Sample Student Summary

Getting Started

Table 1: Student Information

Name	Grade	Age
Savannah Robinson	7	13

Table 2: Team Members Completing Student Summary (optional)

Name	Role	Contact Information
Savannah Robinson	Student	srobinson@school.net
Mr. & Mrs. Robinson	Parents	robinsons@home.net
Ms. Wade	Teacher-Advisor	mwade@school.net
Mr. Carson	Special Education Teacher	mcarson@school.net
Dr. Gomez	Psychologist	mgomez@school.net
Mr. Garza	Occupational Therapist	mgarza@school.net
Mrs. Jensen	Physical Therapist	mjensen@school.net

Step 1 – Determination of Need

In this section, the team thinks about whether this student 1) can gain information from text-based educational materials used across the curriculum by all students, 2) needs materials in an accessible format, or 3) needs modified content or alternative materials.

Choose the statement that best describes this student:

- ○ This student can use standard educational materials used across the curriculum by other students.
- ○ **This student requires exactly the same content in one or more accessible formats.**
- ○ This student requires modified content or alternative material.

Record the information that led to the team's decision:

This student cannot use text-based educational materials effectively at this time. The team anticipates that the student will make adequate progress if exactly the same information is presented in one or more accessible formats.

Step 2 – Selection of Materials

Checkpoint 1: The Learning Context

The team considers the student's skills, needs, and preferences; the environments in which the student will be working; and the tasks for which accessible formats will be needed. Thinking about the student, environments, and tasks helps the team understand how materials are used so that the team can make a good decision about which accessible formats, or combination thereof (braille, tactile graphics, large print, audio, and digital text), will work for the student.

Record information about the student's current skills, needs, and preferences:

Savannah has excellent reading comprehension and oral expression skills; her ability to critique, synthesize, and summarize information has developed significantly over the past few months. Due to Savannah's physical disability, however, text-based and written expression act as barriers for her. For the most part, teachers are currently scanning text and saving it to Savannah's laptop so that she can read it using her head-controlled mouse or low-pressure trackball to navigate. Her laptop is also equipped with speech recognition software so that Savannah can complete her written assignments. Whenever possible, teachers provide Savannah with audio recordings of text, which Savannah listens to on her laptop or tablet when it is set up by her teacher. From a young age, Savannah has recognized the advantages technology brings to her and has become very technology savvy. She is concerned about the ongoing challenge of being able to use audio formats independently.

Record information about the environments in which accessible formats will be used:

Savannah needs to use accessible formats for all content areas in which reading is required. During the day, she often uses a digital device for classroom work—both reading and writing—but she fatigues easily and needs to be able to switch to audio formats for reading when she is tired. Savannah needs accessible formats at home to complete assignments. Finally, Savannah has a 1-hour bus ride to and from school, so she will benefit from being able to listen to audio formats on the bus.

✎ Record information about the tasks for which accessible formats will be used:

Savannah needs accessible formats for all reading assignments in all subject areas and for all reading that is a part of participation in across learning environments. She also needs to use accessible formats for homework assignments in all subject areas in which reading is required.

Checkpoint 2: Trial Formats

✎ Record information about the accessible formats that the student trialed. For example: What formats did the student try? Under what conditions did the trials take place (content of the material(s), environment (s), tool(s) used)? What features of the format were most useful for the student? What were the student's preferences?

Based on the information collected in Checkpoint 1, Savannah tried audio and digital text formats. Digital text formats were tried for all subject areas. Audio was tried for all areas except math. Most trials were conducted in Mr. Carson's classroom under the supervision and observation of Mr. Garza. Savannah also tried formats at home to complete short assignments. Digital text was tested with the built-in features and extensions available in the web browser on Savannah's laptop and tablet. Audio was tested through recordings provided by Mr. Carson, as well as through a free trial of an ebook reader.

Checkpoint 3: Accessible Format(s) Needed

Select the format(s) needed by this student based on matching the student's learning context needs with the features that can be manipulated in the accessible format(s). More than one may be needed and can be selected.

- ○ Braille
- ○ Tactile graphics
- ○ Large print
- ○ **Audio**
- ○ **Digital Text**

✎ If braille was selected, what features of this format will the student need to accomplish tasks in specific environments?

📝 If tactile graphics were selected, what features of this format will the student need to accomplish tasks in specific environments?

