

# ICAM & AEM Basics



## Who is considered a Competent Authority?

For students with **VI, Blindness or Physical Disabilities**: 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.

For students with a **reading disability from organic dysfunction**: Doctors of Medicine or Doctors of Osteopathy, who may consult with colleagues in associated disciplines, e.g. Special or General Education Teachers, SLPs, OTs, and/or Reading Specialists.

## Who is responsible for requesting source materials from the NIMAC?

**The onus for this is on the schools.** Appropriate Language **must** be included in the school's purchasing contracts with publishers. The law regulates schools, not publishers. Sample contract language:



## Determining the Need for AEM

Members of the CCC must determine whether a student can benefit from specialized formats to access and participate in the general curriculum. Possible questions to ask:

- ❖ Can the student **decode** letters/words and read with **fluency** at or near grade level?
- ❖ Can the student **see** the material?
- ❖ Can the student physically manage the material: can she/he hold a book, turn pages, maintain good positioning?
- ❖ Can the student sit upright and stay alert for required time periods with sufficient stamina?

If the answer to any of these questions is “no” then the student may need AEM. In order to receive AEM the student must have:

- (1) an IEP and
- (2) documentation of a print disability by a recognized competent authority on file with the school district (NIMAS ICAM Form 4).

## The AEM Decision-Making Process

- ❖ Initiate steps to acquire specialized formats in a timely manner.
- ❖ Ensure your school corporation has an active Digital Rights Manager (DRM) to register or approve student registrations and materials orders. DRMs are appointed by the school Superintendent or his/her designee. Each corporation should have 1 to 5 active DRMs to meet the needs of students.
- ❖ Select the format/features needed by the student: digital, audio, braille or large print.
- ❖ Determine supports to ensure success: assistive technology (AT).
- ❖ Consult a **PATINS Specialist** for AT training for students, teachers, aides, parents, and information on PATINS Lending Library.
- ❖ Consult the Indiana Education Resource Center (IERC) for support on braille, large print, and tangible aids and equipment. The IERC is responsible for the APH Census in Indiana.

**PATINS**  
PATINSPROJECT.ORG



#PatinsIcam



# ICAM & AEM Basics



## What does the law require?

The IDEA 2004 Sec. 300.172 Final Regulations require that LEAs ensure that **textbooks** and **related core instructional materials** are provided to **students with documented print disabilities** in **specialized formats** in a **timely manner**.

## How are textbooks and related core materials defined?

**Textbooks** are learning materials that were written and **published** primarily for grades K – 12 instruction, and are required by LEAs for use by students in the classroom. **Related Core Materials** includes workbooks published with textbooks, and required supplemental reading. According to the Office of Special Education Programs (OSEP), published means “available for purchase”.

## Which textbooks and related core materials are covered by IDEA 2004?

Materials published after July 19, 2006, when the final regulations officially took effect. States were granted 2 years to fully implement the law.

## Which students may use these materials?

The Case Conference Committee (CCC) must determine that the student requires specialized formats to access the curriculum, based on one of the following criteria:

- ❖ students who have an IEP due to blindness or other visual impairment;
- ❖ students who have an IEP due to a physical limitation that impairs his/her ability to access standard print material;
- ❖ students who have an IEP due to a reading disability resulting from organic dysfunction and of sufficient severity to prevent reading standard print in a normal manner.

## What is “timely manner”?

This term is regarded to mean “**at the same time**” that other students receive their print instructional materials.

## What is meant by an “organic dysfunction”?

An organic dysfunction has a physical origin that lies within the central nervous system. Dyslexia is one example of a reading disability resulting from an organic dysfunction.

**The provision of AEM is not a suggestion.  
It's a Mandate.**

## What is the ICAM?

The Indiana Center for Accessible Materials was appointed by the IDOE through **PATINS Project** to provide support to Indiana LEAs in meeting the **NIMAS** Regulations of the IDEA 2004.

## What is AEM?

Accessible Educational Materials.

## What is NIMAS?

The **National Instructional Materials Accessibility Standard**, which uses XML files that can be transformed into student-ready **specialized formats** of print instructional materials.

## According to IDEA 2004, what are the specialized formats?

Braille      Large Print  
Audio        Digital Text

**Specialized formats are not alternate formats and must provide the same information as the print material in the general curriculum.**

