WCASS Guide: How to Provide Students with IEPs Access to their Grade Level Curriculum through Text To Speech

Developed by A 61 Member WCASS Stakeholders Group

WI FACETS Webinar 3/17/21

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WCASS Stakeholders Include Among Others:

- Assistive Technology Specialists
- Teachers
- National CAST Staff
- Higher Education Staff
- Parent Advocacy Representatives
- Reading Literacy Specialists
- School Administrators
- Parent & School Attorneys

- Bookshare Representative
- Learning Ally Representative
- Text To Speech Software Represent.
- School Psychologists
- Wisconsin State Reading Association
- Wisconsin Speech & Hearing Association
- Endorsements

Why Develop This Presentation?

- Because of failing academic scores

- Because it is the law

- Because of User Statistics from National Accessible Media Producers (AMPs)

- Because of experiences of a 13-year-old boy

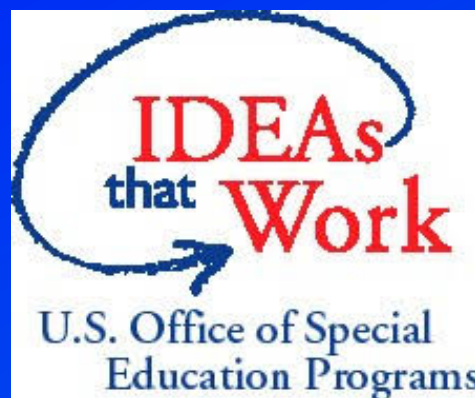- Because of Experiences of a Mother & Advocate
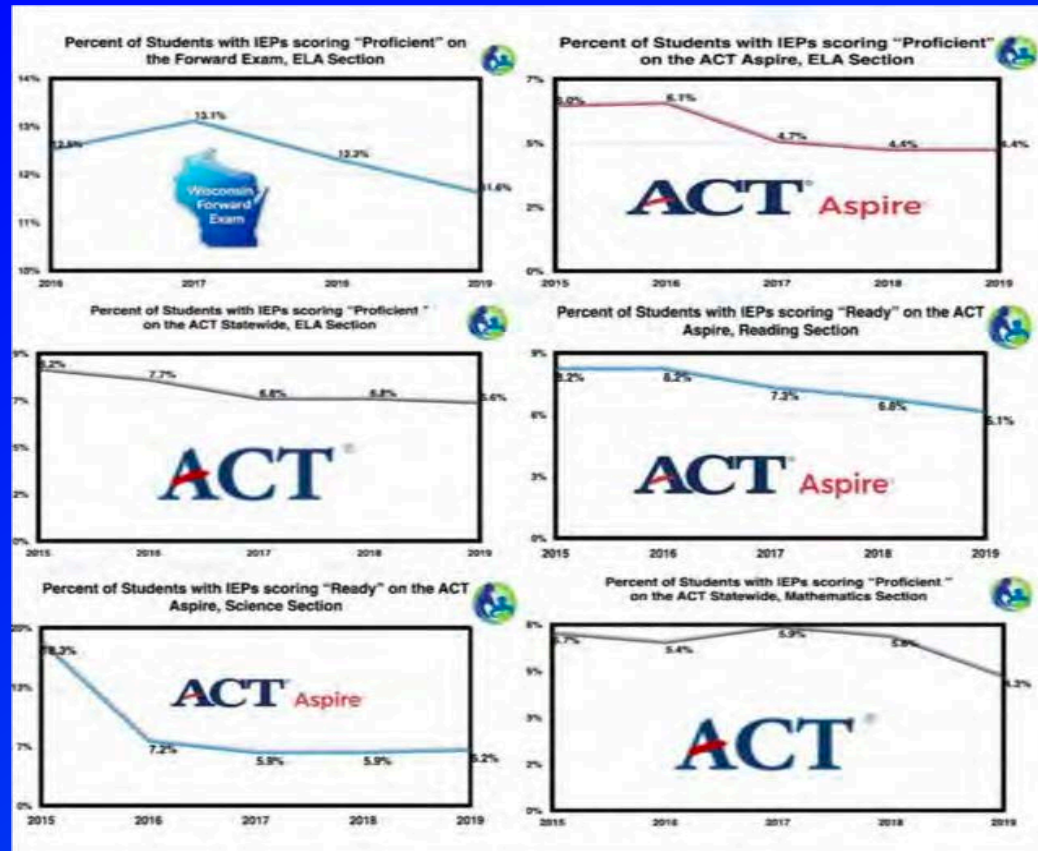
The Failing Academic Scores

