



## XVII. Print Disability Determination Checklist

Does the student have disability-related difficulty with gaining meaning from print-based instructional materials?

**Print Disability:** A print disability refers to a student's inability to access 'standard print format.' Any specific diagnosis or disorder alone would not automatically qualify a student as having a print disability. The IEP team should consider if the student *needs* instructional materials in a specialized format to meet their IEP goals and to access the general curriculum. This determination can be made at an IEP meeting.

Modified from: <http://www.wamp.k12.wi.us/guidance.php>

### CONSIDERATION OF THE STUDENT'S NEED FOR ACCESSIBLE INSTRUCTIONAL MATERIAL

If #1, #2, and #3 are marked "YES", the student has a print disability and will require access to accessible instructional materials.

☐ Yes ☐ No

1. Does the student have significant difficulty gaining meaning from print-based instructional materials? .

*Review the student's evaluation information and Present Levels of Academic Achievement and Functional Performance to determine whether the student has difficulty gaining meaning from print-based instructional materials.*

☐ Yes ☐ No

2. Is the difficulty with print-based materials related to the student's disability?

*There are many reasons why a student may have difficulty using print-based materials, but the reason must be related to the student's disability in order to use certain sources of specialized materials.*

**At least one answer must be yes.**

☐ Yes ☐ No Is the student blind or is vision severely impaired?

☐ Yes ☐ No Is the student unable to hold or manipulate books, or does the student lack the necessary physical stamina (e.g., sitting upright) to read for extended periods?

☐ Yes ☐ No Is the student unable to focus and/or follow a line of print?

☐ Yes ☐ No Is the student unable to obtain and comprehend information in print format due to a significant reading disability?

☐ Yes ☐ No Other: \_\_\_\_\_

☐ Yes ☐ No

3. Is the student able to independently understand the "text" when the material is presented in an alternative format?

*The provision of the alternative format must make a difference in student performance.*

*If you are unsure, you will need to take steps to determine the effectiveness of alternative formats. You should include a statement regarding the need to explore options under Special Factors, Assistive Technology (See IEP example provided in "IEP Guidelines for Documenting the Need for Accessible Instructional Materials").*

### POSSIBLE EXCLUSIONARY FACTORS

1. Students who are severely cognitively disabled
2. Students who have had a lack of sufficient instruction
3. Students who have limited English proficiency

### REMINDER

- Providing alternative materials DOES NOT replace reading instruction.



# Documenting the Need for Accessible Instructional Materials

If a student has been determined by the IEP team to have a print disability through the Print Disability Determination Checklist, document the need in the following manner.

## 1. PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (I-4):

- Include a description of the relative strength related to the student's reading or listening comprehension.
- Include print disability in the impact statement
- Include a description of the student's reading level and/or the barriers to using standard text.
- Any information in this section should be based on current assessment, which can be informal.
- **Example:**

### **Describe the student's strengths and the concerns of the parents about the student's education:**

Parker's listening comprehension is a strength. In the classroom setting, on average he is able to answer fact-based reading comprehension questions in 4 out of 5 opportunities when the questions are read aloud to him. On the Listening Comprehension portion of the Basic Reading Inventory (BRI), the passages were read aloud to him. The results were as follows:

Independent: 7th Grade

Independent/Instructional: 8th Grade

Frustration: 9th Grade

Of the 24 fact-based reading comprehension questions Parker answered 18 out of 24 of them correctly.

### **Describe the student's present level of academic achievement and functional performance...**

Impact Statement: Parker is a 9th grade student who receives Special Education Services in the category of Specific Learning Disability. **His disability affects his ability to access printed materials** and to use his working memory to apply information.

