19, 2006"

OSEP has interpreted "published" to mean
"available for purchase"

http://nimas.cast.org/about/resources/policy_brief-2008-04

What are "Specialized Formats"?

- Braille

- Large print

- Audio

- Digital text

Same information
Different deliver system

NIMAS

XML files that are developed to the National Instructional Materials Accessibility Standard (NIMAS) can be readily transformed into student-ready specialized formats.

What does "timely manner" mean?

- Must be defined by states as mandated in Section 300.172 of the Final Regulations of IDEA 2004

- Generally means "at the same time" as other students receive their core instructional materials in print format.

What is a print disability?

It depends…

Who qualifies for specialized formats?

Reframing the Question…

Who NEEDS specialized formats?

Four Components of UDL
The Pedagogical Connection

Goals, Assessment, Methods, and Materials

Materials

UDL places emphasis on using digital technology and other strategies and materials to support diverse learners
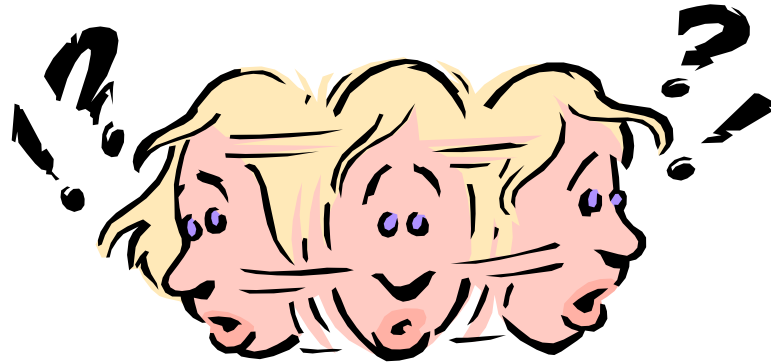
All digital materials are NOT accessible!

Multiple Sources for Acquiring
Accessible Instructional Materials

Multiple Sources of AIM

- NIMAC

- Accessible Media Producers (AMPs)

- Commercial Sources

- Free Sources

- Do-It-Yourself

Eligibility for Sources of Accessible Instructional Materials

Sources of Accessible Instructional Materials

The National Instructional Materials Access Center (NIMAC)

Search the NIMAC

Please enter your search criteria in the form below and click 'Search'.

Search:

Title:
Edition:
Series:
Identifier:
Author/Editor/Illustrator:
ISBN:
Certificate ID:

Limit search:

Publisher:
Subject:
Language:
Content type:
Grade level: Grade 1
Grade 2
Grade 3

Search   Clear search

Who Qualifies for Specialized Formats Created from NIMAS Files from the NIMAC?

- Students who qualify as a student with a disability under IDEA 2004
- Students who are eligible under the Copyright Act of 1931 as amended are those who have been certified <u>by a competent authority</u> as unable to read printed materials because of—
  - Blindness
  - A visual impairment
  - Physical limitations
  - An organic dysfunction

Eligibility for Multiple Sources of AIM

Accessible Media Producers (AMPs)

General Collection: Individuals eligible under copyright statute

NIMAS-Sourced Collection: Same as NIMAC

Commercial Sources

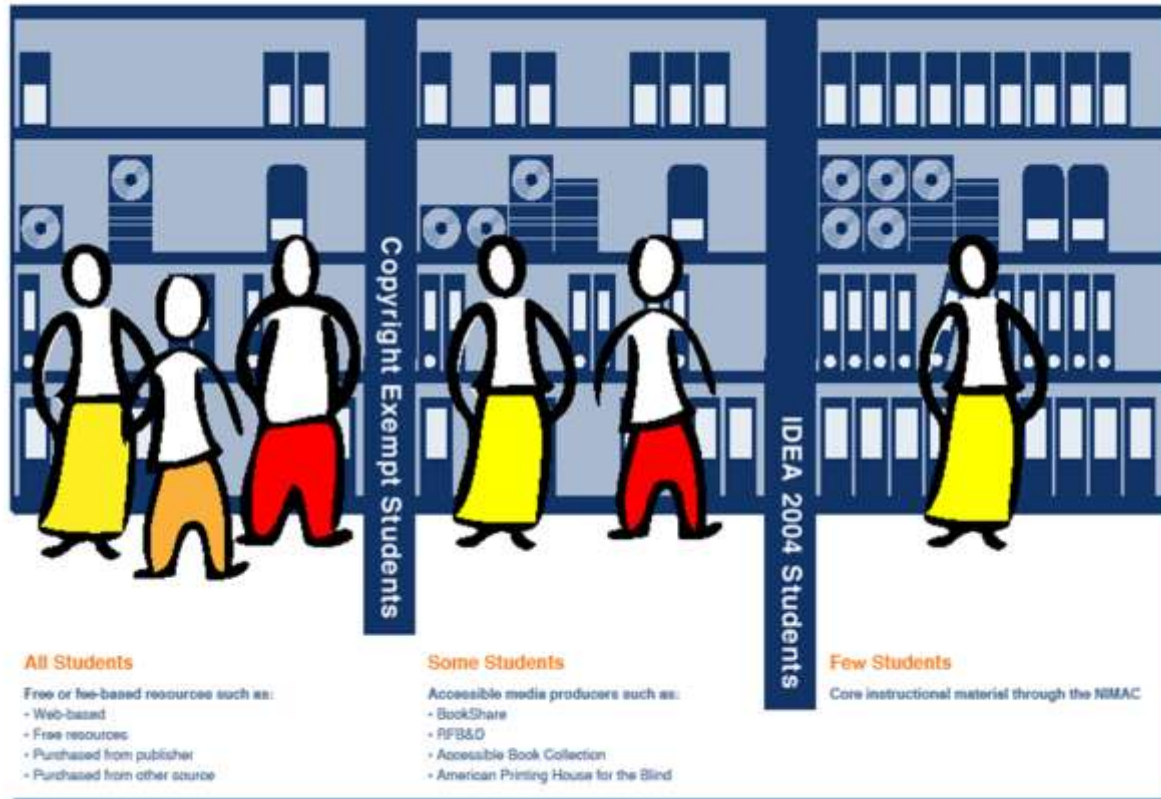Purchase it for anyone, use it with anyone!

