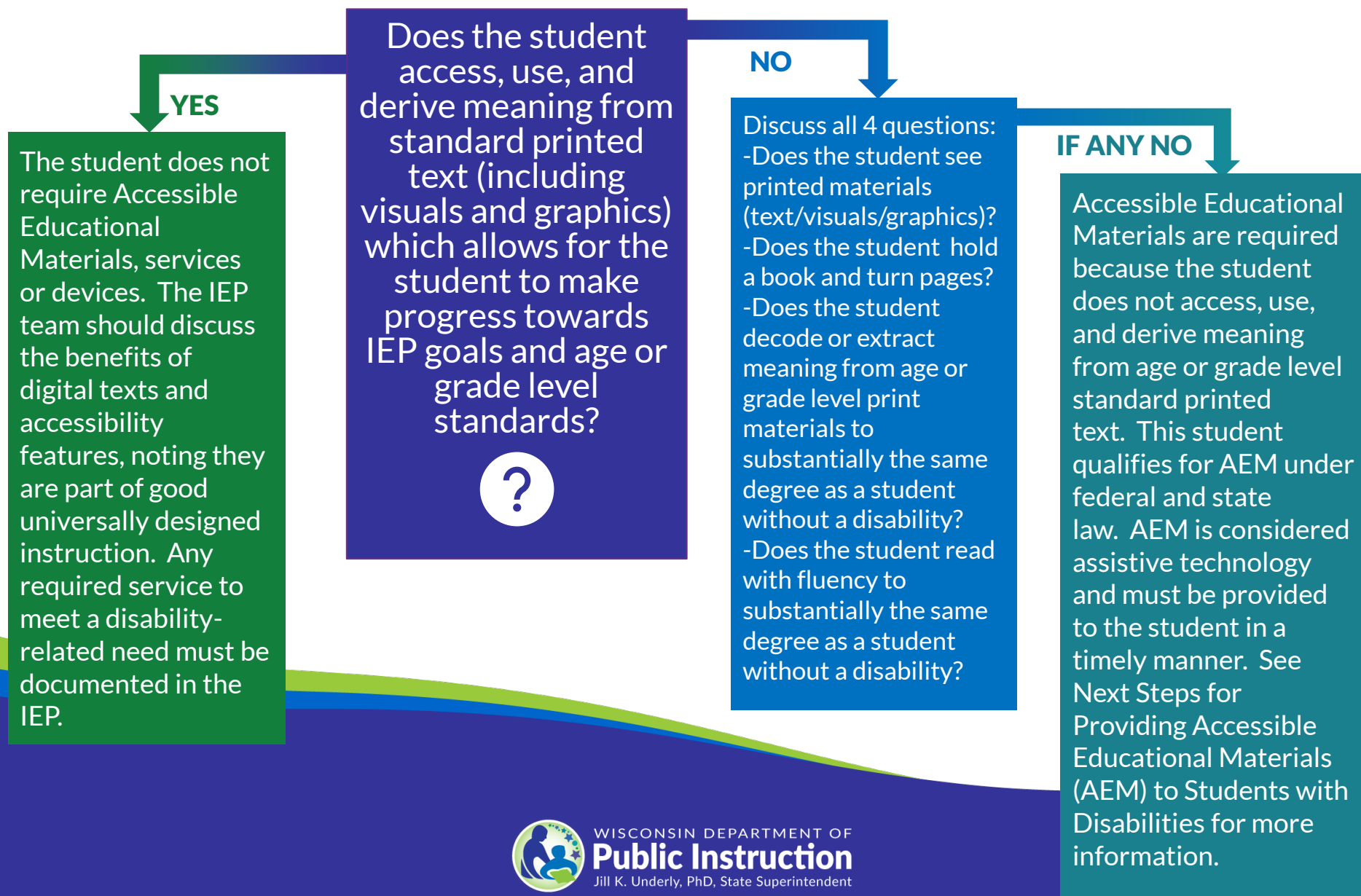


# Does a Student with an IEP Need Access to Educational Materials in a Format Other Than Standard Printed Text?



# (Part 1)

## **Main Question:**

Does the student access, use, and derive meaning from standard printed text (including visuals and graphics) which allows for the student to make progress towards IEP goals and age or grade level standards?

# (Part 2)

## **Follow up Main Question:**

If the answer to the Main Question is “no”, discuss all four questions below:

## **Discuss all 4 questions:**

- Does the student see printed materials (text/visuals/graphics)
- Does the student hold a book and turn pages?
- Does the student decode or extract meaning from age or grade level print materials to substantially the same degree as a student without a disability?
- Does the student read with fluency to substantially the same degree as a student without a disability?

# (Part 3)

## Conclusion One:

If the answers to any of the four follow up questions are “No”, Accessible Educational Materials are **required** because the student does not access, use, and derive meaning from age or grade level standard printed text. This student qualifies for AEM under federal and state law. AEM is considered assistive technology and must be provided to the student in a timely manner. See Next Steps for Providing Accessible Educational Materials (AEM) to Students with Disabilities for more information.

# (Part 4)

## Conclusion Two:

If the answer to the main question is “Yes”,

The student **does not** require accessible educational materials, services or devices. The IEP team should discuss the benefits of digital texts and accessibility features, noting they are part of good universally designed instruction. Any required service to meet a disability-related need must be documented in the IEP.