#### Reading:

The results of the Basic Reading Inventory revealed that Parker continues to have significant decoding deficits. The effort in decoding each individual word makes it difficult for Parker to derive meaning from single words without other supports. On the Reading Comprehension portion of the BRI, Parker read the passages aloud and answered subsequent reading comprehension questions with the following results:

Independent: 2nd Grade;

Instructional/Frustration: 3rd Grade

Frustration: 4th Grade

## 2. Special Factors (I-5) Section E. Assistive Technology:

- List the alternative format and the equipment necessary for reading text in the Assistive Technology section if this has been determined.
- If you need to gather more information in order to determine the student's needs, please describe your plan here.
- **Examples:**

E. Does the student need assistive technology services or devices? X Yes    ☐ No

*{If yes, specify particular device(s) and service(s)}*

**Example 1:** The student will have an audio format available to him as an alternative to print material in subjects that require independent reading at grade level. He prefers to use his personally owned device to listen to audio files while following along with the book.

**Example 2:** Determine the need and effectiveness of alternative text for subjects that require independent reading at grade level by completing the Protocol for Accommodations in Reading (PAR) by the end of the first quarter.

### 3. Supplementary Aids and Services/Program Modifications or Supports (I-9 [2])

- List the alternative format and the equipment necessary for reading text in the Assistive Technology section if this has been determined.
- Include services or training that will be provided to the student to assure successful use of the alternative format.
- **Examples:**

III. Supplementary aids and services: aids, services, and other supports provided to or on behalf of the student in regular education or other educational settings.

[X] Yes [ ] No

(If yes, describe:)

#### Example 1:

Supplementary Aids and Services (I-9)					
Supplementary Aids and Services – aids, services and other supports provided to or on behalf of the student in regular education or other educational settings.	Service Provider	Frequency/Amount (direct/indirect min)	Location	Duration	ESY
ACADEMIC		(0.0/0.0) minutes 0.0 times per year	General Ed Setting	11/24/2014 – 11/21/2015	<input type="checkbox"/>
Duration, Frequency, and Location: (If service is not tracked in direct/indirect minutes or standard frequency options) When materials are above student's independent reading level of 2nd grade					
Comments: Provide an MP3 player and access to textbooks and novels/nonfiction books in an audio format					

#### Example 2:

Supplementary Aids and Services (I-9)					
Supplementary Aids and Services – aids, services and other supports provided to or on behalf of the student in regular education or other educational settings.	Service Provider	Frequency/Amount (direct/indirect min)	Location	Duration	ESY
ACADEMIC		(0.0/0.0) minutes 0.0 times per year	General Ed Setting	11/24/2014 – 11/21/2015	<input type="checkbox"/>
Duration, Frequency, and Location: (If service is not tracked in direct/indirect minutes or standard frequency options) Within three weeks of the start of the school year and check with student quarterly					
Comments: Teach the student how to locate and load files, and read books on the tablet, with initial training provided					

IV. Program modifications or supports for school personnel that will be provided.

[X] Yes [ ] No

(If yes, describe:)

#### Example 1:

Modifications and Support Services (I-9)					
Program Modifications and Supports – for school personnel that will be provided	Service Provider	Frequency/Amount (direct/indirect min)	Location	Duration	ESY
OTHER		(0.0/0.0) minutes 0.0 times per year	General Ed Setting	11/24/2014 – 11/21/2015	<input type="checkbox"/>
Duration, Frequency, and Location: (If service is not tracked in direct/indirect minutes or standard frequency options) During the first month of the new school year.					
Comments: The case manager will contact the Teacher of the Blind and Visually Impaired regarding equipment and training needed for the provision and use of large print materials					

#### Example 2:

Modifications and Support Services (I-9)					
Program Modifications and Supports – for school personnel that will be provided	Service Provider	Frequency/Amount (direct/indirect min)	Location	Duration	ESY
OTHER		(0.0/0.0) minutes 0.0 times per year	General Ed Setting	11/24/2014 – 11/21/2015	<input type="checkbox"/>
Duration, Frequency, and Location: (If service is not tracked in direct/indirect minutes or standard frequency options) During the first month of the new school year					
Comments: The case manager will contact the assistive technology support person regarding equipment and training needed for the provision and use of materials in an alternative format.					