

# PATiNS

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## GLOSSARY

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### A

#### **Accessibility**

In the context of technology, accessibility most commonly refers to providing access for all people to web environments, including people with disabilities. Designing sites for the way that screen readers, text browsers, and other adaptive technologies interact with the web; choosing contrasting colors for readability, adding subtitles, and providing alternative text tags for graphics are examples of making websites more accessible.

#### **Accommodations**

Curricular adaptations that compensate for learners' weaknesses without modifying the curriculum. Students receiving accommodations read the same material and take the same tests as their peers without disabilities.

#### **AFB (American Foundation for the Blind)**

The American Foundation for the Blind is a non-profit organization that expands possibilities for people with visual impairments. AFB has been advocating for the rights of people who are blind or visually impaired for more than 80 years.

### **AEM (Accessible Educational Materials)**

AEM are specialized formats of curricular content that can be used by and with print-disabled learners and include Braille, audio, large print, and electronic text. Such materials have historically been referred to as **AIM (Accessible Instructional Materials)**.

### **ALT Tag (Alternative Text)**

An alt tag is a brief description of a single image designed to be read by a screen reader as an alternative to that image as a measure of accessibility. Alt tags are approximately 4-10 words long and state the type of image and a brief summary of it; when possible the alt tag expresses the purpose of the image as well. Alt tag text does not interpret an image (i.e., *smiling*, not *happy*).

### **AMPs (Accessible Media Producers)**

AMPs produce braille, audio, digital text, or large print formats of print instructional materials exclusively for use by blind or other persons with print disabilities. Accessible media producers are eligible to download files directly from the NIMAC as agents of authorized users. The major AMPs in the United States are: APH, Bookshare and Learning Ally.

### **Americans with Disabilities Act (ADA)**

A federal law which prohibits discrimination against individuals with disabilities, providing equal opportunity in the areas of employment, state and local government, public accommodations, commercial facilities, transportation and telecommunications.

### **APH (American Printing House for the Blind)**

American Printing House for the Blind (APH) is the world's largest non-profit organization creating educational, workplace, and independent living products and services for people who are visually impaired.

### **Article 7**

Part of the Indiana Administrative Code (IAC) that contains Indiana's special education rules. These rules have been adopted by the State Board of Education in order to implement the requirements of the Individuals with Disabilities Education Improvement Act as amended in 2004 (IDEA 2004).

### **Assistive Technology (AT)**

Technology used by individuals with disabilities in order to perform functions that might otherwise be difficult or impossible. Assistive technology can include mobility devices such as walkers and wheelchairs, as well as hardware, software and peripherals that assist people with disabilities in accessing computers or other information technologies.

### **Authorized Entity**

Authorized entities are referred to in the Chafee Amendment of 1996: a non-profit organization or a governmental agency that has a primary mission to provide specialized services relating to training, education, or adaptive reading or information access needs of blind or other persons with disabilities.

## **Authorized User**

An authorized user is an agent of a coordinating agency with access to the NIMAC database who may download NIMAS-conformant files in accordance with established agreements.

## **B**

### **BANA (Braille Authority of North America)**

The Braille Authority of North America (BANA) promotes and facilitates the uses, teaching, and production of braille.

### **Blind or Other Persons with Print Disabilities**

IDEA includes a definition of students who may be provided with accessible textbooks created with NIMAS files from the NIMAC. That definition used within the legislation is-"Blind or other persons with print disabilities," which means children served under IDEA and who may qualify in accordance with the act entitled "An Act to Provide Books for the Adult Blind," approved March 31, 1931 (2 U.S.C. 135a; 46 Stat. 1487) to receive books and other publications produced in specialized formats." This means that eligible students must qualify under both IDEA and the 1931 Act, which is administered by the Library of Congress.

### **BRF (Digital Braille)**

A BRF file type, also known as a braille intermediate format file, uses Grade II Braille and can be used with common braille devices or braille printers.

## **C**

### **CAST (Center for Applied Special Technology)**

CAST is a non-profit organization that works to expand learning opportunities for all individuals, especially those with disabilities, through the research and development of innovative, technology-based educational resources and strategies. CASE houses the NIMAS Development and Technical Assistance centers, in Wakefield, MA.

