Accessible Instructional Materials: Books for Georgia Students

Georgia Department of Education
Divisions for Special Education Services and Supports
1870 Twin Towers East
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Session goals

• Increase participant knowledge of accessible book formats and how to find them
• Increase participant knowledge of the players (software and hardware) that can read them
• Update participants on current GIMC policies and services
• Brainstorm how the GIMC can partner with systems to get local school staff more informed about the need and availability of AIMs.
  – Get the need for AIMs documented appropriately in the IEP
  – Get students registered and receiving materials from the GIMC
• Answer participant questions
Legal References & Definitions

• 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)).
• Requirements to provide AIMS (cont.)
  – 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."
• Blind persons or other persons with print disabilities
Legal References & Definitions

• 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.
Legal References & Definitions

• Accessible Instructional Materials (AIMs)
  – Accessible Instructional Materials include specialized and alternate formats of curricular content that can be used by and with print-disabled learners.
  – **Specialized Formats**
    • Formats which do not alter or modify the content of the original printed material.
      – Braille
      – Large Print
      – Audio
      – Electronic Text formats - PDF and DAISY
        • ePUB?
Legal References & Definitions

• Accessible Instructional Material (continued)
  – Alternate Formats
    • Formats which substantially modify the content of printed materials.
      – Books with modified vocabulary or reading level.
      – Books with communication symbols.
      – Functional books adapted for students with severe intellectual deficits.
    – Contact Kayse Harshaw at [kharshaw@doe.k12.ga.us](mailto:kharshaw@doe.k12.ga.us) for more information
Eligibility, Certification, and Documentation

• Determining Eligibility
  – In order for a student who is blind or has other print disabilities to be determined eligible for accessible instructional materials, the student’s eligibility must be certified by a competent authority.
Eligibility, Certification, and Documentation

• Competent Authority
  – In the cases of blindness, visual disability, or physical limitations “competent authority” is defined to include doctors of medicine, doctors of osteopathy, ophthalmologists, optometrists, registered nurses, therapists, and professional staff of hospitals, institutions, and public or private welfare agencies. (36 CFR 701.6(b)(2)).
  – In the case of a reading disability from organic brain dysfunction, “competent authority” is defined as doctors of medicine or osteopathy who may consult with colleagues in associated disciplines.
Eligibility, Certification, and Documentation

• **Eligibility Form**
  – The LEA can use any documentation that states that the student has an eligible print disability and is signed by a competent authority.
  – A suggested form is available on the GIMC website [www.gimc.org/forms.htm](http://www.gimc.org/forms.htm)#Miscellaneous.
  – This form, as well as any other documentation does not have to be provided to agencies providing AIMs but must be kept on file by the LEA.

• **Students who have the print disability documented in the IEP, but who do not have that disability certified may be registered with the GIMC, but it must be understood that the availability of materials may be limited.**
Which Format?

• The appropriate specialized format is determined by considering the student’s immediate and near future learning strengths and needs.
• GPAT Consideration checklist, SETT framework and Learning Media Assessment (LMA) are common instruments, along with local products.
• It is common for a student to require different formats and different means to access the format for different tasks in different environments. Provide more than one format for trial or regular use!
• Obtaining AIMS Flowchart on GIMC.org website: http://gimc.org/Misc.%20documents/Obtaining%20AIMs%20basic%20flowchart%20revA.pdf
Which Format?

• The specialized format is determined by the student’s team.
• It is common for a student to require different formats and different means to access the format for different tasks in different environments.
• Team must approach the question from a feature match perspective:
  – What are the student’s learning strengths and challenges?
  – What tasks are to be completed – what type of reading?
  – What are the current and near future needs?
  – What tools has the student used in the past? Still applicable?
  – What environmental factors are involved –support, power, access?
  – What media format(s) will meet task and skill?
DAISY vs. PDF

DAISY is a text-based file
- Left aligned, but all text and images can be included
- Access software layers on nicely because it is text based
- Uses markup for greater navigation options
- Customized presentation: font size and style, set margins
- Text to speech with word by word /spot

PDF is an image file
- Page alike image so closely resembles original
- OCR’d so text can be accessed
- Markup only for navigation by Page #. Can use Find and Bookmarks
- Image file provides Zoom...
- Most software reads from clipboard, “advanced reading aids” may provide highlighting in document
Mars is the fourth planet from the sun. It is nicknamed the "Red Planet" for the reddish color dust in its atmosphere and the red-brown sand on its surface.

