A Call to Action

As classrooms begin to incorporate more digital technology, the need to design materials to be usable by all students from the start becomes increasingly important. This requires adjustments in the way materials are purchased, and that, in turn, will drive the availability of more flexible and accessible learning materials in the marketplace.

PALM Beliefs

- No student should be denied the right to a high-quality education.
- All education settings should be accessible to every student.
- Materials in all settings should be usable by every student from the start.
- Schools cannot rely on parallel delivery systems or costly and different accommodations.

For more complete information, visit: aim.cast.org/learn/practice/palm.
Purchase Accessible Learning Materials (PALM)

What Are Accessible Learning Materials?
Accessible learning materials are educational materials that give students with disabilities the opportunity to gain the same information, engage in the same interactions, and enjoy the same services as students without disabilities.

Why Buy Accessible?
Accessible Materials:
- **Support inclusion** by providing students with disabilities access to the general education curriculum.
- **Benefit all students’ learning** by providing supportive features and scaffolds that benefit a wide range of students.
- **Benefit teachers** by increasing ease of planning instruction when all students use the same accessible and flexible materials rather than when individual students use different materials.
- **Reduce complexity** and confusion around copyright, timely delivery, and student eligibility.
- **Reduce costly accommodations.**

How Do You Know Learning Materials Are Accessible?
Accessible Materials Are:
- **Perceivable.** Content is represented in multiple ways (e.g., video captions, alternate text, audio, text-to-speech, digital, braille) so it can be used based on what students might need or prefer.
- **Operable.** Both visual and non-visual forms of navigation are possible (e.g., keyboard shortcuts, screen gestures, voice) with location and progress supports (e.g., page numbers, progress bars).
- **Understandable.** Content is structured and at an appropriate level for all students with supports built in for difficult content (i.e., glossaries, highlighters, graphic organizers, etc.).
- **Robust.** Content can be used on multiple devices and with different assistive technology.

How Can You Help?

**Purchasers**
- Require that all materials purchased are fully accessible.
- Incorporate accessibility into your policies and practices.
- Include accessibility in contract language.

**Advocates**
- Present PALM to your stakeholders.
- Share the PALM documents through your networks.
- Include accessibility in your mission statement.
- Form an accessibility taskforce.

**Educators**
- Create lesson plans and units that include accessible materials.
- Introduce PALM at a staff meeting.
- Talk with administrators and purchasing coordinators about accessibility.

**Families**
- Create an accessibility action group in your child's school or district.
- Inform school administrators about accessibility.
- Talk with your child's teacher and other parents or parent groups about accessibility.

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