

Student Summary Worksheet

Instructions: As your team works through the four steps of the decision-making process, designate a team member to enter the indicated information in each table of this worksheet.

If the worksheet is to be printed so that information can be entered with pen or pencil, first edit the document so that adequate space is available in tables and data entry areas.

An “enter data” icon indicates these fields: 

Getting Started

Table 1: Student Information

Name	Grade	Age

Table 2: Team Members Completing Student Summary (optional)

Name	Role	Contact Information

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:

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:



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



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

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?

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?



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

Checkpoints 4 & 5: Match Formats to Materials

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

Subject	Title & ISBN of Material	Format Needed

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

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:



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



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



Record the support services that will be needed for the student to use the materials effectively:



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



Record any additional notes: