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# ROADBLOCKS TO USING AIMS

WHAT ARE THEY AND HOW DO WE REMOVE THEM?



**Accessible Instructional Materials**

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# TOOLS FOR LIFE

## GEORGIA'S FEDERAL AT ACT PROGRAM

- TFL developed Georgia's Plan for AT
- We serve individuals of all ages & all disabilities in Georgia
  - Over 50,000 thru various activities throughout the year
- TFL Network
  - Assistive Technology Resource Centers
  - Lending Libraries
  - Training and Demonstrations
  - AT Reuse
  - AT Funding Education/Assistance and Resources
- Online Resources
  - [www.gatfl.org](http://www.gatfl.org) - 12,000 unique visitors a month



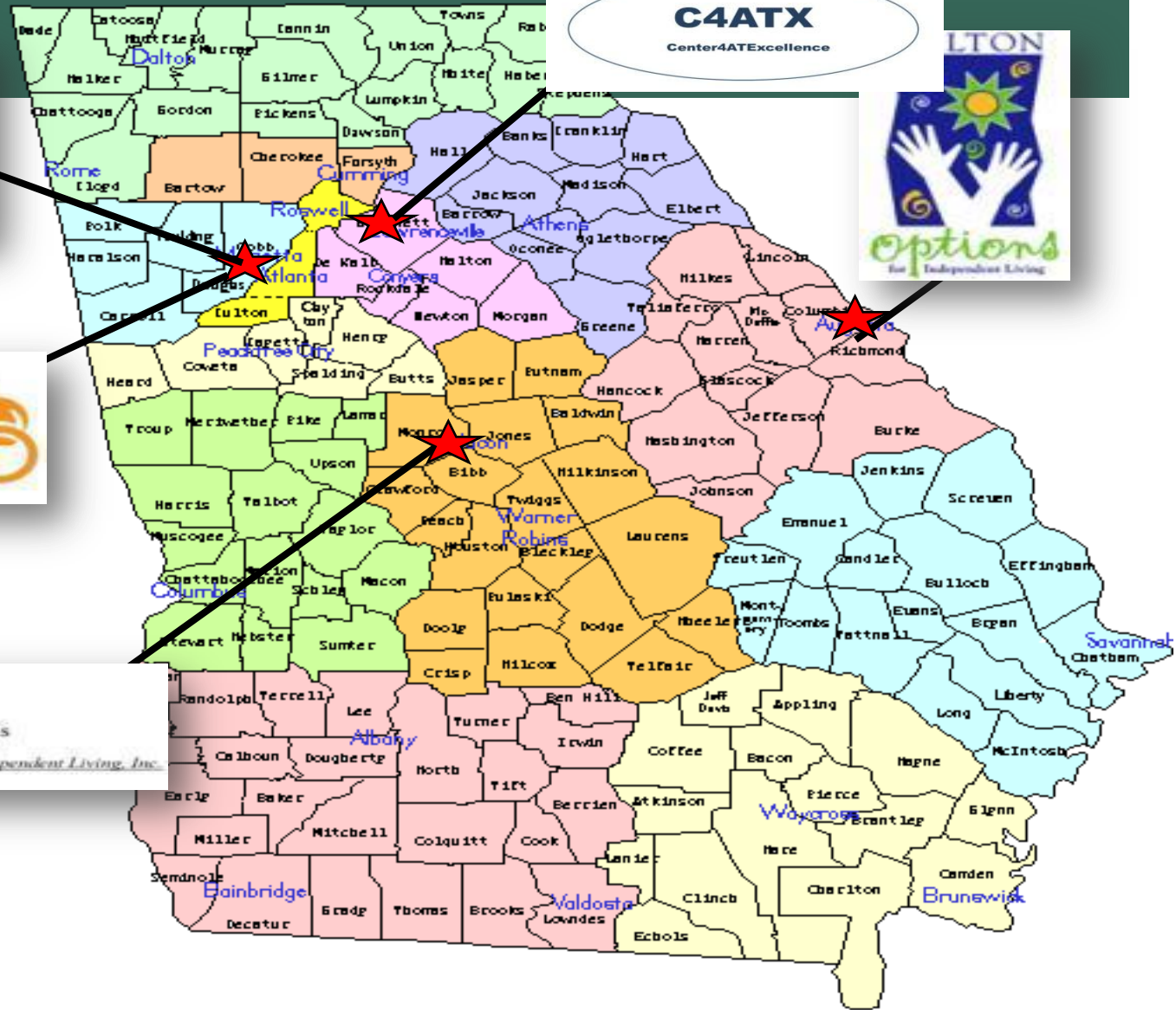
# TOOLS FOR LIFE MISSION

We're here to help Georgians with disabilities gain access to and acquisition of assistive technology devices and assistive technology services so they can live, learn, work, and play independently in the communities of their choice.



