

# Accessible Educational Materials in Transition Planning

NTACT-C Capacity Building Institute 2023

May 17, 2023

# Our Accessibility Commitment

- Perceivable
  - Alt text on images
  - High color contrast
  - Readable font
  - Video with closed captions
- Operable
  - Distinct slide titles
  - Shortened links with descriptive back-halves
- Understandable
  - Clear structure and layout
  - Consistent formatting
  - Effective use of images
- Robust
  - Checked for accessibility using the accessibility checker built into PowerPoint and manual review

# Presenter



Cynthia Curry, CAST Director of Technical Assistance  
Principal Investigator & Project Director, National AEM Center

# Goals

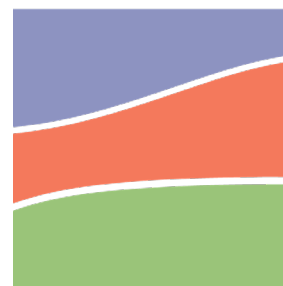
Participants will:

1. Understand the importance of including the provision and use of accessible educational materials (AEM) in transition plans.
2. Receive resources for building SEA-LEA coordinated systems for the provision of AEM for all learners who need them.

# About the National Center on Accessible Educational Materials at CAST (National AEM Center)

# Goal of the National AEM Center at CAST

To build the capacity of states, districts, and other agencies to provide and support the use of high-quality accessible educational materials (AEM) and accessible technologies – in a timely manner - for all learners who need them from PreK-12 to postsecondary.



**National Center on  
Accessible  
Educational  
Materials**

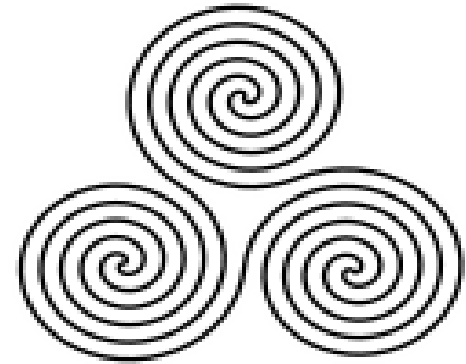


# Seamless Transitions



# Three Tiers of Technical Assistance (TA)

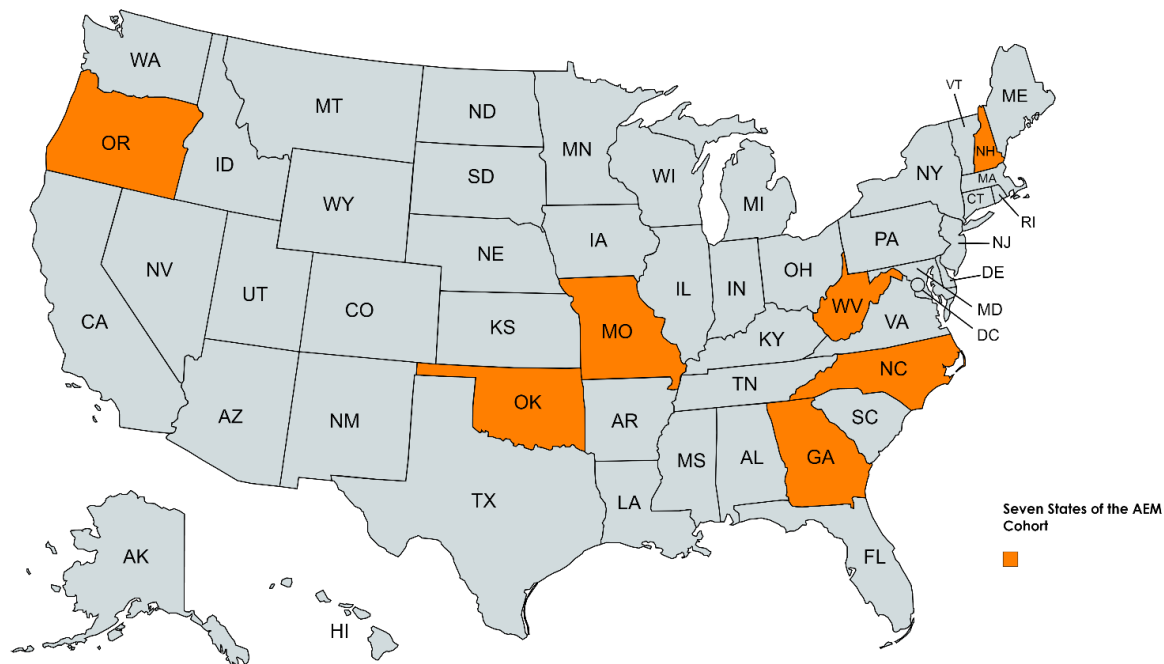
- **Universal TA**  
Our website, publications, webinars, online learning modules, podcast, etc.
- **Targeted TA**  
Products and services targeted at early learning, higher ed, and workforce development
- **Intensive TA**  
Continuous, ongoing TA for seven states in the AEM Cohort to inform changes in policy, program, practice, and operations in state education agencies and local education agencies (SEAs and LEAs).





