



## AT Consideration Series: Beyond the Checkbox Deep Dive: Identifying Accessible Formats

### About OCALI

- Vision – Why We Do What We Do  
People with disabilities have the opportunity to live their best lives.
- Mission – What We Do  
OCALI inspires change and promotes access to opportunities for people with disabilities.
- Action – How We Do What We Do  
OCALI informs public policy and develops and deploys practices grounded in linking research to real life.

### About the AT&AEM Center

The AT&AEM Center is a centralized, responsive resource center that empowers individuals with disabilities by providing accessible educational materials, access to assistive technologies and highly specialized technical assistance and professional development support.

<https://ataem.org>

### Session Objectives

1. Participants will be able to define Accessible Formats
2. Participants will be able to identify three types of accessible formats
3. Participants will be able to list three sources to acquire accessible educational materials for students.

### AT Decision-Making Tool

- Identify the Task
- Current Use of AT
- Universal Tools
- AT Assessment
- *Accessible Educational Materials*
- Additional Areas of Focus



## What are Accessible Educational Materials (AEM)?

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.

## Why AEM Matters?

- Provides access to the same information
- Eliminate learning barriers
- Promote student independence and more engagement
- Required under IDEA, Section 504, and ADA

## What Makes Material Accessible?

- Timeliness: Materials are available when instruction begins.
- Privacy: Students access materials without sharing credentials or relying on others.
- Independence: Students can use materials on their own, without intermediaries.
- Ease of use: Materials work seamlessly with assistive technology.

## Accessible Formats

An alternative presentation of content that provides equal access for a learner with a disability when the original format is not usable to them.

- Braille: Braille code is a tactile system of raised dots that enables students who are blind or have low vision to read through touch. Braille can be provided in a hard copy or accessed through assistive technology.
- Audio: Uses human-recorded or synthetic voice narration to present information. Audio can be stored and transmitted through both analog and digital means.
- Large Print: Material provided in a hard copy document containing a font size of 18 points or larger. Content can also be enlarged through digitally enlarged (CCTV, on a computer)
- Tactile Graphics: Graphics that convey non-textual information through touch. These may include tactile representations of pictures, maps, graphs, diagrams, and other images.



- Accessible Digital Educational Materials: Digital learning materials that are designed so learners with disabilities can perceive, understand, navigate, and interact with them.

## Accessible Digital Material Considerations

Considerations for digital materials include alt text and color contrast for digital text, transcripts provided for audio formats, and for videos using captions, audio described nonvisual content, and video with synchronized ASL.

Providing support for digital materials includes ensuring the student's technology is compatible with formats, using accessible learning platforms, training students, their teams, and families, and implementing necessary accommodations.

### [Why Accessibility Video](#)

### [NCADEMI's Accessibility Basics](#)

## Obtaining Accessible Educational Materials

Paths to obtaining AEM include purchasing accessible materials (born accessible), retrofitting inaccessible materials and designing for accessibility (born accessible).

[AT&AEM Center Resources](#) including [Federal Quota Funds](#) and [Ohio Local Braille Production Centers](#)

### [OCALI Lending Library](#)

Independent Sources: [Bookshare](#), [Learning Ally](#), [Louis Database](#)

## Case Scenario

Lupita, an 8-year-old student, is having difficulty viewing the text in her second-grade books because the text is too small for her to see. Her peers read the text aloud to her but are not always available. The team, including a Teacher of Students with Visual Impairments (TVI), suspects Lupita has a visual impairment.

Lupita's identified task is difficulty viewing the text in her second-grade textbooks. She is not currently using any assistive technology or universal tools. Her team determined Lupita may need AT tools and/or services and therefore an AT assessment was documented in her IEP. Her team also determined she would need accessible formats



to access her classroom materials. Through further action steps, the team determined she will need large print and audio. They are considering obtaining AEM for Lupita using Bookshare or requesting items through the AT&AEM Center.

### Key Takeaways

- Accessible formats can be print (braille, large print, tactile graphics) or digital (accessible text, audio) as long as usable by the student.
- Materials can be born accessible (accessible from the start) or converted adapted into an accessible format when needed (e.g., print converted to accessible digital text).
- Students may need more than one accessible format.
- Accessible formats can be obtained through multiple means.

### Resources

- [ATIM Navigating Accessible Educational Materials: Accessible Formats](#)
- [OSEP Myths and Facts Surrounding Assistive Technology Devices and Services](#)
- [CAST CITES Myths and Facts Graphics](#)
- [NCADEMI More to the Myths and Facts: Addressing Accessible Educational Materials in the 2024 Assistive Technology Guidance](#)