

AEM Provision Researched Based Best Practices
Wyoming Department of Education
Wyoming Institute for Disabilities

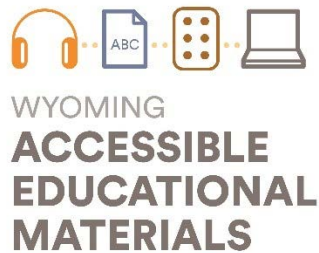


Table of Contents

- A. Purpose and Definitions
 - a. The AEM Provision in Wyoming Document
 - b. Definition of Print Disabled
 - c. What are Print Instructional Materials?
 - d. What are Accessible Educational Materials (AEM)?
 - e. What are specialized formats?
- B. Accessible Educational Materials and the Individualized Education Program (IEP)
 - a. Why are accessible educational materials needed?
 - b. Consideration and eligibility for AEM
 - c. What information related to AEM needs to be documented in the IEP?
 - d. Quality Indicators for the Provision of Accessible Materials – CAST C.
How do districts acquire Accessible Educational Materials for students?
 - a. National Instructional Materials Access Center (NIMAC)
 - b. Accessible Media Producers (AMP)
- D. AEM Book Requests through UW-WIND
- E. Suggested AEM Responsibilities by School Personnel Guidelines
- F. Wyoming Assistive Technology Resources Loans and Services for AEM
- G. Bookshare and Learning Ally Comparison
- H. AEM Learning Ally Trial Provided by UW-WIND
- I. Steps to acquire AEM from Bookshare
- J. Are students with a Section 504 Plan eligible for AEM?
- K. Resources
 - a. AEM Regional Training PowerPoint
 - b. Aiming for Success

A. Purpose and Definitions

a. Purpose of the AEM Provision in Wyoming Document

The Wyoming Institute for Disabilities located on the University of Wyoming campus and the Wyoming Department of Education conducted a survey focused on the provision of Accessible Educational Materials across the state of Wyoming. As a result of the school districts responses was a need to create a researched based best practices resource document. This document would outline a system to assist school districts with the provision of AEM. From the AEM provision resource, UW-WIND will collaborate with school districts to gain feedback on this resource's accessibility across school districts in Wyoming. The following are resources for the provision of Accessible Educational Materials which applies to the responsibility for Local Education Agency's to provide AEM to students who are NOT National Instructional Materials Access Center (NIMAC) eligible and an essential element of providing Free and Appropriate Public Education (FAPE) under the Individuals with Disabilities Education Act of 2004 (IDEA) for students with disabilities (34 Code of Federal Regulations [CFR] 300.210 (b) (3)). This resource was built to support an IEP Team and school districts with the provision of AEM.

b. Definition of Print Disabled

A person who can not effectively access traditional print materials because of a visual impairment, physical disability or severe learning disability that affects reading (Bookshare.org, 2016).

c. What are print instructional materials?

IDEA defines print instructional materials as printed textbooks and related printed core materials that are written and published primarily for use in elementary and secondary schools instruction and are required by a state educational agency or school district for the student to use in the classroom (20 U.S.C. [United States Code] 1472 (e) (3) (C)).

d. What are accessible educational materials (AEM)?

Accessible Educational Materials are print instructional materials that have been created to meet the needs of the student with a print disability in a specialized formats.

e. What are specialized formats?

Specialized formats (34 CFR § 300.172 (e) (1) (iv)) are a subset of Accessible Educational Materials that refer to braille, large print, audio, or digital text used by people with print disabilities.

A part of determining eligibility needed format is also needs to be determined when the student qualified as having a print disability. There are four types of specialized formats defined from the AEM. CAST website aem.cast.org/about/ehat-are-aem.html#.VmdYY3arQdg:

Braille is a tactile system of reading and writing made up of raised-dot patterns for letters, numbers, and punctuation marks. Braille may be either embossed (a permanent printed document) or refreshable (electronically generated and accessed via braille display device).

Large print format provides the same content as standard print, only in large font to help those with visual impairments read more easily. The industry standard is 18 font size.

Audio format may be recorded human narration or synthesized electronic speech. If the audio format is created in a flexible way – for example aligned to NIMAS or DAISY standards – there are many ways in which the speech output can be adjusted.

Digital text is delivered on a computer or another device to meet the needs of students with sensory, physical, or learning and reading disabilities. Supported reading software with text-to-speech can provide audio and visual components either separately or simultaneously.

