

Education Team Worksheet for Documenting Accessible Format Considerations

This worksheet is provided as a template for education teams as they track data collected in the consideration of a student's need for and use of one or more accessible formats. Teams are encouraged to adapt this template for their own needs and preferences.

Teams are reminded to keep student data, including any identifiable information entered in this form, private and confidential.

Step 1: Determine the student's need for an accessible format

In this first step, the team discusses the student's need for an accessible format. The [Step 1 Guiding Questions](#) document provides helpful prompts for the team's consideration.

A team notetaker records key findings during the discussion and enters those in this document or another form to be kept with the student's education file.

At the conclusion of the team's deliberation, select the statement that accurately reflects the student:

- The student can use the educational materials used across the curriculum by other students. The team determines an accessible format is not needed.
- The student requires exactly the same content in one or more accessible formats. The team determines one or more accessible formats is needed and moves on to Step 2.
- The student requires modified content or alternative materials.
- More information about this student is needed before the team can make a determination.

Step 2: Select the appropriate accessible format

The second step consists of four activities in the process of selecting the most appropriate format or formats needed by the student. The [Step 2 Guiding Questions](#) document provides helpful prompts for the team's consideration during each activity.

Step 2.1: The team considers the full learning context

A team notetaker records key findings during the discussion and enters those in this document or another form to be kept with the student's education file.

- Information about the student's current skills, needs, and preferences:
- Information about the environments in which accessible formats will be used:
- Information about the tasks for which accessible formats will be used:

Step 2.2: The student trials a range of formats

The team ensures that relevant data is documented during the trial period. 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?

Step 2.3: The team selects the accessible format(s) needed

The following accessible format(s) are selected for the student:

- Braille with specified features
- Audio with specified features
- Large Print with specified features
- Digital Text with specified features
- Tactile Graphics with specified features
- Other (specify)

Step 2.4: List the educational materials used in the student's classes across the curriculum

The team assigns this responsibility to one or more team members. A table such as the following can be used:

Subject Area	Teacher(s) or Other Contact	Description of Material	ISBN (if applicable)	Notes

Step 2.5: Match accessible formats to materials

The team can add a column for “format required” to the table in Step 2.4, such as:

Subject Area	Teacher(s) or Other Contact	Description of Material	ISBN (if applicable)	Notes	Format Required

Step 3: Acquire accessible formats from available sources

The [Step 3 Guiding Questions](#) document provides helpful prompts for the team’s consideration.

Regardless of the format required, there may be multiple sources of any given material. Preferably, an AMP has the material available in its collection. In some cases, a request for an accessible material may need to be submitted to an AMP. In other cases, a material may need to be created locally.

This step is also an opportunity to document the date the search for the required format begins, the date by which the student needs the material, and the date the material was actually provided to the student. Tracking this information helps the team identify potential areas of delay.

A team can add source-related information columns to the table in Step 2.5 or create a new document to track the sources from which accessible formats are acquired for the student, such as:

Material	Begin date of search	Source (specify AMP)	Locally created (provide details)	Date needed by the student	Date provided

Step 4. Support the use of accessible formats by the student, educators, and family

The fourth step consists of five categories of support for the team to consider. The [Step 4 Guiding Questions](#) document provides helpful prompts for the team's consideration for each category.

Step 4.1: Use of AT

A team notetaker records key findings during the discussion of what type of technology will be the best match for the student to use the accessible format(s). Notes can be entered in this document or another form to be kept with the student's education file.

Step 4.2: Training for the student, educators, and family

A team notetaker records key findings during the discussion of what type of training will be needed to support the student, the student's educators, and the student's family. Notes can be entered in this document or another form to be kept with the student's education file.

Step 4.3: Providing instructional strategies

A team notetaker records key findings during the discussion of what type of instructional strategies will be needed to support the student with using accessible formats and AT. Notes can be entered in this document or another form to be kept with the student's education file.

Step 4.4: Providing support services

A team notetaker records key findings during the discussion of any support services needed by the student for effective use of accessible formats, as well as the staff responsible for providing them. Notes can be entered in this document or another form to be kept with the student's education file.

Step 4.5: Providing accommodations and/or modifications

A team notetaker records key findings during the discussion of any accommodations or modifications needed in support of the student's educational program. Notes can be entered in this document or another form to be kept with the student's education file.