- Wisconsin Scores
  - Forward Exam
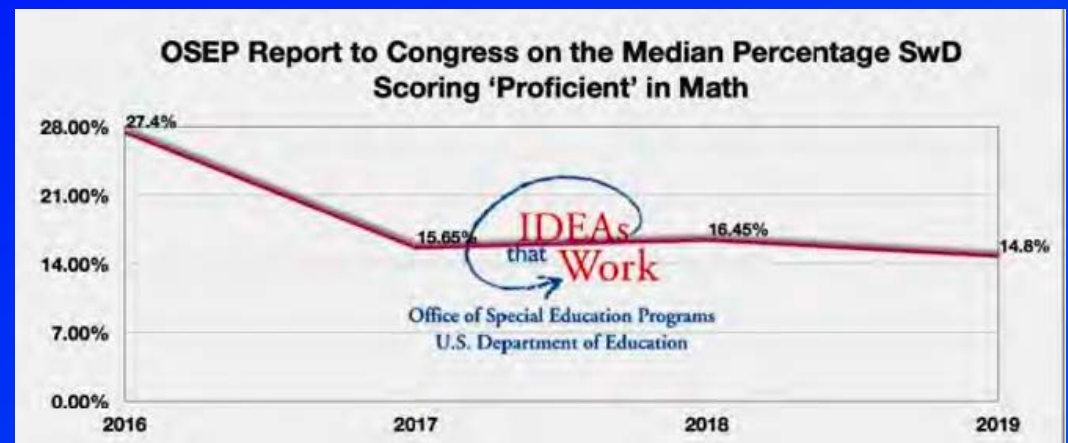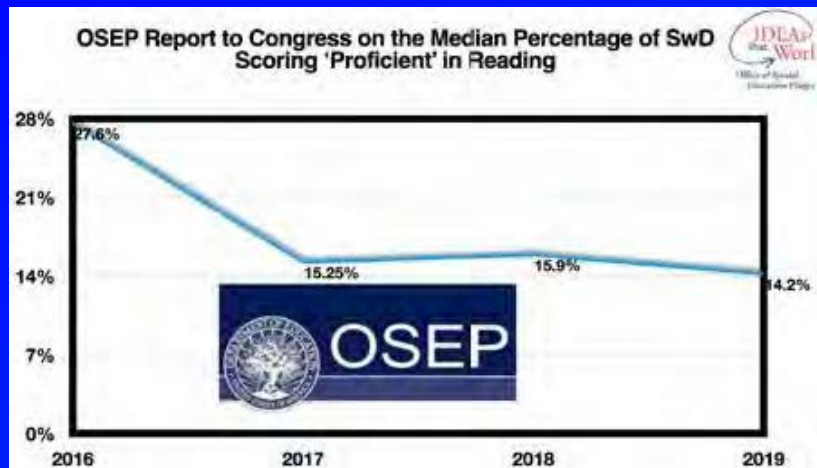 - ACT Aspire
  - ACT Statewide
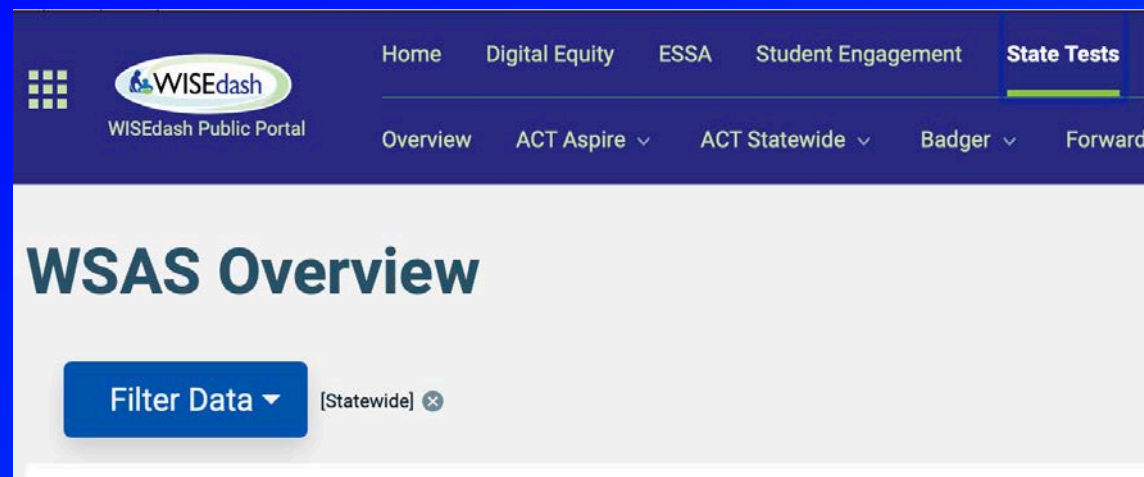
- OSEP Report to Congress

