

ACQUISITION OPTIONS

Once it has been determined that a student requires a specialized format, the team must determine where and how to acquire the materials. Though not exhaustive, options for acquisition include:

- ◆ Publishers
- ◆ Clark or Washoe County School District Repositories
- ◆ Louis Database of Accessible Materials and American Printing House for the Blind Repository
- ◆ Bookshare
- ◆ Learning Ally
- ◆ Other Commercial Options
- ◆ Public Domain Options
- ◆ Create with District Resources and Publisher Permission

Not all materials will be available in the specialized format required. In such cases, districts may need to create the materials. Districts are encouraged to seek advice from their legal counsel if this is necessary to ensure compliance with copyright obligations.

INCREASING AVAILABILITY OF AIM

If publishers produce digital materials that are accessible and can be purchased for use by any student, districts are encouraged to purchase them because such action:

- ◆ Aligns with existing educational initiatives, including Differentiated Instruction and Universal Design for Learning (UDL).
- ◆ Allows teachers to spend their time on instruction versus creating accessible materials.

ADDITIONAL INFORMATION AND RESOURCES

NIMAS/NIMAC Technical Assistance: <http://www.nimac.us>
National Center on AIM: <http://aim.cast.org>

For additional information or questions, contact:
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Created in collaboration with the



This document was adapted from productions distributed through the Office of Special Education Programs (OSEP), funded by the AIM Consortium at the Center for Applied Special Technology (CAST), in collaboration with the Individuals with Disabilities Education Act (IDEA). Recognition is also given to the Michigan Integrated Technology Supports for their contribution to this document.

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**Nevada
Department
of
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What You Need to Know About

National Instructional Materials Accessibility Standard (NIMAS) and Accessible Instructional Materials (AIM)

A GUIDE FOR

MULTI-DISCIPLINARY TEAMS

WHAT ARE ACCESSIBLE INSTRUCTIONAL MATERIALS (AIM)?

AIM refers to fully accessible, print instructional materials that have been transformed into specialized formats such as audio, digital, Braille, and large print. Fully accessible means all text is digital and can be read with text-to-speech software; modified with regard to font size; and navigated by unit, chapter, section, page number, etc. Other considerations for fully accessible text include:

- ◆ Images that include alternative text and long descriptions when appropriate
- ◆ Math equations are provided as images with text descriptions
- ◆ Order of content, levels and headings that are appropriately formatted

WHAT IS A PRINT DISABILITY?

A print disability is generally considered to be a condition related to blindness, visual impairment, specific learning disability or other physical condition in which the student requires an alternative or specialized format (i.e., Braille, Large Print, Audio, Digital text) in order to access the content. While this defines a print disability, not all students with disabilities will require AIM.

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LEGAL OBLIGATIONS

Several federal mandates require districts to provide AIM to eligible students with disabilities, including:

Individuals with Disabilities Education Act (IDEA) of 2004

- ◆ Ensures students with disabilities have access to the general education curriculum and receive a free, appropriate public education (FAPE) in the least restrictive environment (LRE).
- ◆ Ensures students with disabilities who need instructional materials in accessible formats receive those materials in a timely manner, regardless of eligibility under the Copyright Act of 1931 as amended.
- ◆ Adopts the National Instructional Materials Accessibility Standard (NIMAS).

Section 504 of the Rehabilitation Act

- ◆ Protects the civil rights of individuals with disabilities in any program or activity receiving federal funds.

Americans with Disabilities Act (ADA)

- ◆ Protects civil rights and serves as a national mandate to fully integrate individuals with disabilities into the mainstream.

ASSESSMENT TOOLS TO ASSIST IN THE DECISION MAKING PROCESS

The Student, Environment, Task and Tools (SETT) Framework is a four part model intended to promote collaborative decision-making. The SETT framework considers access to AIM within the context of an assessment framework that identifies students' needs and capabilities, educational environments, specific tasks the student is engaged with in the classroom, and the tools the student needs to access textbooks and related core materials. The SETT framework offers a flexible assessment tool to assist teams with identifying concerns, and links to other tools. The AIM Navigator collects all decisions and creates a summary that can be printed or saved to a local computer.

http://www.joyzabala.com/Handouts_for_Download.html

The AIM Navigator facilitates the process of decision-making in regards to the four major decision points in the process: 1) determination of need, 2) selection of format(s), 3) acquisition of formats, and 4) selection of supports for use. The AIM Navigator provides extensive support for decision-making at each point by providing guiding questions, resources, and links to other tools. The AIM Navigator collects all decisions and creates a summary that can be printed or saved to a local computer.

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

The AIM Explorer is a free downloadable simulation tool that combines grade-leveled digital text with access features common to most text readers and supported reading software. Settings for magnification, colors of text and background, text-to-speech (synthetic and human), text highlighting, and layout options can be manipulated to help educators, families, and struggling readers decide ways in which these supports can be configured to help with access to and understanding of text. The AIM Explorer collects information and prepares a summary that can be printed or saved to a local computer.

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

DECISION-MAKING TEAM CONSIDERATIONS

The most effective way to consider issues related to the provision of accessible instructional materials (AIM) is through the use of four major decision points.

The decision-making team should specify the following:

- ◆ Establish need for instructional materials in specialized formats
 - ◇ The decision making team determines if the student:
 - ◇ can gain information from standard print-based instructional materials used across the curriculum by all students,
 - ◇ requires accessible, specialized-format versions of printed textbooks and printed core materials (AIM) or
 - ◇ needs modified content or alternative materials
- ◆ Select specialized format(s) needed by the student for access to the curriculum
 - ◇ List the print materials that are used across the curriculum,
 - ◇ Consider the instructional context in which they are used,
 - ◇ Select which formats the student needs, and
 - ◇ Determine which materials are needed in the selected formats.
 - ◇ Document the need for AIM in the student's Individualized Education Program or 504 Plan.
- ◆ Initiate State Educational Agency and/or Local Education Agency defined steps to acquire needed formats in a timely manner
 - ◇ Use the Acquisition Flow Charts to determine sources for acquiring AIM
 - ◇ Not all students meet criteria to receive materials from each of the different sources
 - ◇ Students may need more than one specialized format and may need materials from more than one source.
- ◆ Determine supports needed for effective use for educational participation and achievement
 - ◇ What technology may be needed for the student to use the materials effectively?
 - ◇ What training for the student, educators, and family may be needed?
 - ◇ What instructional strategies may be needed?
 - ◇ What support services may be needed?
 - ◇ What accommodations and/or modifications may be needed?

COPYRIGHT

Not all students will meet criteria under the Copyright Act of 1931 as amended. This does not, however, negate the school's obligation to provide the materials. Documentation is essential to ensure compliance with copyright laws. Districts are encouraged to develop procedures to track distribution and use of accessible instructional materials. Specialized formats are intended for eligible students. It is illegal to distribute these formats to students who are not eligible without publisher permission, regardless of whether they would be beneficial.

Additional information regarding copyright law can be obtained at www.loc.gov/nls/eligible/html

Districts are advised to seek advice from their legal counsel regarding copyright law and student eligibility.