# Tools for Life Network

- AT Lending Library
- AT Evaluations & Training
- AT Demos
- Resource and Assistance
- AT Funding Assistance
- DME Reuse





AMAC Accessibility is a social change organization on a mission to create affordable services for governmental, private and non-profits organization working with individuals with disabilities. Services include e-text, braille, captioning, assistive technology, office management software and consulting.



# Accessibility Made Smart

AMAC creates practical solutions that work, with a focus on utility, ease of use, and high quality.

- **Accessibility Consulting** focuses on organizational accessibility needs with evaluation, technical assistance, customer support, and website accessibility solutions.
- **Braille Services** produces customized projects from both print materials and electronic text including partial books and chapters or graphics only using cutting-edge technology.
- **Captioning Services** makes classrooms, meetings, labs and other audio environments fully accessible for deaf or hard-of-hearing.
- **Professional E-Text Producers** provide high-quality e-text in many formats such as PDF, DOC, DAISY, and HTML.
- **Certified Assistive Technology team** provides on-site and remote assessments, demonstrations, training and technical assistance for education, work, and daily living environments.

For more information, please visit our website at [www.amacusg.org](http://www.amacusg.org)



# ACCESSIBLE INSTRUCTIONAL MATERIALS – WHY?

## Why? Legal Mandates for AIMS

- **ESEA** Elementary and Secondary Education Act
- **NCLB** No Child Left Behind
- **IDEA** Individuals with Disabilities Education Improvement Act 2004
  - Both require state and local education agencies to ensure that all students, including those with disabilities receive the supports and services they need to access, participate, and achieve in the general education curriculum.
  - Requirement to provide AIMS - Individuals with Disabilities Education Act of 2004 Requires that State Education Agencies (SEAs) and/or Local Education Agencies (LEAs) "will provide instructional materials to blind persons or other persons with print disabilities in a timely manner" (Part B, Sec. 612(a)(23)(B) and Sec. 613(a)(6)(B)).

# ACCESSIBLE INSTRUCTIONAL MATERIALS – WHY?

## Why? Legal Mandates for AIMS

- **ADA** Section 504 of The Rehabilitation Act of 1973 Funding recipients must provide "auxiliary aids to qualified students who have disabilities", and the Office of Civil Rights, United States Department of Education, has determined that Section 504 at 34 C.F.R. § 35.160 (Communication): "...in this context to mean the transfer of information, including (but not limited to) the verbal presentation of a lecturer, the printed text of a book, and the resources of the Internet.

# ACCESSIBLE INSTRUCTIONAL MATERIALS

## **Chafee Amendment to U.S. Copyright Law**

- 1996 Amendment to the copyright law (17 U.S.C. §121 [1]). This enables nonprofit organizations or governmental agencies to provide alternative accessible copies of previously published nondramatic literary works in specialized formats exclusively for use by blind or other persons with disabilities.
- Amended again in 2004 by IDEA to include large print textbooks.

# ACCESSIBLE INSTRUCTIONAL MATERIALS – WHO?

## Who? Qualifying Students for AIMS

- For students with disabilities who qualify for special education services, **the IEP team** is responsible for determining the need for accessible instructional materials.
  - **NIMAS Criteria:** Physical Disability, Visual Impairment/Blindness, Organic Print Disability certified by a competent authority
- For students with disabilities who do not qualify for special education services but who qualify for accommodations under a Section 504 Plan, **the Student Support Team** is responsible for determining the need for accessible instructional materials.

