

AEM AND COLLEGE/ UNIVERSITY

SUPPORTING STUDENTS WITH ACCESSIBLE EDUCATIONAL MATERIALS (AEM) DURING THE TRANSITION FROM K-12 TO COLLEGE/UNIVERSITY

This resource was created to support educators, parents, and students during the transition from k-12 to college/university.

WHAT ARE ACCESSIBLE EDUCATIONAL MATERIALS?

The adaptation of print and digital educational materials in a way that makes them accessible to students with print disabilities through: Audio, Braille, Digital Text, Large Print.

WAYS EDUCATION PROFESSIONALS AND FAMILIES CAN BUILD SUPPORT FOR A STUDENT

Educational, Employment, and Transition Professionals

- Research suggests for special education professionals it would be beneficial to have a “field trip” to a local DS office to have a better understanding of accommodations process and other services the office offers to create a supportive transition for students the Student Disabilities Services office offers (Hamblet, 2014).

Families and Guardians

- Families can also contribute to a student’s success through the encouragement and support to seek accommodations with the disabilities services office (Lightner, Kipps- Vaughan, Schulte, Trice, 2012).
- Students who have support from their families to seek accommodations have been shown to start their college career with higher GPAs than their peers with disabilities (Lightner, 2012).

WHAT A STUDENT SHOULD KNOW BEFORE ATTENDING COLLEGE

A student who will be attending college and has used AEM to support their reading can benefit from meeting with the disability service (DS) office from the college they will be attending. To support the need for accommodations with the DS office students should be able to access and share their school-based assessments. In addition, students should be able to explain their accommodations they received while in high school to give the DS office an understanding of the accommodations that they may need (Hamblet, 2014). When meeting with a DS office there can be a range of accommodations offered to a student (e.g. alternative testing arrangements, priority registration, assistive technology services, readers, note takers, sign language interpreters, etc.)(Connor, 2012). In addition, the following are questions the student should discuss during a meeting with their case manager and the DS office.

1. What type of AEM do they use Audio, Braille, Digital Text, Large Print or a combination of different forms of AEM.
2. What forms of Assistive Technology (AT) (i.e. Android, eBot, iPad, Laptop, Refreshable Braille display) does the students use and will the AT transition with them to college/university?
3. Will the student have a Learning Ally or a Bookshare account? Do they know how to locate and access books on these platforms?

4. Will the student utilize the disability student services office? If so, the student should try to make contact before they begin classes.
 - a. It would be beneficial for the student to schedule a meeting with the disability student services office.
5. During the meeting, the student should ask what is the college/university process for new students and the process of AEM.
 - a. What documentation do they require?
 - b. What services/ accommodations do they provide (e.g. alternative testing areas, priority registration, assistive technology services, screen readers, note takers, sign language interpreters, etc.)?
 - c. Does the college/university provide AEM?
 - d. What is the process to get books modified to Audio, Braille, Digital Text, Large Print?
 - e. What happens when the student cannot locate a book?
 - f. What is the timeline from when the student turns in a book to be converted to when they can pick it up?

ASSISTIVE TECHNOLOGY THAT SUPPORTS THE PROVISION OF AEM

Assistive Technology can also be used to support the provision of AEM. For example, a student can use an iPad to support the provision of AEM by using apps to convert documents and PDFs to be able to be read aloud, enlarge text, or be used with a refreshable braille display. Using AT can support the student in creating AEM for themselves when they may not need the support of the disability student services office.

The following are some forms of AT that can support the provision of AEM:

Accessible Media Producers	AT Devices	Apps for iOS	Apps for Android
<ul style="list-style-type: none"> • Bookshare • Learning Ally • Audioable • National library for the blind and disabled. 	<ul style="list-style-type: none"> • Android • iPad • iPhone • Daisy Reader • Chromebook 	<ul style="list-style-type: none"> • Bookshare • Learning Ally • Voice Dream Reader • Pocket • ClaroPDF • KNFB Reader • TextGrabber • Prizmo 	<ul style="list-style-type: none"> • Cool Reader • Ebook Droid • GoRead • Learning Ally • Moon+Reader • PocketBook Reader

If you are a student, education professional, transition specialist, or family member that would like more information about supporting the provision of AEM during the transition towards college feel free to contact nimas@uwyo.edu.



References

- Connor, D. J. (2012). Helping Students With Disabilities Transition to College. *Teaching Exceptional Children*, (44), 5th ser., 16-24. Retrieved January 15, 2016.
- Hamblet, E. C. (2014). Nine Strategies to Improve College Transition Planning for Students with Disabilities. *TEACHING Exceptional Children*, (46), 3rd ser., 53-59.
- Lightner, K.L., Kipps-Vaughan, D., Schulte, T., & Trice, A.D. (2012). Reason university students with a learning disability wait to seek disability service. *Journal of Postsecondary Education and Disability*, 25 (2), 159-177.