Wisconsin Statewide Assessment

OSEP Report to Congress

Views of Attorneys on Schools' Legal Obligations to Provide SwD Access to their Regular Education Curriculum

Parent Attorney
Jeff Spitzer Resnick

School Attorney
Mary S Gerbig

Because of User Statistics from National Accessible Media Producers (AMPs)

- There are about 120,000 SwD in Wisconsin

- Learning Ally reported about 6,500 students using AEM

  - Only 181 students use Audiobooks frequently

- Bookshare reported about 16,000 students using AEM

  - Only 18% of these students use AEM

Because It's the Law - Additional School and Parent Attorneys' Perspectives

- [Video:](#) Patty Engle, Attorney for Parents

- [Video:](#) Alana Leffler & Gary Ruesch. Attorneys for Schools

- Video: Monica Murphy, Attorney / Advocate for Parents

- Video: Attorney for schools

- Video: Mediator, Wisconsin Special Education Mediation System

Because of Experiences of a 13-Year-0ld Boy

Seeing A1 App

Because of Experiences of a Mother & Advocate

What is Print Disability?

Print Disabled: A person who can not effectively access traditional print materials because of a visual impairment, physical disability or a severe learning disability that affects reading.

Video: Click on the above picture

Video: Dr. David Rose, Chief Scientist, CAST

What are the Indicators of a Print Disability?

- According to the Wisconsin AEM Center

- According to Bookshare (a major Accessible Media Producer (AMP)

- According to Learning Ally (a major Accessible Media Producer (AMP)

What is Text To Speech (TTS)?

- What is TTS and how does it work?

- The view of students and teachers on TTS:

  - **Video:** Students describe the use of TTS

  - **Video:** Text to Speech in the classroom

  - **Video:** Describing the benefits of using TTS

  - **Video:** 5th grade teacher on the use of a TTS application

Wisconsin DPI Message to IEP Teams about enabling Students with IEPs to Access the Regular Education Curriculum

Where to Record 'Print Disability' & the need for 'Text To Speech' on the IEP Forms?

- This publication is aligned with WI DPI Bulletin 20.02

- The two step IEP process

E. Effects of Disability

Effects of the disability identifies **how** the student's disability affects academic achievement and functional performance. The effects are what the IEP Team observes when the student has difficulty accessing, engaging and making progress in the general education curriculum, instruction, and environments. This item must be addressed for all students, regardless of the areas of impairment, including students identified as speech and language only.

1. Describe how the student's disability affects their access, involvement and progress in the general education curriculum, **including how the disability affects reading**. For preschool children, describe how the disability affects participation in age-appropriate activities, including language development, communication and/or early literacy.

2. Does the student's disability adversely affect their progress toward meeting age/grade-level reading standards? For preschoolers, does the disability adversely affect progress toward the early learning standards for language development, communication and/or early literacy?
   ☐ Yes   ☐ No

3. Is this a student with the most significant cognitive disability who will participate in curriculum aligned with **alternate achievement standards**? (*See DPI Model Form I-7-A-Participation Guidelines For Alternate Assessment for the definition of most significant cognitive disability.*)
   ☐ Yes   ☐ No

5. Does the student need assistive technology services or devices, including any services or devices needed to assist with reading? (Consider the need for accessible education technologies or materials available to students regardless of formats or features, including the National Instructional Materials Access Center/NIMAC.)

   ☐ Yes   ☐ No

   If yes, describe the student's assistive technology needs:

   Document necessary services or devices in the Program Summary.