# States of the Intensive TA AEM Cohort

- Georgia
- Missouri
- New Hampshire
- North Carolina
- Oklahoma
- Oregon
- West Virginia



Created with mapchart.net

# Goal of the AEM Cohort

- Each state will have a coordinated system for providing AEM and accessible technologies from early learning through postsecondary education.
- To reach this goal the AEM Center is providing two tiers of TA
  - **Intensive TA** for each state's K-12 AEM Leadership Team
  - **Targeted TA** for each state's AEM Interagency Collaborative
    - Early Childhood
    - Higher Ed
    - Workforce Development

# Developing a Shared Understanding of AEM

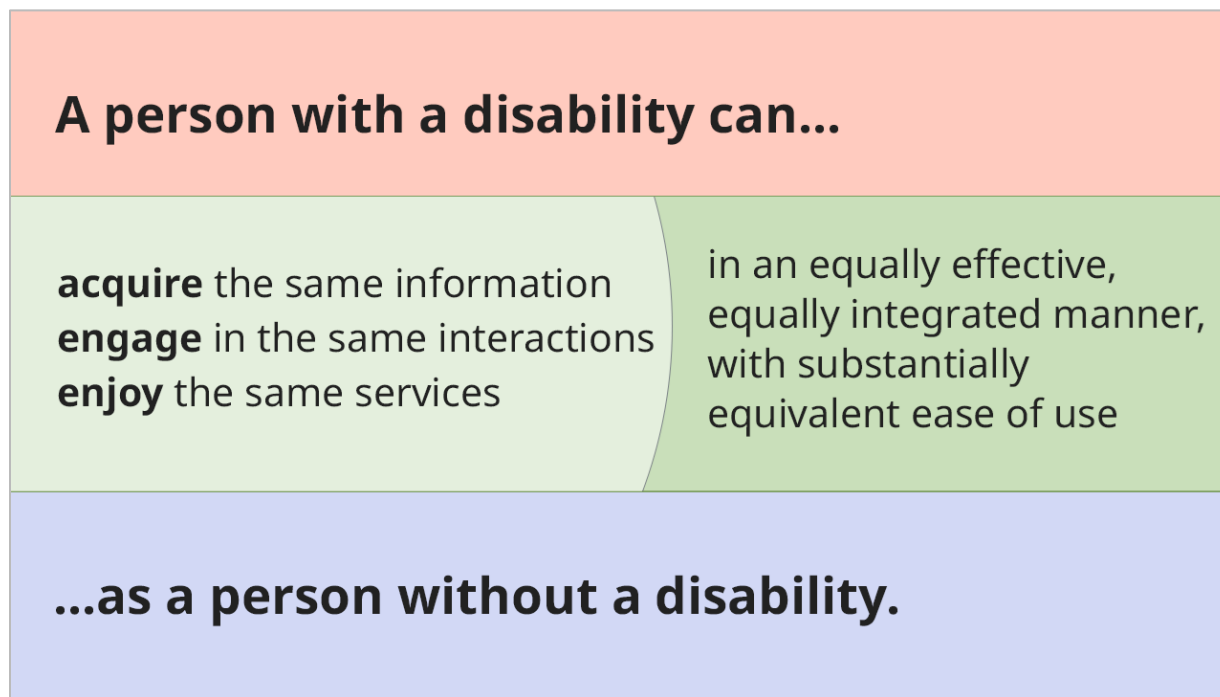
# Voices from Learners

What do you wish people  
knew **about accessibility?**

[bit.ly/EDGames-Student-Panel](https://bit.ly/EDGames-Student-Panel)

# “Accessible”

**Accessibility** is shaped by what we need to do, our interactions with the environment, and our personal preferences.



U.S. Department of Education & U.S. Department of Justice, 2010

# Tyler's science book



[bit.ly/Tyler-AEM](https://bit.ly/Tyler-AEM)

