

## AIM for Parents and Families

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### Speaker's Notes

#### Presenter

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### Cooperating Organizations: Thank You!

The Maine AIM Program thanks the following organizations for promoting this webinar through their member lists:

- [Maine Parent Federation \(MPF\)](#)
- [Southern Maine Parent Awareness \(SoMPA\)](#)
- [Learning Disabilities Association of Maine \(LDA of Maine\)](#)

### Questions We'll Address

- What do families need to know about AIM?
- How do you know if your child needs AIM?
- Who do you talk to at your child's school?
- Where does your child's school get AIM?

### What Do You Need to Know About AIM?

A video produced by the National Center on AIM and PACER Center, titled "AIM Simply Stated," provides an effective and succinct introduction to Accessible Instructional Materials (AIM).

[Follow this link to YouTube for "AIM Simply Stated"](#)

### Why AIM?

Many students have difficulty reading print-based materials.

- Students who cannot see the text in the material.
- Students who cannot turn the pages of the material.
- Students who cannot comprehend the information presented in the material.

Basic, functional abilities are required to successfully read print-based materials. Students who have visual, physical, and reading disabilities will benefit from AIM.

### "Print-Based Materials" Are More Than Textbooks

Although standard print textbooks are common to classrooms, many other materials are typically distributed to students in print format, including

- Workbooks
- Trade books
- Literature
- Laboratory manuals
- Reference works
- Newsprint
- Handouts
- Etc.

If a student cannot see the text in these materials, turn the pages, or comprehend the information presented, they may need AIM.

## Types of AIM

AIM contain the same information as the print-based material in a format that a student can use more easily. These formats are

- Braille
- Large print
- Digital text
- Audio

## AIM vs. Alternative Materials

There's an important difference between AIM (also know as "specialized formats") and alternative materials. AIM provide the exact same content as the original print version of the material. For example, if a student needs a textbook in audio format, they will hear a recording of a person reading the standard print version of the book. The only difference between the standard print version and the audio version is the way the content is presented.

An "alternative material" used by a student addresses the same topic that a class of students is studying but the content is different. That is, the material is modified in way that makes it understandable to the student. For example, a student with an intellectual disability may need material that provides information in simpler language and more pictures.

It's important to keep this distinction clear in order to accurately determine if your child needs AIM.

## Does Your Child Need AIM?

Guiding questions to ask yourself:

- Can my child see print-based material well enough to read the information?
- Can my child independently hold the material and turn the pages?
- Can my child read a typical assignment without getting tired?
- Does my child have the reading skills needed to gain information from grade-level printed material?

If your answer to any of these questions is “no,” your child may need AIM.

### **If You Think Your Child Needs AIM...**

Bring your concerns to your child’s IEP or 504 Team. If necessary,

- Provide the following background information about AIM and related federal laws:
  - [A Brief for Families and Educators by the National Center on AIM](#)
- Point to Section 3D in the Maine State IEP Procedural Manual
  - [The Maine State IEP Procedural Manual](#)
- Suggest the Team use the AIM Navigator to guide the decision-making process
  - [AIM Navigator](#)

### **Know Where to Get AIM**

AIM can be acquired from two national organizations that have been converting print materials to other formats for many years. Bookshare specializes in converting standard print to digital text. Learning Ally produces human-narrated audio versions of materials. To learn about these organizations, use the following links.

[Bookshare](#)

[Learning Ally](#)

### **Transition Planning**

If your child is sixteen years of age or older, don’t delay in adding AIM to their transition plan from high school to college, work, and life.

[Follow this link to the National Center on AIM’s resource on transition planning](#)

### **Key Points of the Presentation**

- AIM are the same materials your child is using in school but in a different format (braille, large print, digital text, or audio).
- Your child may need AIM if he or she cannot learn from standard print materials used in school.
- If you think your child needs AIM, request a Team meeting and be prepared to inform members about AIM.

### **Resource**

[Follow this link to the Maine AIM Program and archived materials for this webinar presentation.](#)

### **Contact**

[info@maine-aim.org](mailto:info@maine-aim.org)