B. Accessible Educational Materials and the Individualized Education Program (IEP)

a. *Why are accessible educational materials needed?*

For some students, the provision of AEM may be required in order to provide a Free and Appropriate Public Education (FAPE).

b. *Consideration of need for AEM*

The individualized education program (IEP) team has the responsibility to determine if a student on an IEP can qualify to have a Print Disability. Based on the information gathered through the comprehensive evaluation process, it may be determined that a student is in need of AEM. If the student needs AEM to have equal access to instruction and/or to receive FAPE, this should be documented in their educational plan. Some of these students may meet the definition of an individual with a print disability, which would allow the LEA to utilize a wider variety of resources for acquiring these materials. It may be useful for a IEP team should clearly document the needs of the student related to AEM and any assistive technology supports or training that will be needed to access AEM.

c. *What information related to AEM needs to be documented in the IEP?*

- a) Access to appropriate and accessible educational materials is an essential component of a school districts accountability under IDEA in order to ensure that FAPE is being delivered for some students. Within the IEP's description of how the student's print disability affects their involvement in the general education curriculum. The IEP team is encouraged to specify the need for AEM both educational and during assessments.
 - The specific format (s), features, and related accommodations to be provided (audio, braille, digital text, or large print).
 - The services and/or Assistive Technology the student needs to access AEM.
 - Does the student qualify for the National Instructional Materials Accessibility Center ○ If the student is eligible for NIMAC, the educational team may want to complete and submit the NIMAC Eligibility form, which would allow access to file sets that educational team, may need to have AEM produced by an Accessible Media Producer.

d. Resources the Provision of Accessible Materials – CAST

The following information was provided by the National Center on Accessible Educational Materials website. This website provides resources for educators, and others interested in learning more about AEM and implementing AEM and NIMAS. The following are tools to support an IEP team

- a. The *AIM Explorer* is a free software simulation tool that combines grade-leveled digital text with access features common to most text readers and other supported reading software. Magnification, custom text and background colors, text-to-speech (synthetic and human), text highlighting, and layout options are presented in a logical sequence to help struggling readers, educators, and families decide which of these supports might enable the student to access and understand text.
- b. The *AEM Navigator* is an online interactive tool that facilitates the process of decision-making around accessible educational materials for an individual student. The four major decision points in the process include 1) determination of need, 2) selection of format(s), 3) acquisition of format(s), and 4) selection of supports for use. The AEM Navigator also includes a robust set of guiding questions and useful references and resources specifically related to each decision point. Different frameworks of support are built so that teams can access information at the level needed to assist them in making informed, accurate decisions.

C. How do districts acquire accessible educational materials for students?

a. National Instructional Materials Access Center (NIMAC)

The NIMAC: The National Instructional Materials Access Center (NIMAC) is the national repository for NIMAS source files provided by publishers. Only students who are dually qualified under IDEA and copyright law are eligible to receive specialized formats created from NIMAS-conformant files from the NIMAC.

Students meeting the criteria to receive materials created from NIMAS files housed at NIMAC will not receive them directly. Instead, authorized users such as AEM Coordinator at WIND designed by states and registering with the NIMAC access these files for the creation of student-ready materials such as braille, large print, audio, or digital text formats. ***b. Accessible Media Producers (AMP)***

Accessible Media Producers (AMP) create and provide student-ready specialized formats such as braille, large print, audio or digital text under copyright law.

Commonly Accessed AMPs:

American Printing House for the Blind (APH) (www.aph.org) produces and provides accessible materials in braille, large print, and electronic formats.

Bookshare (www.bookshare.org) creates and offers files that can be used by students with print disabilities who need materials in audio, digital text or braille formats. Bookshare also provides software that can be used to read the downloaded files. Bookshare is also compatible with several apps that can support the modification of the digital text such as adjusting the speech, pitch, synthesized voice, font size or color.

Learning Ally (www.learningally.org) creates and provides audio books with human narration or synthetic electronic speech.

Note: Both Bookshare and Learning Ally can access NIMAC files for all students with IEPs who have been identified as having a print disability.

Commercial Sources: Some Accessible Educational Materials can be purchased in accessible formats from publishers and other sources (e.g., Audible.com). Materials acquired via purchase from a commercial source can be used by any student.

Free Sources: Some accessible materials are available free-of-charge from various sources. These materials are typically copyright-free or open source. Materials acquired from free sources can be used by any student.

Locally Created: Some instructional materials are not available in accessible formats from any other source and others are not published (e.g., teacher-developed materials). Accessible versions of these materials must be locally created through the use of scanning or other means. When accessible versions of copyrighted materials are created locally, compliance with and respect for copyright law is required. These materials are created on a student-by-student basis for a specific student only. Publisher permission should be requested.

D. AEM Book Requests through UW-WIND

Book request forms can be found on the UW-WIND website and in the Resources section of this booklet. These services are free to any K-12 student who has a print disability. When submitting a Book Requests please fill out the information to the best of your ability. This will give the AEM coordinator the ability to find the exact book(s) their peers are reading. The goal of this service is to give school districts the ability to submit a Book Request and the AEM coordinator can support the school district with the provision of AEM.