# How Accessibility Works

## Material

Information or content of the curriculum.



## Assistive Technology (AT)

Hardware or software used by students with disabilities that is matched to their functional needs (e.g., physical, sensory, learning).

## Technology

Hardware or software that delivers the material to learners. Technology is accessible when **directly usable without AT** or **made usable with AT**.

# How Accessibility Works for Tyler

## Material

Digital science book



## Technology

iBook (laptop) and  
digital book platform

## Assistive Technology (AT)

VoiceOver screen reader



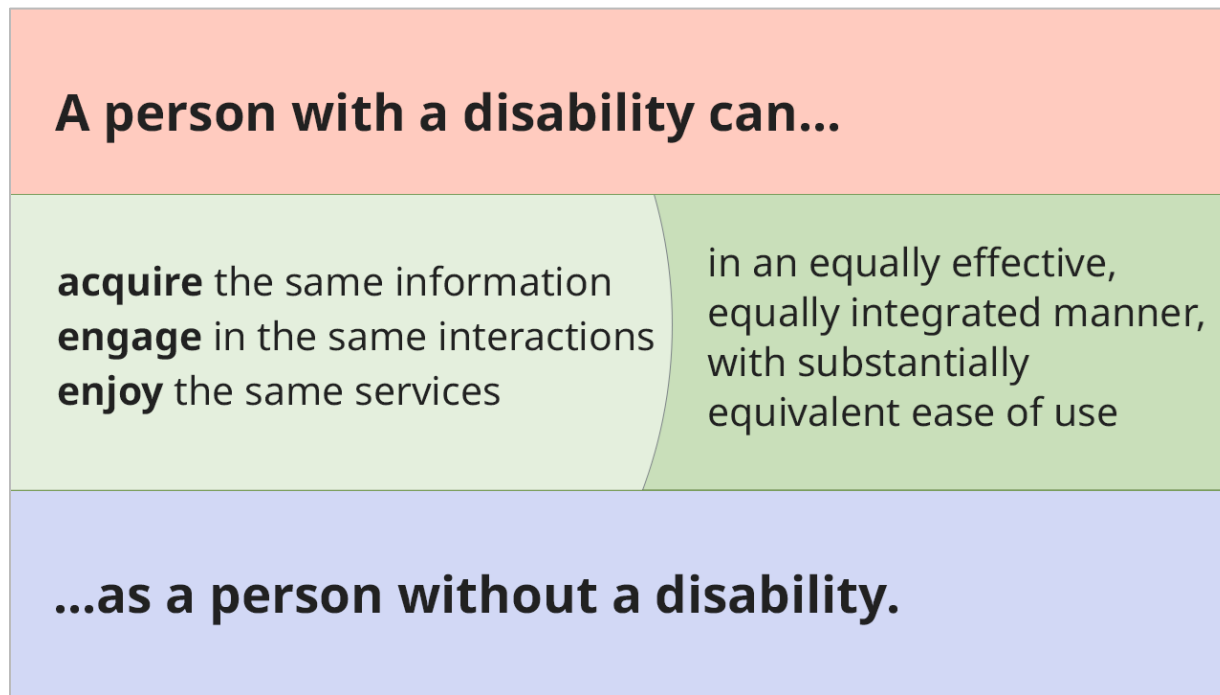
# “Accessible Educational Materials (AEM)”

**Accessible educational materials (AEM)** are print- and technology-based educational materials, including printed and electronic textbooks and related core materials that are designed or enhanced in a way that makes them usable across the widest range of learner variability, regardless of format (e.g., print, digital, graphic, audio, video).

