AIM/AEM, AT and the IEP

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Presenters

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Description

In the ten years since Accessible Instructional Materials (AIM) were first introduced in the IDEA 2004 regulations, much has changed in the instructional landscape. This one-hour webinar will review the current state of Accessible Instructional Materials and Accessible Educational Materials (AEM), the use of Assistive Technology (AT) and how this all fits within Maine's IEP. The IEP Team's decision making process and required documentation will be detailed.

Goals and Objectives

- Brief History of AIM in Maine
- Review the current state of AIM/AEM
- The Use of AT and AIM
- How this all fits within the IEP
- IEP Team's roles and documentation

Naming of Parts

- AIM and AEM - Accessible Instructional Materials and Accessible Educational Materials - lots about this.
- IEP - Individualized Education Program - Probably needs no explanation, but we will focus on Maine's "official" IEP and a strategy on how to increase the use of AIM/AEM and collect data.
- **Assistive Technology** - probably needs no explanation, but we will discuss a number of applications, plugins, apps and services than can be used with AIM/AEM

Backstory/History

- Initial grant from CAST - NIMAS/NIMAC
  - Some software, some hardware
  - Pre iPad
  - Pre e-Books
  - Braille Books and Large Print "in a timely manner"
- Born - Maine AIM Program - 2008
  - IDEA 2004 Regulations - Section 300.172, regarding access to instructional materials, has been revised: (1) To make clear that States must adopt the National Instructional Materials Accessibility Standard (NIMAS), published as

Appendix C to these final regulations; (2) to establish a definition of ''timely manner,'' for purposes of § 300.172(b)(2) and (b)(3) if the State is not coordinating with the National Instructional Materials Access Center (NIMAC), or § 300.172(b)(3) and (c)(2) if the State is coordinating with the NIMAC; (3) to add a new § 300.172(b)(4) to require SEAs to ensure that all public agencies take all reasonable steps to provide instructional materials in accessible formats to children with disabilities who need those instructional materials at the same time as other children receive instructional materials; and (4) to add a new § 300.172(e)(2) to clarify, that all definitions in § 300.172(e)(1) apply to each State and LEA, whether or not the State or LEA chooses to coordinate with the NIMAC.

- Focus on Paper
  - Concern about the time it took to produce "hard-copy" materials.

Print Disability?

- Probably our biggest challenge.
- Chose: "A condition related to blindness, visual impairment, specific learning disability or other physical condition in which the student needs an alternative or specialized format (i.e., Braille, Large Print, Audio, Digital text) in order to access and gain information from conventional printed materials."
- Got: Gobbly-gook – IDEA2004 (see What is a Print Disability, below)

Community of Practice

- Established the Maine definition of "timely manner" and attempted to define "print disability."
- Continues to meet quarterly to exchange ideas, disseminate information and plan training activities.
- Common interest, goals

What are AIM?

- Specialized formats
  - Braille
  - Large Print
  - Audio (human-narrated)
  - Digital

Training

Lots of training - based on four key areas:
- Identification of students with print disabilities
- Selection of appropriate AIM/AEM and AT
- Acquisition of AIM/AEM
- Use of AIM/AEM and IT
- Resources for Parents, Teachers and Others

IEP Teams
- Parent(s)
- At least one regular education teacher
- At least one special education teacher, or special education provider
- School administrator – knowledgeable about the regular education curriculum
- Someone who can interpret the results of evaluation(s)
- The student (when appropriate)
- Others (e.g., case workers, etc.)

IEP Team's Responsibilities
- Review evaluation data
- Determine present levels of performance
- Determine any "necessary modifications" in the child's regular education program
- Develop or revise the IEP
- Annual review of the IEP
- [Consider any special factors that may interfere with the child's learning...]

IEP and AT
Maine has an "official" IEP form that all school use. There has been a prompt for AT for many years:

> F. Does the child need assistive technology devices and services?
> (MUSER IX.3.C.(2)(e))
> Yes No
> If yes, where is this addressed in the IEP?

IEP and AIM

> D. If the child is blind or visually impaired, does the child require instruction
> in Braille and the use of Braille? (MUSER IX.3.C.(2)(c))
> Yes No
>
> Does the child have a print disability that requires accessible instructional materials
> (AIM) to access the curriculum? (MUSER IX.3.C.(2)(c))
> Yes No
>
> If yes, what type of accessible instructional materials (AIM) does the student
> require?
>
> If yes, where is this addressed in the IEP?

Parts of the IEP that relate to AIM/AT
- 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

AT and AIM
- When we started – no iPads...but...
- Maine Learning Technology Initiative (MLTI) – 7-8 grade
  - Many Maine schools now 1-to-1 or close to it.
  - Latest MLTI has lots of iPads.
  - Increasing use of Chromebooks.

AT and AIM 2

- Basic AT - Reading
  - Screen readers – text-to-speech and navigation
  - Text Enlargement and Screen Magnification
  - Literacy Enhancement Software
  - Switch technology

AIM Simplified
- See additional reference document

We need AIM- Now what?
- What specialized format? (Braille, Large Print, digital, audio)
- How do we acquire AIM?
- How do we deliver AIM in a timely manner?
- What specific area(s) will the student need to access AIM?
- How do we ensure that students are able to access and use AIM independently?
- Do we have a plan B?

Selection
- What format will AIM be delivered?
- Braille?
- Audio (i.e. MP3, App, Audiobook)
- Digital (i.e. ebook with text-to speech, magnification)
- Large Print

Acquisition

- Coordinated effort
- Resources: Bookshare, Learning Ally
- Timely manner- should be a forethought- NOT an afterthought.
- Training? For staff?
- Who in district is responsible to set up?

Use

- How will student use AIM? What setting(s)?
- What AT is needed?
- What training is needed?
- What ongoing support is needed?

Resources

- bookshare.org
- learningally.org
- aem.cast.org
- maine-aim.org

Questions

Thank You

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