E. Suggested AEM Responsibilities for School Personnel Guidelines

School Personnel	AEM Responsibilities
Special Education Director	<ul style="list-style-type: none">• Identify personnel in the district who will acquire AEM for students who qualify• Ensure that all required Assistive Technology identified by the IEP Team is available to the student to ensure the provision of AEM• Student receive AEM at the same time as their peers to ensure AEM in a timely manner.

Deliverable 7: AEM Provision Researched Based Best Practices

	<ul style="list-style-type: none"> • Ensure that there is information dissemination, training, and delivery of AEM is presented to staff, parents, and student.
Principal	<ul style="list-style-type: none"> • Ensure student class materials are identified in sufficient time to support the acquisition of AEM • Identify a point person(s) to oversee the provision of AEM for the school • Be sure to request publishers send either the electronic files of all purchased instructional materials to the National Instructional Materials Access Center (NIMAC) or to any accessible media producer (AMP) your district utilizes for the production of accessible educational materials.
Case Manager / Special Educators	<ul style="list-style-type: none"> • Review students on caseload to identify students who may have a print disability. • The AEM Navigator by CAST (http://AEM.cast.org/navigator) or the Universal Protocol for Accommodations in Reading (UPAR) by Don Johnston are resources Case Managers/ Special Educators can use to get a better understanding of students reading abilities. • Compile data about the student's need for AEM for the consideration of the IEP team. • In collaboration the general educators, ensure the students educational materials are acquired to be distributed at the same time as classmates to guarantee timely manner. • Ensure that lesson plans include accessible materials and to ensure that Assistive Technology needed to access AEM is available and that the students, teachers and family have the necessary training to support access to accessible materials. • Provide student specific AEM and Assistive Technology training for teachers, students and family to support the provision of AEM across the learning environment.
IEP TEAM	<ul style="list-style-type: none"> • Review reading assessment results and data to determine the need for AEM. Include in the student's IEP the format(s) needed. • Determine if any Assistive Technology will be needed to support the provision of AEM.

Deliverable 7: AEM Provision Researched Based Best Practices

	<ul style="list-style-type: none">• Discuss need and use of AEM across environments including the home.
	<ul style="list-style-type: none">• Ensure IEP reflects the appropriate training for the student, both general and special education teachers, and families.• Ensure transition planning includes the consideration of the student's need for accessible format materials and any assistive technology to support this access.
General Educators	<ul style="list-style-type: none">• Ensure that daily lesson plans include accessible materials specific to the student's need.• In collaboration with the curriculum leader and a case manager/special educator, ensure all educational materials are received at the same time as classmates to ensure timely manner.
Technology Integration Specialist (TIS)	<ul style="list-style-type: none">• Coordinate/provide specific training(s) or information on tools for the provision of AEM to teachers, students, and family.• Understand the different types of Assistive Technology to support the provision of AEM.• Oversee the Assistive Technology integration within the school.

F. Wyoming Assistive Technology Resources Loans and Services for AEM

- a. The Wyoming Assistive Technology Resources (WATR) offer a loan library with Assistive Technology (AT) devices to support the provision of AEM. The loan library offers 3 week loans on iPads and iPad mini's with apps preloaded to support the provision of AEM.
- b. The loan library also offers Chromebooks and Surfaces support the provision of AEM.
- c. Magnifiers, color overlays, and other low-tech devices are also available.

G. Bookshare and Learning Ally Comparison

Bookshare	Learning Ally
Cost: Free with Proof of Disability Documentation	Cost: Varies
Reading Features: <ul style="list-style-type: none"> • Listen to books with a high quality synthetic text-to-speech voices • Hear and see highlighted words on screen • Read with digital, braille, or large print • Read directly from your internet browser 	Reading Features: <ul style="list-style-type: none"> • Human-narrated Audio Textbooks & Literature • Classic Audio- human-narrated without text available • VOICEtext Books <ul style="list-style-type: none"> ◦ Highlights words as students reads reinforcing word identification and decoding skills development
	<ul style="list-style-type: none"> ◦ Adjust speed, pitch, and the interval. ◦ Adjust zoom, Text Color, Background Color, Highlight Text Color, and Highlight Color.

H. AEM Learning Ally Trial Provided by UW-WIND

UW-WIND provides school districts with the opportunity to access Learning Ally for one academic year for students who have a print disability. Please contact the AEM coordinator with the students WISER ID, grade, and type of disability to register the student for the service. Space is limited.

I. Steps to acquire AEM from Bookshare

Bookshare is an online database free to students with print disabilities to access books in digital, audio, and BRF (electronic braille file). The school district can set-up an organizational or an individual account for the student. A student can continue to use Bookshare throughout their transition to college.

J. Are students with a Section 504 Plan, eligible for AEM?

Students who have Section 504 Plans are not, by definition, eligible for to receive NIMAS files, since NIMAS is a provision of IDEA. However, school districts are still required to provide FAPE for these students, in accordance with Section 504 of the Rehabilitation Act of 1973.