### **Certified Competent Authority**

A Certified Competent Authority, under the NIMAS regulations of the IDEA 2004 reauthorization, is required to document that a student has a measurable print disability, and needs and will benefit from the use of accessible educational materials in specialized format(s) in order to access the general curriculum. For students with BVI or physical disabilities, a Certified Competent Authority may include: doctors of medicine, doctors of osteopathy, ophthalmologists, optometrists, registered nurses, therapists, and professional staff of hospitals, institutions, and public or welfare agencies (e.g. social workers, counselors, rehabilitation teachers and superintendents). In the case of a reading disability from organic dysfunction, competent authority is defined as doctors of medicine or osteopathy who may consult with colleagues in associated disciplines. Some states interpret this in a broader perspective, and allow various school personnel to act as competent authority. It was decided that Indiana would follow this law as written, currently we follow the above definitions.

## **Chafee Amendment**

A 1996 Copyright Law Amendment allowing "authorized entities to reproduce or distribute copies or phono records of previously published nondramatic literary works in specialized formats exclusively for use by blind or other persons with disabilities." When a student is "Chafee Qualified" one does not have to seek publisher permission to reproduce content for that student. Permission is Granted under this amendment.

## **D**

### **DAISY (Digital Accessible Information SYstem)**

DAISY is often used to refer to a standard for producing accessible and navigable multimedia documents. In current practice, these documents are Digital Talking Books, digital textbooks, or a combination of synchronized audio and text books.

### **Deafness**

A hearing impairment where the child is impaired in processing linguistic information through hearing, with or without amplification. Often referred to as DOHH: Deaf-Hard of Hearing.

### **DRM (Digital Rights Manager)**

An individual appointed by the superintendents of schools (or their designees) to protect copyright of materials and download digital files to disseminate to students; to register students and/or teachers, who would then request specialized formats of print instructional materials for students with documented print disabilities, in the ICAM ordering interface.

### **Dyscalculia**

A type of learning disability that refers to severe difficulties in using numbers, including inability to understand the meaning of numbers and apply math principles to solve problems. Often presents with Dysgraphia and/or Dyslexia.

### **Dysgraphia**

A type of learning disability affecting the ability to recognize forms in letter, to write letters and words, and to understand the relationship between sounds and spoken words. Dysgraphia often presents with Dyslexia and/or Dyscalculia.

### **Dyslexia**

Dyslexia is a neurologically-based, often inherited specific learning disability, which interferes with the acquisition and processing of language. Varying in degrees of severity, it is manifested by difficulties in receptive and expressive language and phonological processing, in the areas of reading, writing, spelling, handwriting and math. Dyslexia is not the result of lack of motivation, sensory impairment, inadequate instructional or environmental opportunities, or other limiting conditions (including ELL), but it may occur *with* these conditions. Dyslexia is a lifelong condition, however individuals with dyslexia respond successfully to timely and appropriate intervention, such as instruction that is systematic, explicit, multi-sensory, and phonetic. Often presents with Dyscalculia and Dysgraphia.

## **E**

### **English Language Learner (ELL)**

ELL refers to a student whose native language is other than English. Services are provided to such students because the language barrier limits their capacity to learn.

### **EPUB (Electronic Publication)**

A popular eBook standard that supports various eBook readers.

## **F**

### **FAPE (Free Appropriate Public Education)**

Special education and related services provided at public expense, under public supervision and direction, and without charge mandated by IDEA.

### **Functional Vision Assessment (FVA)**

Comprehensive Assessment of Low Vision for educational purposes and Early Intervention. The goal of a FVA is to determine what and how the child sees, and what can be done to best facilitate learning through the visual sense.

## **G**

### **Grade II Braille/Contracted Braille**

Braille characters are much larger than their printed equivalents, and the standard 11" x 11.5" (28 cm x 30 cm) page size used for braille has room for only 25 lines of 43 characters. To reduce space and to increase potential reading speed, virtually all braille books are transcribed in what is known as Grade II Braille or Contracted Braille, which uses a system of contractions to reduce space and potentially speed the process of reading.

## **H**

### **Hearing Impairment**

An impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance.

### **HTML (HyperText Markup Language)**

HTML is the common language for publishing hypertext on the World Wide Web. It is a non-proprietary format based on SGML, and can be created and processed by a wide range of tools from simple to complex. HTML uses tags such as "<h 1>" and "</h1>" to structure text into headings, paragraphs, lists, links, etc.

## I

### **IDEA (Individuals with Disabilities Education Act)**

The IDEA was originally enacted by Congress in 1975 to ensure that children with disabilities have the opportunity to receive a free appropriate education, just like other children. The law has a long history of revisions

### **Individualized Education Program (IEP)**

A plan, mandated by the Individuals with Disabilities Education Act, which is designed to meet the educational needs of an individual student with a learning disability. IDEA requires schools to develop an Individualized Education Program (IEP) based on the student's demonstrated need. Typically, student needs are determined based on evaluations and IEP team discussions. IDEA services are individualized and may include specialized instruction, therapies, and services that are not provided to other students. The members of the IEP team are determined by law, and the goal of the team is to provide specially designed instruction and related services which will help the student achieve educational goals.