📝 If large print was selected, what features of this format will the student need to accomplish tasks in specific environments?

📝 If audio was selected, what features of this format will the student need to accomplish tasks in specific environments?

Savannah needs audio menus that enable her to listen and select what is needed with a click of her trackball. She needs access to robust navigation features so she can quickly move around in the content to specific elements like chapters, headings, and page numbers. She also needs to be able to independently control the speed, volume, and voice of playback.

📝 If digital text was selected, what features of this format will the student need to accomplish tasks in specific environments?

Savannah needs robust navigation, text enlargement, text-to-speech, file management supports, audio notes, and connectivity with her assistive technology. She is an excellent reader; but due to occasional fatigue, she needs to be able to enlarge the text on her screen or to add audio by turning on the text-to-speech feature. She needs robust navigation features that enable her to move around within material quickly and with minimal physical effort.

Checkpoints 4 & 5: Match Formats to Materials

Table 3: Format(s) Needed for Each Material by Subject

Subject	Title - ISBN of Material	Format Needed
Math	Illustrative Mathematics, Grade 7 - 9781792401947	Digital text
Social Studies	Discovering World Geography - 9780076686971	Digital text & audio
English Language Arts	The Giver - 9780440237686	Digital text & audio
Science	Earth History - 9781625717856	Digital text

Step 3 – Acquisition of Materials

Many students may need more than one accessible format and may need materials from more than one source. Indicate the way the student's educational services are provided. This assists in determining the sources that can be used to acquire materials for the student.

○ **Student meets the criteria for "eligible person" for receiving accessible formats under copyright and is served in special education under IDEA.**

This student is eligible for accessible formats acquired from all sources, including materials derived from the NIMAC.

○ Student meets the criteria for "eligible person" but is not served under IDEA.

This student is eligible for accessible formats acquired from all sources. Any NIMAC-derived materials produced by those sources, however, are not available to this student.

○ Student does not meet the criteria for "eligible person."

This student is eligible for accessible formats from commercial sources, free sources, and, under some circumstances, locally created.

Table 4: Sources of Materials Needed

Material Needed	Source
Illustrative Mathematics, Grade 7	NIMAS file available in the NIMAC. Not found in Bookshare. Ask Bookshare to add it to their collection.
Discovering World Geography	Bookshare (digital text) & Learning Ally (audio)
The Giver	Bookshare (digital text) & Learning Ally (audio)
Earth History	Bookshare

Step 4 – Supports for Use

The decision-making team considers what types of supports are needed for the student to use the accessible formats for educational participation and achievement.

✏️ Record the technology that will be needed for the student to use the materials effectively:

The district has a membership with Bookshare and with Learning Ally. For the digital formats needed, files will be acquired from Bookshare and Savannah will use the Bookshare Web Reader on her laptop and the Voice Dream Reader app on her tablet. For audio formats needed, files will be acquired from Learning Ally and Savannah will use the Learning Ally audio app. The team questions whether her laptop and tablet will need to be updated in order to handle the larger textbook files from Bookshare.

✏️ Record the training that will be needed for the student, educators, and family to use the materials effectively:

Savannah, her parents, and the educators working with her will all need training in how to download files from Bookshare and how to use the Bookshare Web Reader and Voice Dream Reader. Similar training will be needed on how to acquire files from Learning Ally and use them.

✏️ Record the instructional strategies that will be needed for the student to use the materials effectively:

Savannah has been using accessible formats for some time. She is very aware of the importance and benefits of using these formats and supporting technology. In order to ensure initial success upon which enhanced competency can be based, Savannah will need additional support as she adjusts to the addition of more complete materials and, possibly, more complex technology. Since the new formats and tools enable Savannah to become a more independent reader and writer, her teachers will provide opportunities in which their support (such as loading and navigating materials) will be decreased as her skills increase.
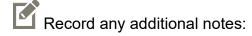
✏️ Record the support services that will be needed for the student to use the materials effectively:

The OT and PT will continue to provide services to ensure that Savannah is progressing in the use of her assistive technology and is using the devices effectively. The therapists will provide training to the teachers to help them to

determine when and how to support Savannah in the use of the technology throughout the day.

Record the accommodations and/or modification that will be needed for the student to use the materials effectively:

No further accommodations or modifications related to Savannah's use of accessible formats are needed at this time.

Record any additional notes:

See the To-Do List for next steps.