AEM include “accessible formats” as defined under U.S. copyright law.

# Another Look at “Accessible”

**Accessibility** is shaped by what we need to do, our interactions with the environment, and our personal preferences.



U.S. Department of Education & U.S. Department of Justice, 2010

# AEM in Postsecondary

# AEM-Related Postsecondary Accommodations

- Alternative formats of print and inaccessible digital materials (textbooks, course packets, faculty-created materials)
- Alternative formats of print and inaccessible digital exams
- Extended time on exams



# AEM-Related Tools for Increasing Student Independence in Postsecondary

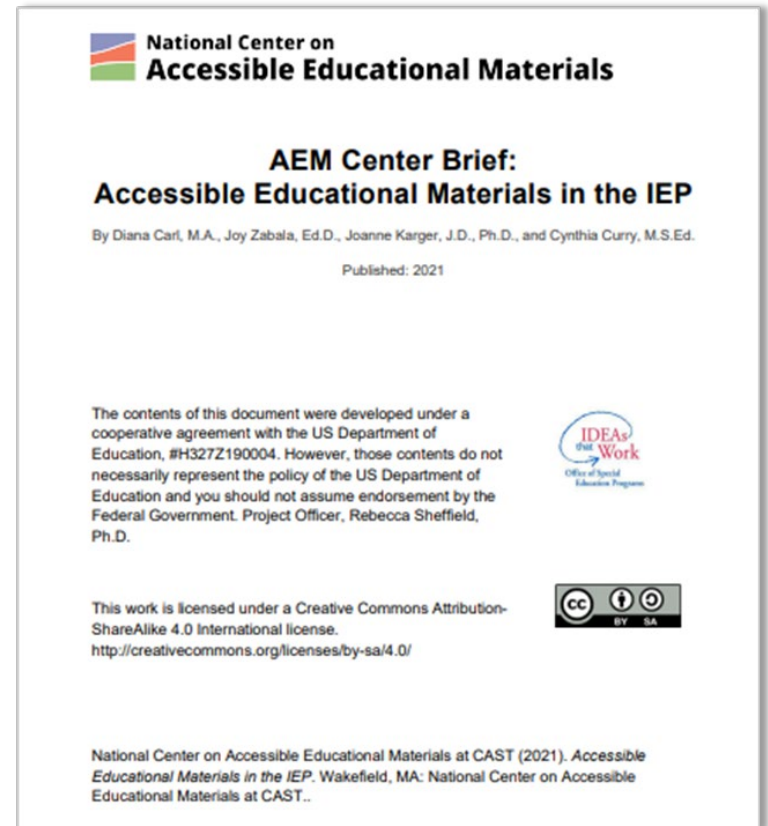
- Individual memberships with Bookshare and Learning Ally
- Accessible digital versions of textbooks and course materials from commercial sources (Amazon, Audible, VitalSource, the college bookstore)
- Optical Character Recognition (OCR) apps

# Preparing Students for Postsecondary Independence with AEM

# Set High Expectations and Provide AEM to Reach Them

- Ensure IEP goals are aligned with challenging academic content standards for the grade in which a student is enrolled.
- Provide AEM for all general ed classes to minimize barriers for reaching those goals.

[bit.ly/AEM-IEP](https://bit.ly/AEM-IEP)



# Give Students an Active Role in AEM-Related Decisions

Students:

- Conduct trials of formats and features
- Have input on related goals and services
- Be empowered to self-evaluate and communicate effectiveness over time
- Actively contribute to AEM in transition plans and their SOP



# Provide (lots of) Opportunities to Use AEM

- Purposes
- Content areas
- Environments
- Materials
- Technologies



# Give Students a Record of AEM Use

- IEP
  - Make clear the connection between the need for AEM and annual goals.
- SOP
  - Make the need for AEM explicit in the Summary of Performance, Recommendations, and Student Input.

