


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

Simultaneous ASL & Text To Speech Video Examples

Executive Summary


Many students with IEPs have an ever-growing gap between their achievement scores and grade level expectations. The graphs in the next few pages only tell part of the story. They do not express the level of frustration, for example, felt by 4th grade students with IEPs who read at the 1st grade level and who are not able to meaningfully participate in classroom discussions that are based on 4th grade reading level books.

It is no surprise that with each passing year the gap widens, and the frustration turns sometimes to anger, withdrawal, behavioral issues, and even dropping out of high school.



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Introduction by Dr. Thomas Hehir

Thank you WCASS organization for embarking on this critical issue for so many students with disabilities around Wisconsin and the Country!


It is disappointing to note that while IDEA 2004 provides opportunities for students with disabilities to access and progress in the general curriculum by using Accessible Educational Materials (AEM) such as Text To Speech, this provision is significantly underused by educators around the country.



Dr. Thomas Hehir, Former U.S. Office of Special Education Programs (OSEP) Director



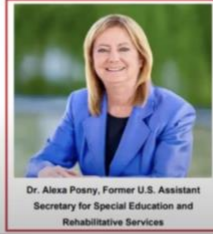
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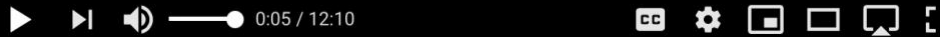
**Reflections on Public Policy and a
Call for Action by Dr. Alexa Posny**

I would like to thank the WCASS organization for the invitation to share my perspective on this important issue.

**Schools Must Provide Students with
Disabilities Access to their Grade Level
Curriculum through the use of
Accessible Educational Materials (AEM)**



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