## J

## K

## L

### **LEA (Local Education Agency)**

A local educational agency (LEA) is a public board of education or other public entity legally authorized for either administrative control or direction of publicly funded schools, including school corporations and state- operated schools.

### **LRE (Least Restrictive Environment)**

A Least Restrictive Environment (LRE) refers to educational settings and means, in effect, that each identified child with special needs, to the maximum extent possible, shall be educated with children who are not disabled.

### **LUA (Limitation of Use Agreement)**

A legal agreement between authorized users and the NIMAC ensuring that NIMAS filesets will be converted for the exclusive purpose of producing accessible instructional materials for blind or other persons with print disabilities in elementary and secondary schools, as defined in section 674(e)(3) of IDEA. When a DRM or teacher logs into the ICAM to register/edit student information or request materials, they must first check that they have read and agree to the ICAM LUA.

## M

### **MathML (Mathematical Mark-up Language)**

An XML-based language used to display mathematical content that is viable, robust and far more accessible to print-disabled students than the current image-based math files included in NIMAS filesets.

### **Metadata**

Metadata is information that refers to one or more other pieces of information that can exist as separate physical forms (data about data). Any description can be considered metadata. Examples include library catalog information, encoded text file headers, and driver's license data. In the information technology world the term is often used to indicate data which refers to digital resources available across a network.

## N

### **Nemeth Braille Code**

A standard coding structure in Braille used to denote mathematical and scientific notation.

### **NIMAC (National Instructional Materials Access Center)**

The National Instructional Materials Access Center (NIMAC) is a central national repository established at the American Printing House for the Blind (APH) to store and to maintain NIMAS file sets. It features an automated system for allowing publishers to deposit NIMAS-conformant files within the repository. Files are checked to confirm that they are valid NIMAS-conformant files and then cataloged in a web-based database. Those who have been authorized for access have user identifications and passwords. These authorized users may search the NIMAC database and directly download the file(s) they need to convert into accessible instructional materials for those students who are in elementary and secondary schools and have qualifying disabilities.

### **NIMAS (National Instructional Materials Accessibility Standard)**

NIMAS refers to a technical standard used to produce XML-based source files. From these well-structured source files, accessible, specialized formats of textbooks and core materials (e.g., braille, digital, audio and large print) can subsequently be created and distributed to qualified students with print disabilities.

### **NIMAS-Conformant Files**

NIMAS-conformant source files are XML files valid to the NIMAS technical specification that can be used to create accessible specialized formats (e.g., Braille, audio, digital, large print, etc.) of print-based instructional materials. A complete NIMAS-conformant set of files includes XML content files, a package file, images, and a PDF file of the source content's title page (or whichever page contains ISBN and copyright information).

## O

### **OCR (Optical Character Reader)**

Optical character readers are devices that can optically analyze a printed text, recognize its letters or other characters, and store this information as a computer text file. OCRs are usually limited to recognizing the styles and sizes of type for which they are programmed. OCRs are used to create accessible formats from inaccessible formats.

### **OSEP (Office of Special Education Programs)**

The Office of Special Education Programs (OSEP) is maintained by the Office of Special Education and Rehabilitative Services (OSERS) of the U.S. Department of Education. OSEP provides leadership and financial support to assist states and local districts in improving results for infants, toddlers, children, and youth with disabilities (ages birth through 21). OSEP also administers the Individuals with Disabilities Education Act (IDEA).

### **OSERS (Office of Special Education and Rehabilitative Services)**

An office within the U.S. Department of Education, OSERS supports programs that help educate children and youth with disabilities, provides for the rehabilitation of youth and adults with disabilities, and supports research to improve the lives of individuals with disabilities.

### **Organic Dysfunction**

Organic dysfunction means the cause of the reading disability is physically based and it does not include reading difficulties that are caused by social or environmental factors, or educational deficiencies. Examples of an organic dysfunction may include conditions such as dyslexia, dyscalculia, dysgraphia, and aphasia.

## P

### **Package File**

A package file describes a publication. It identifies all other files in the publication and provides descriptive and access information about them. A NIMAS-conformant file set must include a conforming package file using the file extension OPF.

### **PDF (Portable Document Format)**

Portable Document Format. A universal computer file type used to exchange and view documents on any computer that has the free Adobe Acrobat Reader or other compatible text reader software installed.

### **Print Disability**

A disability which renders one unable to read standard print material due to visual impairment, blindness, physical limitation, or organic dysfunction including dyslexia.