Free Sources

No limitations

THE LIBRARY OF ACCESSIBLE TEXT

Free or Fee-Based Resources | Accessible Media Producers | Core Instructional Material

Web-Based · Free Resources · Purchased From Publisher · Purchased From Other Source

BookShare · RFB&D · Accessible Book Collection · American Printing House For The Blind

NIMAC

Copyright Exempt Students

IDEA 2004 Students

All Students | Some Students | Few Students

CAST | March, 2008

THE LIBRARY OF ACCESSIBLE TEXT

Copyright Exempt Students

IDEA 2004 Students

All Students

Free or fee-based resources such as:
- Web-based
- Free resources
- Purchased from publisher
- Purchased from other source

Some Students

Accessible media producers such as:
- BookShare
- RFB&D
- Accessible Book Collection
- American Printing House for the Blind

Few Students

Core instructional material through the NIMAC

CAST | April, 2008

Remember…

- If a student is not served under IDEA <u>AND</u> copyright eligible, source files may not be accessed through the NIMAC

- If an IEP team determines that a student needs materials in a specialized format, but the student is not eligible for a copyright exemption or not served under IDEA, the state system will provide guidance on how to acquire materials:

  - Available for purchase

  - Available from other libraries that allow access to students with IEPs who are not eligible for a copyright exemption

  - Internally produced (e.g., AIM Center)

- DO IT YOURSELF!!! Producing accessible formats yourself does not relieve you of the responsibility to protect copyright.

Decision-Making

Need, Selection, Acquisition, and Use

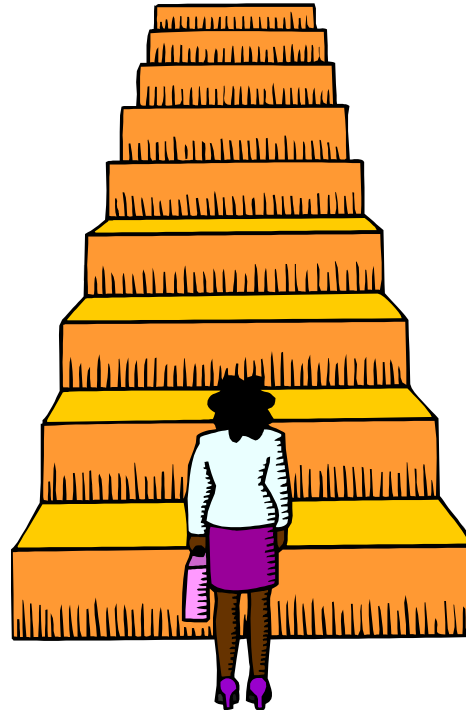# Responsibilities of Decision-Making Teams

1. Establish <u>need</u> for instructional materials in specialized format(s)

2. <u>Select</u> specialized format(s) needed by a student for educational participation and achievement

3. Commence SEA- and/or LEA-defined steps to <u>acquire</u> needed format(s) in a timely manner

4. Determine supports needed for effective <u>use</u> for educational participation and achievement.
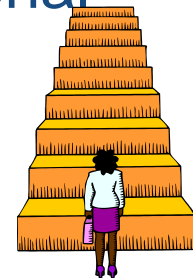
AIM Resources

AIM Center Web Site

http://aim.cast.org

"It is not enough to stare up the steps…

we must step up the stairs"

Vaclev Havel

Stepping Up the Stairs

- Explore the National Center for Accessible Instructional Materials web site at http://aim.cast.org
- Try out the AIM Navigator and the AIM Explorer
- Sign up for the Aim Connector newsletter
- Check out the public webinars and presentations
- Find the AIM/NIMAS Coordinator for your state
- Discuss possible need for accessible instructional materials in planning and IEP meetings
- Share this information with others
- Ask questions!

Thank you for joining us!

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