Of all the planets, Mars is most like Earth. For example, the 25° tilt of Mars on its axis is only 3° greater than that of Earth. A day on Mars is only 41 minutes longer than an Earth day. While Mars does take 362 days longer to orbit the sun than Earth, Mars has four seasons. During these seasons, temperatures may range from -90°C to 0°C.

Like Earth, Mars has many varied surface features. These features include deep canyons, large volcanoes, and large craters. Unlike Earth, Mars has two irregularly shaped moons, Phobos, and Deimos.

REVIEW In what ways does Mars resemble Earth?

Like Earth, Mars has many varied landform features, including deep canyons, large volcanoes, and large craters.
Primary Sources of Accessible Textbooks in Georgia

• Electronic Text
  – Currently available without cost from Bookshare.org to eligible registered students.
  – Electronic text (DAISY and PDF) that is not available from Bookshare.org will be provided by the GIMC.

• Audio
  – Available to students or organizations that have a membership with Learning Ally (formerly RFB&D). Currently available without cost to eligible registered students.

• Braille & Large Print
  – Braille and large print are usually provided without cost from the GIMC for eligible registered students.

• LEAs can also produce or purchase AIMs
Sources of Accessible Books

• Based upon your definition of accessible electronic text
  – Publisher provided on-line access
  – Publisher provided books and resources on CD
  – 3rd party providers – AMAC, contract based
  – Membership based ABC, Learning Ally ...
  – Free Resources – Gutenberg.org, ...
  – LEAs can also produce or purchase AIMs
  – CD, download and Cloud
Bookshare

- Bookshare’s textbooks are available in a text based DAISY format.
- All of their textbooks are created using NIMAS files so eligibility is required.

- GIMC book search may indicate an available Bookshare textbook file
- A wide variety of leisure books are also available to all members
- Textbooks are available in two files sizes and with/without images.
- Free reading technology from Bookshare
  - Victor Reader Soft
  - Read:OutLoud 6 Bookshare Edition (Mac and PC)
  - AMIS DAISY Playback Software (PC only) AMIS (Adaptive Multimedia Information System)
  - Other software, hardware and apps listed
Learning Ally

• Learning Ally (formerly RFB&D) books are available on CDs, in an audio DAISY format, and an audio only download. MP3, AudioPlus and Audio Access formats
• They have a very wide range of textbooks and a variety of leisure books.
• Now offering free ReadHear software and apps for devices
• Learning Ally books are created using human readers.
• Students must be eligible for memberships before being able to download or order books on CD
• Books from Learning Ally require a proprietary player or a license key, for hardware or software access.
Reading Technology

• DAISY
  – Dolphin EasyReader 6.01
  – AMIS
  – Read:OutLoud 6 / SOLO
  – Kurzweil
  – ReadHear
  – Etc.....
• Accessible PDF
  – Text readers - Natural Reader and Universal Reader Plus
  – Advanced reading aids
• Portable devices – Classmate Reader, BookPort Plus, Victor..., etc.
• Alternate purpose for software and hardware- Classroom Suite, i products, etc....
The delegates at the Convention disagreed about the way to share power.

After months of debate and many compromises, delegates signed the Constitution.

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THE ARTICLES OF CONFEDERATION

Every government needs a plan. In 1777 the Second Continental Congress approved the Articles of Confederation -- the first plan of government for the United States.

At first, the Articles of Confederation met the needs of the young nation. But its weaknesses soon became obvious.

No Central Government
PACIFIC NORTHWEST

Like Native Americans in other regions, those in the Pacific Northwest used only enough plants and animals to survive. The region was rich in natural resources, so its groups often did not need to farm. The rocky, narrow coastline and offshore islands of this region provided wild plants and fish, especially salmon.

Native Americans used stone axes to cut fir and cedar trees. They hollowed out logs to make canoes as long as 60 feet—perfect for hunting seals and whales in the Pacific Ocean. Logs were also carved into boxes, dishes, spoons, and masks.
Earth's Nearest Neighbors--The Inner Planets

Of the nine planets in the solar system, Mercury, Venus, and Mars are Earth's nearest neighbors. Together, Mercury, Venus, Earth, and Mars are known as the inner planets. The inner planets are the four planets nearest the sun.

The inner planets are often called the Earth-like, or terrestrial planets. Like Earth, each inner planet seems to have a metal center, or core. Surrounding the core is a rocky outer layer. Because they are made of similar materials, the inner planets also have similar densities.

Another feature common to the inner planets is their fairly small sizes. In fact, the inner planets are smaller than all of the other planets in the solar system, except Pluto. Figure 7.31 compares the sizes of the inner planets to those of the other planets in the solar system.

