



DETERMINATION OF A PRINT DISABILITY (IEP)

Last Updated September 23, 2013

- Step 1: Using evaluation information and present levels of achievement, the IEP team should consider each student's need for accessible, specialized formats and answer the following questions:
1. What printed textbooks and core related instructional materials are used in the student's classes?
 2. Can this student use these materials to effectively access the general education curriculum?
 3. If the information in the printed materials were provided to the student in a specialized format (Braille, large print, audio, digital text), would the student's **access** and interaction with the general education curriculum result in improved **student achievement**?
 4. If a specialized format is required, does this student need assistive technology (AT) to effectively use the specialized format?
- Step 2: If the student does need a specialized format(s), a determination is made about whether the student is copyright exempt or not copyright exempt.
- To be copyright exempt, the student needs to be certified as having a print disability by a competent authority based on
 - o blindness
 - o visual impairment
 - o physical limitations that prevent the reading of standard printed material
 - o organic dysfunction of sufficient severity to prevent reading printed material in a normal manner. **Refer to Iowa Department for the Blind (IDB) and Bookshare for guidance on Chafee eligible Students.**
 - If the student is not copyright exempt under the above criteria but still requires AIM in a specialized format (audio or digital text), contact Emily Thatcher for guidance as process is not yet developed.

- Step 3: Documentation of Determination of Print Disability in the IEP.
- a. If the student is copyright exempt, the NIMAS eligible box should be checked YES.
 - b. If the student does not use, handle, or read textbooks or core related instructional materials the NIMAS eligible box should be checked NO.
 - c. If the student is not copyright exempt and the team determines the student has a print disability that requires specialized formats, the NIMAS eligible box should be checked NO.
- Step 4: Documentation of Supports Needed in the IEP. If a student with a print disability needs a specialized format, the IEP should specify the following:
- The specific format(s) to be provided (Braille, large print, audio, or digital text)
 - The assistive technology the student needs to use the specialized format(s)
 - The instruction, supports, and other services, and/or training that will be needed by the student and others to use the materials effectively
 - The individual(s) responsible for providing and tracking the specialized format(s), and
 - Whether or not the format is required for use at home or in other settings in order for the student to receive a free and appropriate public education (FAPE).

Resources

True AIM: <http://trueaim.iowa.gov>

Iowa Department for the Blind: <http://www.IDBonline.org>

Bookshare: <http://www.bookshare.org/>

For more information, contact

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