# AEM in the Summary of Performance (SoP)

# NATIONALLY ENDORSED\* SUMMARY OF PERFORMANCE TEMPLATE

This template was developed by the National Transition Documentation Summit © 2005 including representation from the Association on Higher Education and Disability (AHEAD), the Council for Exceptional Children's Division on Career Development and Transition (DCDT), and Division on Learning Disabilities (DLD), the National Joint Committee on Learning Disabilities (NJCLD), the Learning Disability Association (LDA) and the National Center on Learning Disabilities (NCLD). It was based on the initial work of Stan Shaw, Carol Kochhar-Bryant, Margo Izzo, Ken Benedict, and David Parker. It reflects the contributions and suggestions of numerous stakeholders in professional organizations, school districts and universities particularly the Connecticut Interagency Transition Task Force. It is available to be freely copied or adapted for educational purposes.

## Part 1: Background Information

**Student Name:** \_\_\_\_\_ **Date of Birth:** \_\_\_\_\_ **Year of Graduation/Exit:** \_\_\_\_\_

**Address:** \_\_\_\_\_  
 (Street) (Town, state) (Zip code)

**Telephone Number:** \_\_\_\_\_ **Primary Language:** \_\_\_\_\_

**Current School:** \_\_\_\_\_ **City:** \_\_\_\_\_

**Student's primary disability (Diagnosis):** \_\_\_\_\_

**Student's secondary disability (Diagnosis), if applicable:** \_\_\_\_\_

**When was the student's disability (or disabilities) formally diagnosed?** \_\_\_\_\_

**If English is not the student's primary language, what services were provided for this student as an English language learner?**

**Date of most recent IEP or most recent 504 plan:** \_\_\_\_\_ **Date this Summary was completed:** \_\_\_\_\_

**This form was completed by: Name:** \_\_\_\_\_ **Title:** \_\_\_\_\_



# Sections of the SOP Model Template

1. Background
2. Postsecondary Goals
3. Summary of Performance
4. Recommendations
5. Student Input

# Sections of the SOP Model Template for Including AEM

1. Background
2. Postsecondary Goals
3. Summary of Performance
4. Recommendations
5. Student Input

# Summary of Performance: Academic Area

ACADEMIC CONTENT AREA	Present Level of Performance (grade level, standard scores, strengths, needs)	<u>Essential</u> accommodations, assistive technology, or modifications utilized in high school, and why needed.
<b>Reading</b> (Basic reading/decoding; reading comprehension; reading speed)		Materials provided in accessible formats  Exams provided in accessible formats
<b>Math</b> (Calculation skills, algebraic problem solving; quantitative reasoning)		
<b>Written Language</b> (written expression, spelling)		
<b>Learning Skills</b> (class participation, note taking, keyboarding, organization, homework management, time management, study		

# Recommendations

## Part 4 – Recommendations to assist the student in meeting postsecondary goals

Suggestions for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services to enhance access in the following **post-high school** environments (only complete those relevant to the student's postsecondary goals).

<b>Higher Education or Career-Technical Education:</b>	<i>Be specific about suggestions for AEM-related accommodations</i>
<b>Employment:</b>	
<b>Independent living:</b>	
<b>Community participation:</b>	



# Student Perspective

## **SUMMARY OF PERFORMANCE: STUDENT PERSPECTIVE**

- A. How does your disability affect your schoolwork and school activities (such as grades, relationships, assignments, projects, communication, time on tests, mobility, extra-curricular activities)?
- B. In the past, what supports have been tried by teachers or by you to help you succeed in school (aids, adaptive equipment, physical accommodations, other services)?
- C. Which of these accommodations and supports has worked best for you?
- D. Which of these accommodations and supports have not worked?
- E. What strengths and needs should professionals know about you as you enter the postsecondary education or work environment?

