Eligibility for Accessible Instructional Materials Through AIM-VA

WWW.AIMVA.ORG
1-866-926-1879
For a student to be eligible to receive accessible instructional materials (Braille, Large Print, Audio, or Electronic Text) from AIM-VA they must meet the conditions of either one of these two options:

<table>
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<th>Students with a Print Disability</th>
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<td>Option 1</td>
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<td>Option 2</td>
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**Requirement 1:**
- Qualified under a disability defined in the Copyright Act as Amended
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**Requirement 2:**
- Student has to have an Individualized Education Program (IEP)
- Student has to have a “504” Plan under Section 504 of the Rehabilitation Act

**Qualified disabilities under the Copyright Act as Amended**
- IEP Team or 504 Committee certifies that the student falls into one or more of the following categories:
  - Blind
  - Visual Impairments
  - Physical Disabilities
  - Reading Disabilities based upon an organic dysfunction*
Students Eligible under the Copyright Act of 1931 as Amended (Chafee Eligible)

“Blind persons or other persons with Print disabilities” include:

- (i) Blind persons whose visual acuity, as determined by competent authority, is 20/200 or less in the better eye with correcting glasses, or whose widest diameter if visual field subtends an angular distance no greater than 20 degrees

- (ii) Persons whose visual disability, with correction and regardless of optical measurement, is certified by competent authority as preventing the reading of standard printed material

- (iii) Persons certified by competent authority as unable to read or unable to use standard printed material as a result of physical limitations

- (iv) Persons certified by competent authority as having a reading disability resulting from organic dysfunction and of sufficient severity to prevent their reading printed material in a normal manner
Guidance on Organic Dysfunction

❖ With persons classified as reading disabled, usually only the effect is readily apparent.

❖ The cause, when physical, lies within the central nervous system, and, under the existing regulation, this cause can be determined only by competent medical authority.

❖ Competent authority is defined in federal regulations (36 CFR 701.6(b) (1)) as doctors of medicine who may consult with colleagues in associated disciplines.
Guidance on Organic Dysfunction

The Virginia Department of Education VDOE believes:

- Reading specialists and other trained members of a student’s Individual Education Program (IEP) team or 504 committee can and should be considered as “colleagues in associated disciplines.”

- Staff appropriately trained in the administration of research based assessments for the diagnosis of reading disabilities can adequately determine whether or not a student would require print materials in alternate formats.

- A doctor of medicine may be consulted if necessary to obtain a diagnosis that would aid in decision making of eligibility for accessible instructional materials.
There is conclusive scientific evidence from genetic research and studies of the brain that has demonstrated a clear neurobiological or “organic” link as the basis of reading disabilities.

Neuroanatomical techniques including CT scans, PET, rCBF, SPECT as well as electrophysiological measures including EEG, ERP, and AEP have been used to determine an “organic” link to reading disabilities.

Based on this definitive research, it is the belief of the VDOE that students identified as having a reading disability through the use of research based diagnostic instruments would qualify for services through AIM-VA. An IEP/504 team may also work closely with a medical doctor to obtain additional diagnostic evaluations as needed.
IEP Issues

During the IEP team meeting a question such as the following might be used:

Does the student require accessible, alternate format versions of printed textbooks and printed core instructional materials?

A question of this kind is designed to prompt the IEP team to consider each student's need for accessible, alternate format versions of print instructional materials.

If a student with a print disability does need a specialized format, the IEP should specify the following:

- The specific format(s) to be provided (Braille, audio, e-text, large print, etc.)
- The services and/or assistive technology the student needs to use the specialized format
- The individual or individuals responsible for providing the specialized format, and
- Whether or not the format is required to be used in the student’s home or in another setting in order for the student to receive a free appropriate public education.
Where IEP team decisions might be documented in the IEP:

- It is recommended that a statement of the student’s eligibility for alternate formats of print materials including the type or types of formats the student requires be listed in the accommodations section of the IEP.

- If additional training is required on assistive technology to use the alternate formats of accessible instructional materials, it is recommended that this be documented in the supplemental aides and services section of the IEP.
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