Students with Section 504 Plans may still be eligible to receive accessible materials through the National Library Services for the Blind and Physically Handicapped, Bookshare, and Recording for the Blind and Dyslexic.

Resources

a. UW-WIND AEM Book Request

Request Form for Accessible Media

Dept 4298, 1000 E. University Ave. Laramie, WY 82071 nimas@uwyo.edu Fax: (307) 766-2763

Phone: (307) 766-5770 Site Contact Information WISER ID #:

Faculty/staff contact name:

Contact's E-mail address:

Contact's phone number:

School district:

School mailing address:

There are multiple formats available to students with print disabilities. Please check up to 2 formats you are requesting and then check the boxes of any student preferences associated with that format. **Braille**

☐ .brf—An electronic Braille format that is ready to be embossed. Select this format if you have an embosser and only need an electronic version of the textbook material sent to you.)

☐ Gr2—Grade 2 contracted Braille. (Select this format if you need the text material embossed and bound by an outside source. ☐ Gr1—Grade 1 uncontracted Braille. **Large Print**

☐ LPE—Electronic file ready for printing at the school site.

☐ Send as an E-mail attachment ☐ Send on a CD ☐ Preferred

font size (18, 20, 27-30):

☐ LPD—Printed and bound volume of the text material, printed front/back and delivered to your school in hard copy.

Preferred font size (18, 20, 27-30):

Audio File

☐ .mp3—A compressed digital file provide on CD (most common audio file). ☐ eText (.pdf)

☐ DAISY (Digital Talking Book/DTB) DAISY books may offer narrated (human) voice with text of computer-generated synthetic speech, and may display primary headings, or full text versions of the book. When possible, books with narration and text will be sought; otherwise, the

Deliverable 7: AEM Provision Researched Based Best Practices

audio portion of the DAISY book will use synthetic voices. Students will need the textbook to support the audio recording.

☐ Digital Recording (human narration)

☐ Digital Recording (synthetic speech) with minimal text support Please

check one:

☐ The student's computer has a text-to-speech program

☐ The student needs a text-to-speech or DAISY program to hear the book.

Resource Information (please provide all known information)

Title:

ISBN#:

Subject (math, literature, etc.):

Version/edition: Author/editor/illustrator:

Publisher:

Year Published:

Title:

ISBN#:

Subject (math, literature, etc.):

Version/edition: Author/editor/illustrator:

Publisher:

Year Published:

Title:

ISBN#:

Subject (math, literature, etc.):

Version/edition: Author/editor/illustrator:

Publisher:




Year Published:

E-mail, mail, or fax both sides of form to your NIMAS/AEM coordinator (see front page).

b. AEM Regional Training PowerPoint

AEM 2015 & 2016

Wyoming Institute for Disabilities (WIND)
Wyoming Department of Education







UNIVERSITY OF WYOMING

Wyoming Institute for Disabilities

Agenda

- Overview of AEM
 - What is AEM?
 - Who Needs AEM?
 - Why provide AEM?
 - How are decisions made?
- Current AEM provision system/ Additional implantation
 - Districts assess their current AIM/AEM provision system
 - Process to analyze AIM provision systems
- AEM Assistive Technology
 - Bookshare
 - Learning Ally
- AEM Devices
 - Chromebook
 - iPad
 - Android



What is AIM/AEM?



The adaptation of print and digital educational materials in a way that makes them accessible to students with disabilities either through:

- **Print**
- **Digital**
- **Braille**
- **Audio**



*In 2015 the term Accessible Instructional Material (AIM) was renamed to Accessible Educational Material (AEM). Any reference to AIM is synonymous to the term AEM.





What is Large Print?

- The large print format provides the same content as standard print, only in larger font to help those with visual impairments read more easily.
- Industry standard font size is font size 18
- students are reading printed text on paper and displayed text on computer screens and a variety of other electronic tools and devices.






What is Digital Text?

- Digital text is delivered on a computer or another device to meet the needs of students with sensory, physical, or learning and reading disabilities.
- Supported reading software with text-to-speech can provide audio and visual components either separately or simultaneously.



What is Braille?


- Braille is a tactile system of reading and writing made up of raised-dot patterns for letters, numbers, and punctuation marks.
- Braille may be either embossed (a permanent printed document) or refreshable (electronically generated and accessed via a braille display device).





What is Audio?

- The audio formats content to speech.
- Audio format may be recorded human speech or synthesized electronic speech.
- If the audio format is created in a flexible way — for example aligned to NIMAS or DAISY standards — there are many ways in which the speech output can be adjusted.



What are some of the indicators that your student or a student you work with might need AEM?

