

AT and AIM/AEM For On-Demand Access To Reading Materials

Maine AIM Program

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Presenter

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Objectives

Participants will understand

- The relationships among AT, AIM/AEM, and reading tools.
- How students can acquire or create alternative formats of reading materials “on the fly.”
- How students can use cross-platform AT apps and devices for reading materials across the curriculum.

AT, AIM/AEM, And Reading Tools

A Venn diagram is a visual way to represent the relationships among Assistive Technology (AT), Accessible Instructional/Educational Materials (AIM/AEM), and reading tools that provide access to traditional standard print curriculum materials, such as textbooks, worksheets, or handouts. In the webinar, a Venn diagram displays how “reading tools” relate to both AT and AIM/AEM.

AT Device

An AT device is defined in the IDEA 2004 as “... any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.”

[Definition of AT device in IDEA 04](#)

AIM and AEM

AIM stands for Accessible Instructional Materials. This term originated in the early 2000s and was included in the reauthorization of the Individuals with Disabilities Education Act in 2004 (IDEA 04) and, therefore, relates specifically to K-12 educational settings. AIM is in Maine’s IEP form as of August 1, 2014. The specialized formats of digital text, audio, large print, and braille are AIM.

AEM stands for Accessible Educational Materials. Nationally, this term has recently replaced AIM. AEM as an initiative expands beyond K-12 to include early learning, postsecondary higher education, and workforce development.

What Are AEM?

AEM are “materials that are designed or converted in a way that makes them usable across the widest range of student variability regardless of format (print, digital, graphical, audio, video).” –National Center on AEM

Materials converted from print are referred to as “AIM” in IDEA 04.

AIM in IDEA 04

AIM in IDEA 04 refers to print educational materials that have been converted to specialized formats (digital text, audio, large print, or braille).

[Follow this link to YouTube for a video explanation: AIM Simply Said](#)

The AIM Provision in IDEA 04 mandates that State Education Agencies (SEAs) and Local Education Agencies (LEAs) provide textbooks and core instructional materials in specialized formats for students with print disabilities in a timely manner.

AIM is included in Maine’s IEP form as of August 1, 2014.

Sections 3D and 3F of Maine’s IEP Form

AT appears in Section 3F of Maine’s IEP Form.

AIM appears in Section 3D of the IEP form. The questions presented to the IEP team are: Does the child have a print disability that requires accessible instructional materials (AIM) to access the curriculum?” and “If yes, what type of accessible instructional materials (AIM) does the student require?”

In the context of the IEP form, the format of AEM under consideration is print.

AIM is a provision of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 04). A major impetus behind AIM legislation was the delay that students with disabilities historically experience in receiving textbooks and other curriculum materials in formats they can use. The AIM provision mandates that students who need AIM receive them in a “timely manner,” which Maine defines as “at the same time as their peers who don’t need AIM.” The IEP documents a student’s need for AIM to access the general education curriculum, thereby effectively participating and making progress.

[Follow this link to the Maine IEP form](#)

[Follow this link to the The Maine State IEP Procedural Manual](#)

Research

[Follow this link to Audio-Supported Reading and Students with Learning Disabilities at the National Center on Accessible Educational Materials](#)

Definition of Print Disability

[Follow this link to the Maine AIM CoP for the definition of “print disability”](#)

AIM for Students with Print Disabilities

[Digital text from Bookshare](#)

[Human-narrated audio from Learning Ally](#)

[Braille and large print from CC Maine](#)

Reading Tools

[Abbyy](#) (scanning & OCR)

[OmniPage](#) (scanning & OCR)

[Scanbot for iOS and Android](#) (scanning & OCR)

[Abbyy TextGrabber + Translator for iOS or Android](#) (scanning & OCR)

[Snapverter from Texthelp](#) (scanning & OCR)

[Snapverter with R&W for Google Chrome demonstration](#) (scanning & OCR + read)

[Prizmo for Mac](#) (scanning & OCR + read)

[Prizmo for iOS](#) (scanning & OCR + read)

[ClaroSpeak Plus for iOS](#) (scanning & OCR + read)

[Kurzweil 3000 + firefly for Mac and Windows](#) (scanning & OCR + read)

[NaturalReader for Mac and Windows](#) (scanning & OCR (added cost) + read)

[Read&Write Gold from Texthelp for Mac and Windows](#) (scanning & OCR + read)

[Read&Write for Google Chrome from Texthelp](#) (read only)

[Snap&Read Universal for Google Chrome from Don Johnston](#) (read only (including inaccessible text))

[Voice Dream Reader for iOS](#) (read only)

[ClaroPDF for iOS](#) (read only)

SETT Framework

[Follow this link to Joy Zabala's SETT Framework](#)

Key Points

The key points to take away from this webinar are:

- AT and AIM/AEM work in conjunction to produce audio-supported reading (ASR) tools.

- ASR tools allow students with print disabilities to access the same content as their peers...at the same time.
- Converting paper-based materials and inaccessible files to formats that can be used with ASR tools requires software or apps with scan & OCR functions.
- Finding the right reading tools requires an assessment of the student's needs, the environment in which a tool will be used, and the associated tasks: **SETT**

Events Page for Webinar

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Thank You

On behalf of the Maine AIM Program, thank you for attending this webinar. Please contact us for more information or technical assistance.

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