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March 2021

The Wisconsin Council of Administrators of Special Services (WCASS) thanks the WI Department of Public Instruction for their review of this guidance to help ensure compliance with IDEA and help promote student access to grade level curriculum

The WCASS Guide cites over 30 research studies calling for the use of Text To Speech for students with reading difficulties

When to Introduce Text To speech?

- Issues to consider as Students' achievement gap is emerging

- Can 'Reading Instruction' and 'Text To speech' Co-exist?

Bookshare Materials

- What is Bookshare?

- Who qualifies for Bookshare Materials?

- Joining Bookshares: Step by step Guide

- How the Bookshare organization is designated in Wisconsin

- **A Video** describing the use of Bookshare

Learning Ally Materials

- What is Learning Ally?

- Benefits of human-read struggling readers

- How to access Learning Ally

- **Video:** A Special Education teacher using Learning Ally

The National Center on Accessible Educational Materials (AEM)

- National Center on AEM Home Page

- Remote Learning

- Early Learning and AEM

- K-12 and AEM

- Best Practices for Educators

- Use of AEM

- Personalizing the Reading Experience

- Information for Families
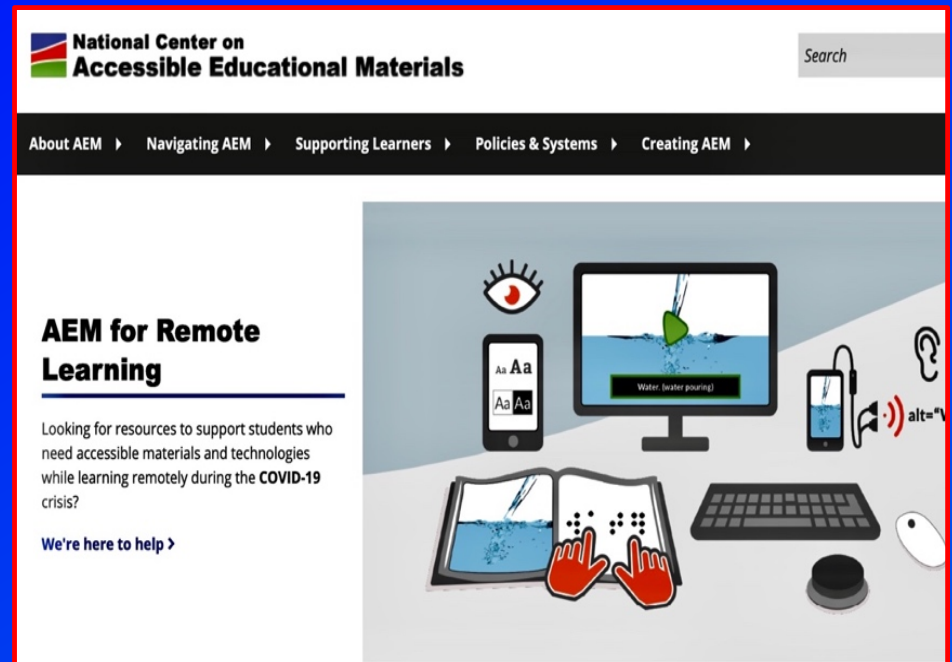
Text To Speech & Audiobooks for Classroom Use

Text-To-Speech and Audiobooks for Classroom Instruction Use

This chapter includes descriptions of the 'Speech' feature embedded in different Operating Systems as well as multiple Text To Speech (TTS) applications and Audiobooks and information on how to use them in the classroom.

How to Reduced Classroom Barriers in the Use of Text To Speech

Classroom Barriers to the use of TTS and How to Reduce Barriers

School districts may avoid many of these barriers noted below by designating a staff member to take the lead role in a "Train the Trainers" model of Test to Speech dissemination or roll out.

Information for Parents

- [for Assistive Technology Negotiations WI FACETS Information](#)

- [The Pacer Center](#)

- [The 'Understood' Website](#)

- [Wrightslaw Website: Strategies](#)

Glossary of Assistive Technology

- [National Accessible Educational Materials Center Glossary](#)

- [Center on Technology and Disability (CTD)](#)

- [Colorado State University Assistive Technology Glossary](#)

- [Brainline Assistive Technology Glossary](#)

- [Utah Parent Center Assistive Technology G](#)

- [Pennsylvania Training and Technical Assistance](#)