



# FIDELITY CHECKLIST AND REFLECTION TOOL: Accessible Instructional Materials (AIM)

**PURPOSE:** This self-check will help you determine where your team is currently performing in regards to the provision of Accessible Instructional Materials to students with complex access needs.

**INSTRUCTIONS:** Complete the [Accessible Instructional Materials \(AIM\) training](#), and then complete this document to get the baseline for your team. As you move forward in your practice, use the Fidelity Checklist and Reflection Tool and the [Guide to Implementation](#) as tools to increase your team’s fidelity in implementing the practices associated with the provision of AIM to students with complex access needs. Follow up with another team-assessment with the Fidelity Checklist and Reflection Tool every three months, to document your progress.

**In the course of your regular job performance, how often would you say you observe the following?**

**Date:** \_\_\_\_\_

Accessible Instructional Materials	Not ever or rarely observed (0)	Occasionally observed (1)	Frequently observed (2)	Observed all the time (3)
1. All team members participate in making decisions about AIM.				
2. The Student, Environments, Tasks, and Tools (SETT) framework is used by the team to assess how student characteristics, the environment, learning tasks, and tools impact the student’s access to instruction and assessment.				
3. Students have communication systems and supports that enable them to talk about all subject areas.				
4. AIM is provided to enable students to best show what they know on assessments.				
5. The same AIM provided during instruction is provided during assessments.				
6. AIM is provided to enable students to get information from the same sources as general education students do.				
7. AIM allows students to access information at their current reading and/or listening comprehension level.				
8. AIM is provided to enable students to write about academic topics.				
9. AIM is provided so that students can understand math concepts, participate in math instruction, and complete math problems.				
10. AIM is provided so that students can participate in science experiments.				
11. AIM is provided so that students can understand graphs, diagrams, timelines, etc., in social studies and science.				
12. Video and audio sources are adapted or enhanced for students with vision and/or hearing disabilities.				
13. AIM is provided so that students can participate in games, sports, and fitness activities in physical education.				
14. AIM is provided so that students can participate in the arts (e.g., art, music, drama).				
15. AIM is provided so that students can participate in life skills and career-oriented classes like culinary arts, industrial arts, family and consumer science classes, etc.				
16. AIM is provided to support students’ executive function challenges such as impulse control, emotional control, flexible thinking, working memory, self-monitoring, planning and prioritizing, task initiation, and organization.				
	<b>Add up all points above to determine your current fidelity score:</b>			

## Comments/Discussion: What active steps can you take to increase your fidelity moving forward?

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3. Students have communication systems and supports that enable them to talk about all subject areas.
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16. AIM is provided to support students' executive function challenges such as impulse control, emotional control, flexible thinking, working memory, self-monitoring, planning and prioritizing, task initiation, and organization.