- Does the student have a sensory, physical or cognitive disability that impacts the ability to use standard materials?
- Can the student understand text when it is read aloud but has difficulty reading on their own?
- Is there evidence that the student cannot use grade level print-based materials at a sufficient rate and with adequate comprehension to complete academic tasks relative to same-age peers?

If the answer to any of these questions is "yes," the student may have a print disability and need AEM.



Print Disability

A student with a print disability may have a visual impairment, physical impairment, or a reading disability, that impairs a student's ability to read and learn from standard educational materials.



Why provide AEM?

Federal statutes, civil rights legislation, and statutes in several states, require State Education Agencies and Local Education Agencies to ensure that students with disabilities access, participate, and achieve in the general educational curriculum and receive AEM when needed.



How are decisions made?



Four major decision points that teams address in order to ensure that students who need materials in specialized formats.

The steps in the process include:

- Establish **need** for instructional materials in specialized formats
- **Select** specialized format(s) needed by the student for access to the curriculum
- Initiate SEA and/or LEA-defined steps to **acquire** needed formats in a timely manner
- Determine supports needed for effective **use** for educational participation and achievement
- Using the decision-making process facilitates the work of a collaborative team as they consider the AEM-related needs of individual students.



Current AEM Provision System /Additional Implantation



2014 AIM Implementation Survey

- 74% of the districts have students that receive accessible instructional material (AIM).
- The most common challenge school districts encountered in the provision of Accessible Instructional Materials (AIM) was training for staff on AIM materials.



Process to analyze AIM/AEM provision systems

The following information was provided by the National Center on Accessible Educational Materials website. This website provides resources for educators, and others interested in learning more about AEM and implementing AEM and NIMAS.



Local Education Agencies Goal and Actions 1

Goal: No State Educational Agencies (SEA) or Local Educational Agencies (LEA) can not deny AEM students with disabilities (e.g., type of disability, copyright eligibility, type of format needed, fiscal concerns).

Action:

- Means of providing each formats been identified?
- Do purchasing contracts with publishers include language requiring publishers to deposit NIMAS compliant files or is there a means to purchase AEM directly from the publisher?



Local Education Agencies Goal and Actions 2

Goal: IDEA requires states to define "timely manner" means schools provide AEM at the same time that non-disabled peers receive materials.

Action: Is there a tracking system and is the data used to improve efficiency?



Local Education Agencies Goal and Actions 3

Goal: Written guidelines that identify the roles of all responsible parties and the knowledge, skills, actions, and coordination required for delivery of AEM.

Action:

- Do the guidelines address consideration of the need for AEM and inclusion of AEM in the IEP?
- Have multiple representations and means of distribution of the written guidelines been included such as the following?
 - Brochures
 - Policy manual
 - Web site with online form of guidelines



Local Education Agencies Goal and Actions 4

Goal: Training and technical assistance include topics relevant to the identification of students who need AEM as well as the selection, attainment, and use of accessible educational materials.

Action: Consider the following in the provision of AEM learning opportunities and technical assistance:

- Are multiple content topics and multiple audiences included?
- Are multiple methods of delivery included?



Local Education Agencies Goal and Action 5

Goal and Action: Data are collected that measure the degree to which accessible educational materials are

- 1) Provided to students with all types of disabilities in an equitable manner
- 2) Provided at the same time as print formats
- 3) Of quality sufficient to support appropriate instruction and achievement.



WIND/AEM Website



WIND/AEM Services

- The Wyoming Accessible Education Materials Clearinghouse works with school districts in Wyoming to provide accessible education materials to students with print disabilities.
- The Clearinghouse can help identify resources to convert the source files into individualized formats, appropriate for student access.



AEM Online Training/ Course

- iPad accessibility
- Android tablet accessibility
- Mac OS X accessibility
- Window 7 and 8
- Literacy AT software applications
- DAISY playback options presentation



Disclosure

- *WIND provides book searches, using various web-based resources. The service is free upon written request.*
- *WIND does not produce alternative educational materials, so there is no product to sell or profit to WIND.*



Our Process

Click Here

Wyoming Institute for Disabilities

Donna Shipp, 2014 Keith A. Miller Award Winner

WIND NEWS

WIND CONTACT US



Deliverable 7: AEM Provision Researched Based Best Practices

The screenshot shows the Wyoming AEM Clearinghouse website. A red callout box with the text "Click Here" points to a link in the left sidebar under the heading "WYOMING AEM CLEARINGHOUSE". The link is "Click Here to Download Forms and District Resources". The website header includes the UW logo and navigation links: A-Z Index, Calendar, Give to UW, People, MyUW, and a search bar. The main content area features a video of a student working, with text overlays: "Learn more about AEM for students", "Engage with class content", and "Support the student body". The left sidebar contains sections for "WYOMING AEM CLEARINGHOUSE", "RETURN TO WIND", and "CONTACT US". The main content area has a section titled "Wyoming Accessible Education Materials (AEM) Clearinghouse" with a description of the service and a "Share This Page" button. The right sidebar includes a section "HOW CAN WE BEST SERVE YOU?" and a "WHAT ARE ACCESSIBLE EDUCATION FORMATS (AEMF)?" section.