# Build Your SEA-LEA Capacity for Providing AEM

# AEM Quality Indicators

1. A Coordinated System
2. Timely Manner
3. Written Guidelines
4. Learning Opportunities
5. Data Collection
6. Data Use
7. Allocation of Resources



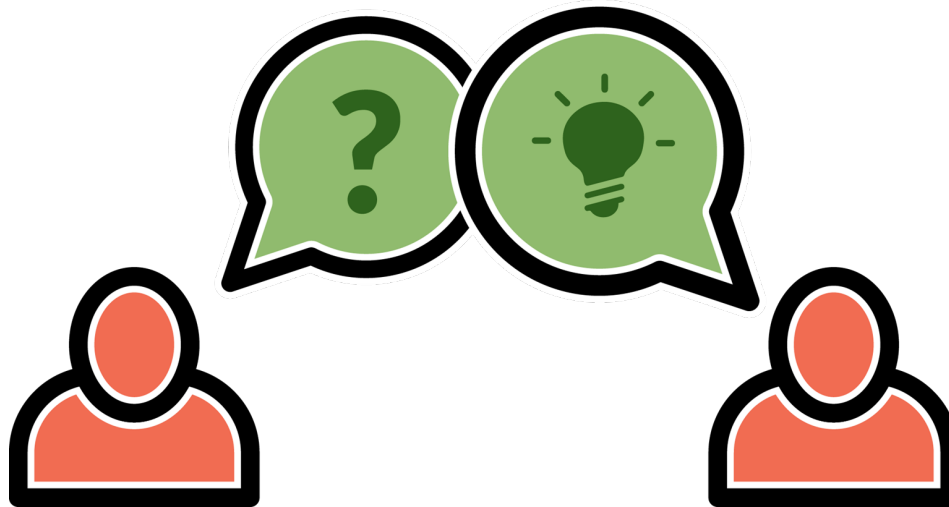
# Tools for Implementing the Quality Indicators

- AEM Quality Indicators with Critical Components for K-12
- Study Guide
- Innovation Configuration
- AEM Pilot

[bit.ly/QI-K12](https://bit.ly/QI-K12)



# Q&A



# Additional AEM Center Resources

# AEM Café

## Grab a monthly cup of TA!

Every first Thursday of the month from 1:00–2:00 pm PT / 4:00–5:00 pm ET, we focus on a topic, share some little-known resources from the AEM Center, and the rest is up to you.

Register: [bit.ly/AEM-Cafe-register](https://bit.ly/AEM-Cafe-register)



# Multimedia Resources

- **Podcast:** *The Accessible Learning Experience*
  - Available on all major podcast platforms as well as on CAST's accessible player with interactive transcript
- **Video series:** *Accessible Learning Across the Lifespan*
  - Intro to Accessibility
  - Features We Can Start Using Today
  - Designing for Accessibility from the Beginning
  - People with Disabilities in the Workforce



[bit.ly/accessible-learning-podcast](https://bit.ly/accessible-learning-podcast)



[bit.ly/accessible-learning-videos](https://bit.ly/accessible-learning-videos)



# Select & Purchase Accessible Materials

- Vetting for Accessibility  
[bit.ly/AEM-vetting](https://bit.ly/AEM-vetting)
- Communicating with Vendors  
[bit.ly/AEM-vendors](https://bit.ly/AEM-vendors)
- Understanding the VPAT  
[bit.ly/AEM-VPAT](https://bit.ly/AEM-VPAT)

# Accessible Design

- Design for Accessibility  
[bit.ly/AEM-design](http://bit.ly/AEM-design)
- Websites  
[bit.ly/AEM-websites](http://bit.ly/AEM-websites)
- Documents  
[bit.ly/AEM-docs](http://bit.ly/AEM-docs)
- Video  
[bit.ly/AEM-create-video](http://bit.ly/AEM-create-video)
- Math  
[bit.ly/AEM-create-math](http://bit.ly/AEM-create-math)
- EPUB  
[bit.ly/AEM-EPUB](http://bit.ly/AEM-EPUB)
- Social Media  
[bit.ly/AEM-social-media](http://bit.ly/AEM-social-media)

