



Quarterly Newsletter

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Data Collection with Print Disabilities

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Data collection is at the heart of everything we do as educators, and we often find ourselves burnt out when little progress has been made. So, how can we, as teachers, give ourselves grace while knowing that what we are doing is making a difference? With literacy being the cornerstone of education, most teachers are delighted when they see their students making strides in fluency and comprehension based on the data. However, when students are not able to easily access printed words on the paper like their peers, the question remains, “How can I collect and use data to show the student is reaching their goals?”

If your student needs braille, you might be able to take fluency data based on the time it takes them to read an embossed page. For most teachers, however, this looks a little different compared to a typical fluency passage assessment. The teacher is still checking for fluency, pacing, errors, etc., but they are following a translated printed copy of the passage the student will read. The assessment is still timed, and you, as the teacher, have the discretion to ask them to correct any mistakes made during their reading, just like a typical reading assessment.

“My student is not blind and does not need braille, but they do need enlarged print sometimes. Am I taking data on his reading of the enlarged print or the typical font size?”

It is important the student is in the least restrictive environment while providing the accommodations set forth by the student’s IEP. If your student is in need of large print, take the time to accommodate them with their large print modification in order to collect the most accurate data on the student’s literacy skills. The more that a student can see you putting in the effort to help them with their education, the more effort they are going to give you in return. Refer to the student’s IEP to ensure necessary accommodations are provided so that data accurately reflects the student’s abilities.

For more quick and easy tips to assess data collection for students with a print disability, follow the links below.

For anyone who is academically working with a print disability and would like free resources, please check out the Alaska Center for Accessible Materials website and request materials: [Alaska Center for Accessible Educational Materials | AKCAM](#)

[Microsoft Word - A Guide to Making Documents Accessible to People Who are Blind or Visually Impaired.doc \(sabeusa.org\)](#)

[WCASS Guide for IEP teams: Supporting Students with Print Disability](#)

[Braille Instruction for Students who are Blind or Visually Impaired - Teaching Students with Visual Impairments \(teachingvisuallyimpaired.com\)](#)