### **Print Instructional Materials**

IDEA 2004 indicates that the term "print instructional materials" includes printed textbooks and related printed core materials that are written and published primarily for use in elementary school and secondary school instruction and are required by a SEA or LEA for use by students in a classroom.



## Q

## R

### **Reading Disability**

A neurologically based difficulty in developing reading skills. [See Dyslexia.](#)

### **Reading Fluency**

The ability to read text accurately, quickly, and with appropriate expression, without conscious attention to the mechanics of reading. Students with language-based learning disabilities often demonstrate problems with reading fluency.

### **Related Print Core Materials**

Printed material other than textbooks that are written and published primarily for use in elementary school and secondary school instruction and are required by a SEA or LEA for use by students in a classroom. For example, a workbook that may accompany a textbook, or a specific edition of a book to be used in conjunction with a textbook. Please note that workbooks, sometimes referred to as “consumables” are not always available in the NIMAS.

## S

### **Section 504 Plan of the Rehabilitation Act**

Section 504, a civil rights law, was historically intended to prevent discrimination by institutions receiving public funds. Institutions such as public schools, libraries, universities and colleges, and other public services are typically required to comply with Section 504 because they receive such funding in the form of grants or other government subsidies. Section 504 requires schools to provide appropriate, reasonable adaptations and accommodations to eligible students with a disability. Section 504 is broader than the IDEA. IDEA regulations define disability as one of thirteen specific diagnoses. In some cases, IDEA details exact assessment criteria for inclusion in a category. In other cases, states can specify their own criteria, but this must also be approved by the US Department of Education. Students who are receiving services only under Section 504 are not eligible to receive specialized formats that have been developed from NIMAS-derived files via the NIMAC. However if a student is determined to have a print disability, the school must find other avenues to provide the needed specialized formats.

### **Self-advocacy**

The process of using one’s own personal knowledge, skills, and abilities to educate others in order to improve perceptions of disabilities, and in order to obtain the accommodations and modifications necessary for success.

### **Specialized Formats**

Formats which include the same content as a printed textbook or other instructional material but changes the way the content is presented to the student. No information is added or removed. Braille, large print, digital and audio files are specialized formats of print instructional materials.

**Specific Learning Disability (SLD)**

A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

**SEA (State Education Agency)**

A SEA is an agency primarily responsible for the supervision of a state's or territory's public elementary and secondary schools.

**T****Tactile Graphics**

Tactile graphics are images designed to be touched rather than seen.

**Textbook**

A book written and published primarily for use in elementary school and secondary school instruction and are required by a SEA or LEA for use by students in a classroom.

**Timely Manner**

A legal term in Article 7 requiring public agencies to take all reasonable steps to ensure that students who need specialized formats of instructional materials receive those materials in the same timeframe as students who receive non-specialized formats.

**Transition**

A period of major change - for instance, the move from early childhood to school, from a specialized setting to a mainstreamed setting, or from secondary school to a postsecondary program, work, and/or independent living.

**U****UEB (Unified English Braille)**

An English language Braille code standard, developed to permit representing the wide variety of literary and technical material in use in the English-speaking world today, in uniform fashion.

## **UDL (Universal Design for Learning)**

Universal Design for Learning (UDL) is a theory of learning and teaching. UDL resists a one-size-fits-all approach to education and instead that teachers, educators, and instructional materials should effectively respond to individual differences inherent within a learning environment. Across learning goals, methods, materials, and assessments, Universal Design for Learning encourages offering:

- *Multiple means of representation* to give learners various ways of acquiring information and knowledge,
- *Multiple means of expression* to provide learners alternatives for demonstrating what they know, and
- *Multiple means of engagement* to tap into learners' interests, challenge them appropriately, and motivate them to learn.

Using UDL principles in a classroom removes obstacles to curriculum access and provides students with alternative methods to demonstrate what they know. It acknowledges that there is more than one way to learn and respects individual learning style differences.

## **V**

### **Vision Impairment (VI)**

An impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

## **W**

## **X**

### **XML (EXtensible Markup Language)**

XML is a universal format for structured documents and data. It is a set of rules, guidelines, and conventions for designing text formats for data in a way that produces files that are easy to generate and read (by a computer), are unambiguous, and avoid common pitfalls such as lack of extensibility, lack of support for internationalization/localization, and platform-dependency.

Like HTML, XML makes use of elements and attributes, but while HTML specifies what each means (and often how content will display in a browser), XML uses tags et al. only to delimit pieces of data and leaves the interpretation of that data completely to the application that reads it. The separation of content and its presentation is a primary advantage of XML.

## **Y**

## **Z**