# Teaching & Learning with Accessible Materials

- Teach with Accessible Video  
[bit.ly/AEM-videos](https://bit.ly/AEM-videos)
- Teach with Accessible Math  
[bit.ly/AEM-math](https://bit.ly/AEM-math)
- Personalize the Reading Experience  
[bit.ly/AEM-reading](https://bit.ly/AEM-reading)
- Personalize the Writing Experience  
[bit.ly/AEM-writing](https://bit.ly/AEM-writing)

# Systems & Capacity-building

- Quality Indicators for Providing AEM & Accessible Technologies  
[bit.ly/AEM-QIs](https://bit.ly/AEM-QIs)
- AEM Pilot for the Quality Indicators for K-12  
[bit.ly/AEM-Pilot](https://bit.ly/AEM-Pilot)
- Online Learning Series  
[bit.ly/AEM-modules](https://bit.ly/AEM-modules)


# Stay Connected. Contact us.


 Twitter: @CAST\_UDL

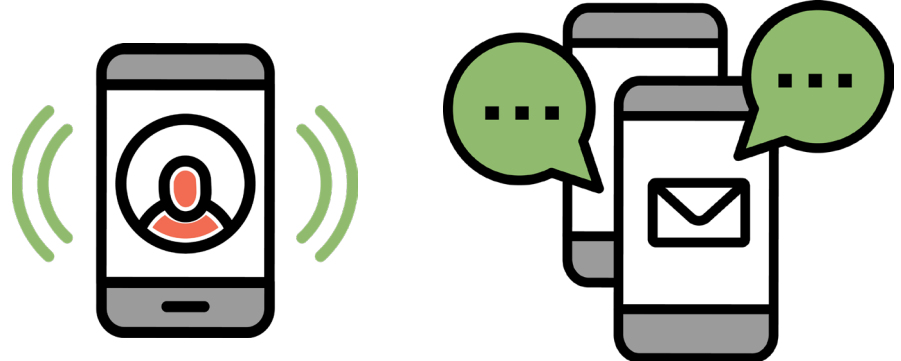
 Facebook: @CASTUDL

 Email: [aem@cast.org](mailto:aem@cast.org)

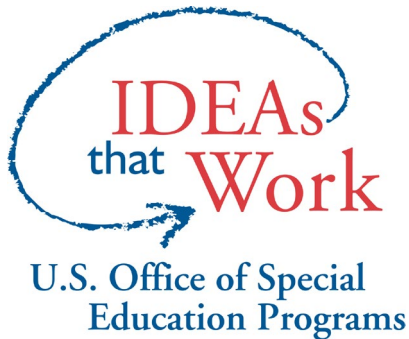
 Website: [aem.cast.org](http://aem.cast.org)

 Phone: 781-245-2212

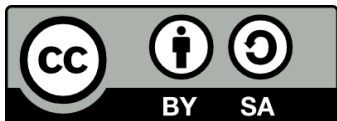
 Address:  
50 Salem St  
Suite 303, Building B  
Lynnfield, MA 01940



# Disclaimer



The contents of this slide deck were developed under a cooperative agreement with the U.S. Department of Education, #H327Z190004. However, those contents do not necessarily represent the policy of the U.S. Department of Education and you should not assume endorsement by the Federal Government, Project Officer, Rebecca Sheffield, Ph.D.



Content created by the National AEM Center is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License (CC BY-SA 4.0).

# Photo Credits – Slide 7

- [Image by Governor Tom Wolf](#) used under a CC BY 2.0 license
- [Image by John Guthrie](#) used under a CC BY 3.0 license
- [Image by Tulane Public Relations](#) used under a CC BY 2.0 license
- [Image by SoundTransit](#) used under a CC BY-NC-ND 2.0 license

# Photo Credits – Slide 20

- [Image by StartupStockPhotos/122](#) used under a Pixabay License



Please take a moment to submit your session  
**Quick Reaction**