Educator Forms

The screenshot shows the Wyoming AEM Clearinghouse website. A red callout box with the text "Download and complete the following forms. Then mail or E-mail to WDE and AEM." points to the "Educator Forms and District Resources" section. The website header is the same as the previous screenshot. The left sidebar is the same. The main content area has a section titled "Educator Forms and District Resources" with two sub-sections: "Wyoming Student Eligibility Form" and "Request Form for Accessible Media". The "Wyoming Student Eligibility Form" section includes a description of the form and contact information for the Wyoming Department of Education. The "Request Form for Accessible Media" section includes a description of the form and contact information for the Wyoming Accessible Education Materials (AEM) Clearinghouse. The right sidebar is the same.

Complete a Form for Each Student

NIMAS Wyoming Student Eligibility Form

Student: _____ WISER ID #: _____
 Date of Birth: _____ School District: _____

Visual Impairment or Blindness - The student meets the Wyoming Department of Education eligibility criteria for Visual Impairment, as certified by a competent authority: doctor of medicine, ophthalmologist, optometrist, registered nurse, therapist, teacher for the visually impaired, orientation and mobility specialist or professional staff of hospitals or institutions. Please attach documentation.

 Signature of Certifying Authority

 Printed Name and Title

Physical Limitations - The student is unable to read or to use standard print as a result of physical limitations, as certified by a competent authority: doctor of medicine, registered nurse, therapist, specialist or professional staff of hospitals or institutions. Please attach documentation.

 Signature of certifying authority

 Printed Name and Title

Reading Disability - The student has reading limitations based in organic dysfunction and of sufficient severity to prevent the reading of printed materials in a normal manner. Certified by a doctor of medicine who may consult with colleagues in associated disciplines.

 Signature of Medical Doctor

 Printed Name

When completed, mail or fax this form to: Linda Beechler Van Coten, Wyoming Department of Education, 525 West Main, Riverton, WY 82501 FAX (307) 657-9257

When requesting materials for a student with a reading disability, a physician's signature is required.



Request Media

Request Form for Accessible Media

Dept 4298, 1000 E. University Ave. Laramie, WY 82071 nimas@wyo.edu Fax: (307) 766-2763 Phone: (307) 766-5770

Site Contact Information

WISER ID #: _____

Faculty/staff contact name: _____

Contact's E-mail address: _____

Contact's phone number: _____

School district: _____

School mailing address: _____

There are multiple formats available to students with print disabilities. Please **check up to 2 formats** you are requesting and then check the boxes of any student preferences associated with that format.

☐ **Braille**

☐ brf—An electronic Braille format that is ready to be embossed. Select this format if you have an embosser and only need an electronic version of the textbook material sent to you.)

☐ Gr2—Grade 2 contracted Braille. (Select this format if you need the text material embossed and bound by an outside source.

☐ Gr1—Grade 1 uncontracted Braille.

☐ **Large Print**

☐ LPT—Electronic file ready for printing at the school site.

☐ Send as an E-mail attachment Send



What is next??

- AEM staff will log the request & forwards contact information to Leslie Bechtel Van Orman verifies WISER ID#.
- Now your student is “in the system”



The screenshot shows a web application interface for WISER. It features a 'New contact info' form with fields for Name, Email, Phone, Address, City, State, ZIP code, Home number, Fax number, and Website. Below the form is a table with columns: Item name, Quantity, Unit price, Amount, and Remarks. The table contains several rows of data, including 'Laptop', 'Tablet', 'Smartphone', and 'Smartwatch'.



Illustration of a girl in a wheelchair and two boys walking, symbolizing students using assistive technology.



Assistive Technology

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA '04) defines an assistive technology device as “any item, piece of equipment, or product system, that is used to increase, maintain, or improve the functional capabilities of a child”

(Authority: 20 U.S.C. 1401(1) or IDEA Amendments of 2004, P.L. 108-446, 20 U.S.C. § 1400 et seq., 300.5)



Assistive Technology Services

IDEA '04 defines an assistive technology service as “any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.”

(Authority: 20 U.S.C. 1401(1)) or IDEA Amendments of 2004, P.L. 108-446, 20 U.S.C. § 1400 et seq., 300.06)



The Chafee Amendment to the Copyright Law

Section 121 was added to PL 104-197, establishing an exception to copyright infringement for the reproduction of works for use by the blind or other persons with print disabilities.



