

AIM, AT, IEP and Transition

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Welcome & Introductions

- Who is John? John E Brandt, MS.Ed, Training Coordinator, Maine CITE – Worn a lot of hats from college professor to school psychologist to NYC cab driver. Have been a technology consultant to Maine CITE since 1999, full time since last December.
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Naming of Parts

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

What is/are 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

What is AT?

- An AT Device is any item, piece of equipment, or product--whether acquired commercially or customized--that is used to increase, maintain or improve the functional capabilities of a person with a disability.
- Can be low tech or high tech...
- Wheel chairs and ramps to computers software and equipment.

Examples of AT in School

- Mobility devices - wheelchairs
- Augmentative Communications devices (ACC)
- Cochlear Implants and Hearing Aids
- **Screen reader software**
- **Enhanced literacy software for e-book readers.**
- **Apps including specialized instructional materials, organizers, timers and feedback systems.**

Maine AIM Program - maine-aim.org

- Identify, Select, Acquire, Use

Selection and Acquisition of AIM

- Some students will need more than one form of AIM (e.g., digital text and audio). Decision on what the needs and are made in the IEP Team (or Section 504 team) meeting – which includes parent/family and should, when appropriate, include the student.
- Acquisition of AIM is the responsibility of the local school. Fortunately, there are some low cost options.

Bookshare

Bookshare is an online resource that includes a library of many digital textbooks (nearly 369,000) for people with print disabilities. A grant from the US Department of Education allows Bookshare to offer FREE organizational memberships for U.S. institutions serving qualifying students, and FREE individual memberships for qualifying U.S. students of any age. When your school signs up for a free membership, you can easily acquire these books in accessible formats for your students who need AIM. Bookshare also provides a service to its members where they can submit a book to be scanned and converted into an accessible digitized format (includes DAISY, ASCII, HTML, and Braille Digital Format). For member schools and individuals, there is no cost to request and download the books in Digital Format. Bookshare has also been designated as a NIMAC Authorized User. bookshare.org

Learning Ally

Formerly Recording for the Blind & Dyslexic - RFB&D, Learning Ally provides human-narrated textbooks, as well as thousands of other books for individuals with qualifying print disabilities. Learning Ally is the only resource for school textbooks in human-recorded Audio format.

Acquisition of AIM from Learning Ally requires a School Membership which is fee-based; individual memberships for qualified students are free. Learning Ally has also been designated by Maine as a NIMAC Authorized User.

Visit the Membership Section of the Learning Ally website to learn more about school membership and how to acquire AIM in Audio format. Learningally.org

Education Services for Blind and Visually Impaired Children (ESBVIC) – Catholic Charities

Maine students with disabilities due to blindness or visual impairment and who are eligible, are likely being provided services from Education Services for Blind and Visually Impaired Children (ESBVIC), a service of Catholic Charities of Maine. Typically, ESBVIC assigns a Teacher of the Visually Impaired (TVI) to work directly with these eligible students, their teachers and their families. The Instructional Materials Center (IMC) at ESBVIC is a repository of some Braille and large print textbooks available to students who are eligible. The IMC is also able to research other repositories and order AIM for schools. For more information about this program, please contact:

Nancy Moulton
Program Director, ESBVIC
P.O. Box 645
Biddeford ME 04005

Tel: (207) 592-4760
Toll Free: 1-888-941-2855 x 5416
e-mail: esbvic@ccmaine.org

AT and IEP

- Maine's official IEP form has had reference to Assistive Technology for...many years.
- See Section 3F
- Devices and Services
- Devices: "...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. The exception is the term does not include a medical device that is surgically implanted, or the replacement of such device."

- Services: “...any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.”
- Terms include:
 - The **evaluation** of the needs of such child, including a functional evaluation of the child in the child’s customary environment;
 - **Purchasing, leasing, or otherwise providing** for the acquisition of assistive technology devices by such child;
 - **Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing** assistive technology devices;
 - **Coordinating and using other therapies**, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
 - **Training or technical assistance** for such **child**, or where appropriate, **the family** of such child; and
 - **Training or technical assistance for professionals** (including individuals providing education and rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of the child.

AIM and IEP

- Maine included AIM in IEP 2014, Monitoring in 2015.
- AIM is not (yet) in MUSER.
- 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]

Transition and IEP

- **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 Results – AIM & AT

- 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 – AIM & AT

- 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 Factors – AIM & AT

- 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 – AIM & AT

- 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 – Training – Technical Assistance

Maine AIM Program

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