

AIM, IEP and Transition

Webinar – April 29, 2015



Accessible Instructional Materials

Welcome & Introductions

- John and Cynthia, Cynthia and John...

Naming of Parts

- AIM – Accessible Instructional Materials
- IEP – Individualized Educational Program
- Transition – Planning for post-school life...

AIM – Accessible Instructional Materials

- Part of IDEA 2004
- “Print disability”
 - When the disability prevents the student from being able to learn from printed instructional materials (e.g., standard print textbooks, trade books, and handouts), schools {may} identify the student as having a “print disability” and provide the student with the appropriate Accessible Instructional Materials (AIM) and assistive technology (AT).
 - IEP Guidance Document – December 2015: “For all children, determine if the child has a print disability (an individual who experiences barriers to accessing standard printed instructional materials in nonspecialized formats due to blindness, visual disability, physical limitations, organic dysfunction or dyslexia) that requires Accessible Instructional Materials (AIM) to access the curriculum.”
- “Specialized formats” (Braille, Large Print, Audio, Digital text)
- Timely manner

Maine AIM Program - maine-aim.org

- Identify, Select, Acquire, Use

AIM and IEP

- Maine included AIM in IEP last summer...
- Lots of concern about print “disability” and identification issues.
- Good news is that Selection and Acquisition are easier than ever...
- We still need to help with Use and AT.

Transition

- Transition: Transition services means a coordinated set of activities for a child with a disability that is designed to be within a results-oriented process, that: is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; is based upon the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and includes instruction, related services, community experiences, the development of employment and other post school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational assessment. Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education. [34 CFR 300.43]

Parts of the IEP that relate to AIM

- **Evaluation Results**
- Present Levels of Performance
- **Special Factors (Special Education & Related Services, Supplementary Aids & Services, Program Modifications, and Supports)**
- Annual Goals
- Statewide Assessment Participation
- **Postsecondary Goals and Transition Services**

Evaluations and AIM

- Requirements
 - Assess students in all areas of suspected disability.
 - Use a variety of assessment tools and strategies.
 - Obtain information to assist in developing the content of the IEP.
- AIM Considerations
 - Is printed text a barrier for the student?
 - Does the student need AIM?
 - Does the student need AT to access specialized formats (braille, audio, digital and/or large print)?

Present Levels and AIM

- Requirements
 - Describe the student's present levels of academic achievement and functional performance.
 - Describe how the student's disability affects his/her involvement and progress in the general curriculum.
- AIM Considerations
 - Is the student able to access and derive meaning from print-based instructional materials as other students?
 - Is the student currently using AIM and AT to access the general education curriculum?

Special Factor and AIM

- Requirements
 - In developing, reviewing or revising IEP, must consider the need for:
 - Behavior supports
 - Language supports
 - Braille instruction
 - Communication
 - AT devices and/or services
- AIM Considerations
 - Does the student need instruction in braille or use of braille in relation to AIM?
 - Does the student need AIM to perceive and interact with written or aurally presented information?
 - Does the student need AT to perceive and interact with specialized formats of printed materials (e.g., digital braille, audio, digital text)?

Transition Planning and AIM

- Requirements
 - Include postsecondary goals and transition services in the IEP.
 - Develop a Summary of Performance (SOP) of the student's academic achievement and functional performance, providing recommendations to help the student meet postsecondary goals.
- AIM Considerations

- What **opportunities and supports** will be provided during high school for the student to **develop self-determination skills needed to advocate for his or her own needs** in relation to AIM?
- What supports will be provided to help the student plan for the use of AIM and related technology in postsecondary environments?

Preparation, Self-Advocacy, and AIM in Postsecondary Education

- With family support, students should:
 - Contact the Office for Students with Disabilities early.
 - Provide current, comprehensive documentation (IEPs and 504 plans are not considered sufficient).
 - Be specific about required format(s) when requesting accommodations (digital text, audio, large print, braille).
 - Inform staff of an existing Bookshare and/or Learning Ally individual membership and related reading tools.
 - Ask for the institution's procedure for requesting materials in alternative formats.
 - If applicable, be familiar with options to purchase digital text versions of books (e.g., Amazon and CourseSmart).
 - Be prepared to communicate with faculty.

AIM-to-AEM

- AEM – Accessible Educational Materials
- Why the difference?
 - Broader view
 - Broader group of stakeholders
 - Covers other legal requirements
- Second Focus – AEM
 - AEM looks at all materials to ensure they are accessible to everyone including parents and the general public. AIM focused on “availability” of materials...AEM focus on “availability and use” as well as on “Improved Learning.”
 - Includes early childhood and higher ed – and ESL – Lifespan and work-related.
 - Touches on a number of laws: ADA, Section 504/508, Higher Ed, Section 255 of the Communications Act of 1934, 21st Century Communications and Video Accessibility Act, etc.
- This just developing. Expect more in the future including a new focus on accessible documents when Section 508 Refresh is promulgated later this year.

Help

Maine AIM Program

maine-aim.org

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207-621-3195 (TTY Users may call Maine Relay 711)

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