Accessible Books and Periodicals for Readers with Print Disabilities



<http://www.bing.com/images/search?q=books+without+barriers&sh=detail%28&id=4D95D67D5D9EAE0E2F0C07200A717D541E1C0009&selectedIndex=2&cc=uk&w=640&h=400&size=005045770522284748896-JLHWV0w%2EM3e4A008C0475g80px96v8>



Bookshare and Learning Ally

How to get started



Bookshare

- Go to website
- Who qualifies
- Sign-in and Downloading books
- How to use Bookshare on different platforms (iPad, Android, Chromebooks)




Learning Ally

- Go to website
- Who qualifies
- Sign-In and downloading books
- How to use Learning Ally on different platforms
- Data




Text- to- Speech Reading App



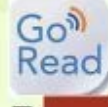
Voice Dream Reader

- \$9.99
- Supports PDF and Word documents, DRM-free EPUB and DAISY eBooks, Web pages and more. It's directly integrated with Bookshare, Dropbox, G-Drive, Evernote, Pocket, Instapaper, and Gutenberg.




Read2Go

- \$19.99
- Access the Bookshare collection directly from the app
- Browse, search and download books quickly and easily, including those with images
- Read words on the screen with synchronized text-to-speech




Go Read

- Free
- Read on-the-go with a variety of Android tablets
- Access and download books directly from Bookshare-- the world's largest accessible online library for people with print disabilities
- Read with voiced navigation and text-to-speech




Text-to-Speech Reading App




Learning Ally

- Free
- Direct Downloading
- Download audiobooks from your Learning Ally account's Bookshelf directly to your device
- Page and Chapter Navigation
- Seamlessly navigate through audiobooks by using chapters and page numbers as points of reference
- Adjustable reading speed to your tastes by increasing or decreasing the speed of audio playback
- Automatically remembers where you left off in each book
- Create and edit bookmarks to mark important passages
- VoiceOver Compatible




PocketBook

- Free
- Scroll or turn pages by swiping, tapping on the edge of the screen or by using the volume keys.
- Search text to find needed information.
- Highlight text and make notes.
- Adjust display brightness while reading.
- Lock screen orientation.
- Text-to-speech



OverDrive

- Free
- Borrow eBooks, audiobooks, and streaming video from your library using OverDrive on your Android device. More than 30,000 libraries worldwide offer titles from OverDrive, so download the app and find your next book today! Available 24/7, now the library comes to you.
- No more late fees. Titles are automatically returned.
- Place holds, create wish lists, and return titles easily
- Sync libraries, bookmarks, and recent positions across mobile devices
- A valid account with a participating library, school, or other institution is required.
- Each library builds its own collection of titles. Contact them directly to let them know that you're using OverDrive and to share any suggestions for books you would like to see them carry.



Articles and Worksheets



- Pocket
- Free
- Read articles on and off line




- SnapType
- Free
- Write on Pictures worksheets




- Claro PDF
- \$3.99
- reading and study PDF tool for all. Annotate, mark up and save PDF files which are then still fully compatible with Adobe Reader and other popular PDF apps. Have accessible text PDF files read back to you with a human quality voice & synchronized highlighting.




Paper to Audio/ Optical Character Recognition Apps



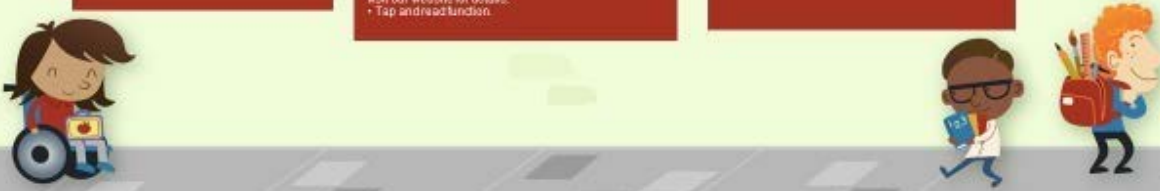
- Prismo
- \$4.99
- Input Options: iPhone's camera, import from the Photo Album, import images or PDF's from other apps
- Image processing: rotation, crop, perspective correction, image cleanup (remove uneven lighting, paper texture)
- Improved OCR pre-processing for better recognition results
- Highly accurate OCR technology in 40+ languages
- No Internet connection required for image processing and performing OCR. No confidential data sent
- Text-to-speech available through in-app purchases



- KNFB Reader
- \$99.99
- Features:
 - Fast, accurate, and efficient mobile text recognition that delivers near instantaneous results.
 - Reading modes for books, articles and assets, lists and memos.
 - Synchronized text highlighting with high quality speech and Braille output.
 - Field of view reports to assist with aligning the camera relative to the document.
 - Tilt guidance feature to assist with capturing the perfect picture of a document.
 - Automatic text detection to enable hands-free operation.
 - Ability to import OCR, and read image-based pdf and ppt files
 - Export txt and html formatted text files to cloud storage services including Dropbox and Google Drive.
 - Dropbox synchronization and backup functionality.
 - Batch scan mode to process and read multiple pages.
 - Recognize and read text in multiple languages, please visit our website for details.
 - Tap and read function.