# ACCESSIBLE INSTRUCTIONAL MATERIALS –WHAT?

- **What?**
  - **Braille**
  - **Large Print**
  - **Digital Format – PDF and DAISY**
  - **Audio Recording**
  - **Closed Captioning**

# THE SURVEY

- **44 Participants from 18 Local Systems (Central Georgia)**
- **Small sample, but representative percentages of participants\***
  - **Special Ed Teachers (67%)**
  - **Gen Ed Teachers (4%)**
  - **Administrators (15%)**
  - **AT Specialists (17%)**

\* Some respondents fulfill more than one role



# ROADBLOCKS: LACK OF KNOWLEDGE

**How does your school system determine student eligibility for accessible instructional materials (AIMS)?**

**Almost 70% were not aware of their district having a policy about AIMS**

- If we have a policy I am not aware of it (54%)
- We have a policy in place based upon NIMAS criteria (18%)
- We use a diagnostic tool (18%)
- We do not have a defined policy (15%)

## ROADBLOCKS: LACK OF KNOWLEDGE

- **Who qualifies students for accessible instructional materials (AIMS)?**
- **Over 60% were not aware if there was someone in the district who qualified students for AIMS.**
  - If we have a staff member in this role, I am not aware of it (51%)
  - One person in our district serves as our "expert" (32%)
  - Our district does not have staff charged with qualifying students for AIMS (12%)
  - Our district has a "go-to" expert outside of the school system who qualifies students for AIMS (3%)
  - Each student must go to their own Doctor/expert to get qualified for AIMS (3%)

# ROADBLOCKS: LACK OF KNOWLEDGE

## Where does your system obtain accessible instructional materials?

- I don't know (68%)
- Bookshare (25%)
- GA Instructional Materials Center (23%)
- Learning Ally (9%)
- Other (7%)
  - Teacher obtains large print books
  - APH
  - We make products weekly (scan textbooks)

## ROADBLOCKS: LACK OF KNOWLEDGE

**How do you obtain accessible instructional materials? 66% do not know their district's plan for obtaining AIMS.**

- I don't know what our system's plan is for obtaining AIMS (55%)
- One person in our district orders all materials (24%)
- Individual students are provided with technology tools to allow them to access AIMS (24%)
- Materials in E-text formats are available to students at school (21%)
- Materials in E-text formats are available to students at home (18%)
- The system provides alternative materials for students who do not qualify for AIMS (15%)
- Our system does not have a plan for obtaining AIMS (12%)
- Someone at each building orders materials (9%)

# PREPARATION OF TEACHERS

## How are teachers in your system prepared to use AIMS?

- Don't know, not aware of any preparation (41%)
- Our teachers have not received specific training in the use of AIMS or the technology (29%)
- Teachers are trained in the use of technology needed to access AIMS (24%)
- Teachers understand their legal responsibility for providing AIMS (18%)
- Our teachers do not recognize the need for AIMS (15%)
- Students use AIMS without teacher support (12%)
- Teachers are able to facilitate the use of AIMS at the point of instruction (12%)
- Our teachers are overwhelmed by technology so they do not use AIMS (3%)

# ROADBLOCKS: ADMINISTRATIVE SUPPORT

- How does the Administration support the use of AIMS?
- I don't know (53%)
- Our administrators do not speak about accessible instructional materials (19%)
- Our system embraces universal design for learning and provides curriculum in multiple formats accessible to all students (16%)
- Administration expects teachers to make use of AIMS in class (13%)
- Building level administrators know what to look for when observing teachers using AIMS (13%)
- Other (3%)
  - We address/support needs as they are indicated in a student's IEP.
  - We need more training...



## ROADBLOCKS: OTHER ISSUES

- **What are the most significant barriers in your system to the implementation of AIMS? Please rank with 1 being most significant and 10 as least significant.**
- **Most significant barriers (frequency of ranking as one of top 3 barriers):**
  - Lack of teacher awareness of how AIMS could help students (58%)
  - Need for more teacher training (57%)
  - Limited Funding (46%)
  - Lack of information about AIMS (45%)

# REMOVING ROADBLOCKS!!

- **Clear District Policy**
- **Teacher Training**
  - **What the Legal Mandates Are**
  - **How to Incorporate AIMS into Instruction and Empower Independence**
  - **Using AT Tools**
- **Administrative Support – Encouragement and Accountability**
  - **What Administrators should see happening**
- **Technology Support – Technology at the Point of Instruction**

## ROADBLOCKS: OTHER ISSUES?



# COMMENTS & QUESTIONS?