REVIEW What are the inner planets?

Mercury, Venus, Earth, and Mars.
THE OPEN PLAINS

Imagine looking into the distance, seeing only land and blue sky. The Great Plains is a vast, nearly flat region where you can see for miles. The land has powerful winds, blistering summer heat, and cold winters.

Native Americans began to settle on the Great Plains in about 1300. They hunted for food on foot. They used bows and arrows and trapped animals into traps. Some groups farmed near rivers.

Horses Arrive

Native Americans of the Plains, 1700s

By the 1700s, wild horses had spread from the Southwest to the Great Plains. Once tamed, they changed the lives of people there. Men hunted on horseback, and many groups traded with faraway groups. As a result, groups such as the Lakota, Crow, Pawnee, and Cheyenne prospered on the Plains.

Where the Bison Roam

Between 40 million and 100 million bison roamed the Great Plains in the 1700s. They provided food and clothing. Some groups used bison skin to make teepees. Teepees are cone-shaped homes made with long poles covered with animal hides.

Some Plains groups stayed in one place and lived in large earthen lodges. Lodges are homes made of logs covered with grasses, sticks, and soil. A fire in a central fireplace provided heat and light.

QUICK CHECK

Compare and Contrast: In what ways are teepees different from lodges?

Map Skill

204 years were nocked, 4 not in spelling dictionary.
Globes and Maps

From Globes to Maps
Maps have their own language and features which can be challenging to understand. However, as in any foreign language, there are rules and patterns to follow. This unit will help you learn the basics of reading and interpreting maps.

How Map Projections Work
Map projections are mathematical and physical methods used to represent the Earth's spherical surface on a flat surface. There are several types of map projections, each with its own advantages and disadvantages. Understanding the basics of map projections will help you interpret and use maps effectively.

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"
www.gadoe.org
The Effects of Volcanic Eruption

The seemingly minor volcanic eruption of the Icelandic volcano on April 14, 2010 has reminded us all how volcanic eruptions can affect everyone across the planet.

The recent eruption shows how Mother Nature can affect many aspects of our day to day lives, across the world. For example, this eruption spewed a 7-mile-high plume of volcanic gases and spread silicate ash across much of Europe, bringing air travel across the continent to a near standstill.

The effect of this plume created the highest level of air travel disruption since the Second World War. Since the location of the volcano was directly under the Jet Stream, the ash was carried into the heavily used airspace over northern and central Europe.

In addition to the halting of air travel throughout Europe, the eruption had other effects including loss of crops, destruction of roads, and damage to livestock.

Lesson 6

Volcano Hazards: Describing a Dangerous Mix

Dr. John D. Barge, State School Superintendent
“Making Education Work for All Georgians” www.gadoe.org

06/14/2011
WYNN by Freedom Scientific

Chapter 2: Greek Myths and Legends

Greek mythology is the body of stories belonging to the ancient Greeks, concerning their gods and heroes, the nature of the world, and their own rituals.

The Twelve (?) Olympians
- Zeus
- Hera
- Poseidon
- Ares
- Hermes
- Hephaestus
- Aphrodite
- Athena
- Apollo
- Artemis

And sometimes...
- Heracles
- Demeter
- Dionysus
- Hades
- Persephone

Origin of the Myths
A large part of Greek mythology is a large collection of stories that explain the origins of the world. These stories
Adobe Reader with Text Readers

How does the relationship between people and their natural surroundings influence the way people live? Geographers study how people use the environment and how their actions affect the environment.
Free Adobe Reader by Adobe
Georgia Instructional Materials Center

• The GIMC provides braille and large print textbooks and a selection of leisure books to students in Georgia.

• The GIMC will also provide electronic versions of textbooks that are not available from Bookshare or RFB&D
  – Accessible PDF format books are being produced.
  – Provide software for students who need it

• Books are loaned for a school year
Changes in GIMC Registration

• All student registration is completed through the on-line registration form www.gimc.org/forms.htm

• There is a separate form for students who are legally blind and all others who are eligible because of a physical or another organic based print disability
  – “Physical” includes those students who are low vision, but are not legally blind

• Georgia Testing ID and a current IEP with the print related disability documented is required for registration
Just a reminder....

Deadlines for Ordering AIMS

• Order AIMS prior to the date the student requires them as indicated below:
  – Braille: 12 weeks prior*
  – Large Print: 8 weeks prior
  – Digital formats 6 weeks prior
• * Braille requests for new adoptions and other books that will have to be transcribed must be placed at least 16 weeks prior.
For additional information contact:

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