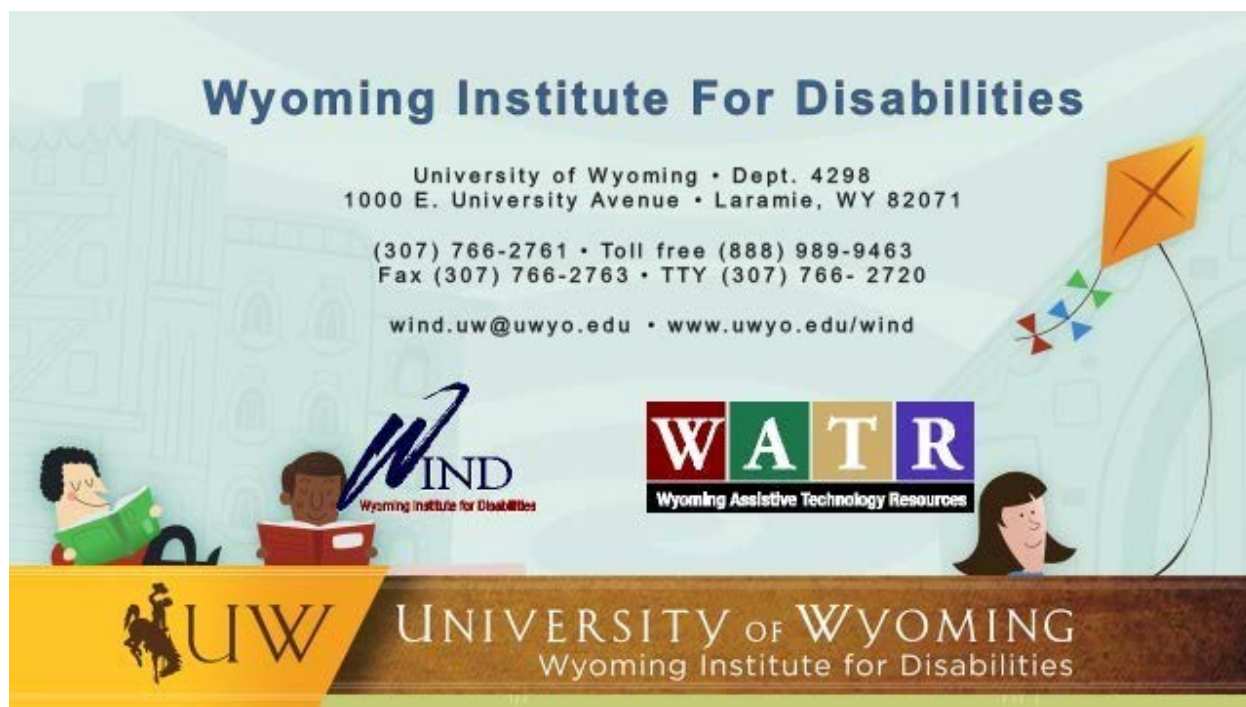
- TextGrabber
- \$9.99
- Powerful text-to-speech capability with the VoiceOver system feature
- Adjustable font sizes and audio prompts to assist visually impaired people



Resources

- AEM Coordinator UW/WIND
- <https://www.wy.at4all.com/> - Device Loan program
- Project Echo- UW ECHO in AT design for use in education: the use of technology to leverage scarce resources, improving outcomes by reducing variations in AT services and sharing 'best practices', case-based learning, and the monitoring of outcomes.





- c. AIMing for Success free course offered by UW and receive 1 PTSB credit
 - i. UW-WIND offers a free self-paced online course. The course explores AEM, Navigating AEM, Bookshare, Learning Ally, Microsoft Word Accessibly, iPad Accessibility, Android Tablet Accessibility, Mac OS X Accessibility, Windows 7 and 8 Accessibility, Literacy Software Applications for Reading and Writing, and DAISY Playback Options.

K. References

AEM - Accessible Educational Materials | Douglas ESD. (n.d.). Retrieved December 10, 2015, from <http://www.douglasesd.k12.or.us/otap/aim>

Homberg, P. (2015). AEM- WV Guidance for West Virginia Schools and Districts. In Accessible Educational Materials in West Virginia: Guidance for West Virginia Schools and Districts (p. 40). West Virginia: West Virginia Board of Education.

National Instructional Materials Accessibility Standard (NIMAS). (n.d.). In U.S. Department of Education (pp. 11-1). Office of Special Education Programs.

Selection of AEM. (n.d.). Retrieved December 9, 2015, from <http://aem.cast.org/navigating/selection.html#.Vmi4O3arQdg>

Saunders, D., & Davis, D. (2010). Technical Assistance Paper Accessible Instructional Materials Questions and Answers. 8-8.