GUIDE TO IMPLEMENTATION
of Accessible Instructional Materials (AIM)

What can educators do to support the use of Accessible Instructional Materials with a student?

This guide lists specific steps you can take to provide AIM to students with complex access needs.

CONDUCT AN INTERDISCIPLINARY TEAM ASSESSMENT USING AN ADAPTED STUDENT, ENVIRONMENTS, TASKS, AND TOOLS (SETT) FRAMEWORK

Each person on a student's team has unique expertise when it comes to assessing students' AIM needs:

General Education Teacher – knows the desk locations and dimensions, lighting, sound, where the teacher typically stands during instruction, how students are expected to move, the technology the teacher uses regularly, the classroom behavioral expectations, and the curriculum

Special Education Teacher – understands the impact of the student's disability on learning, including students' executive function challenges, the students' Individualized Education Program (IEP) goals, and AIM that was provided by previous IEPs

Speech-language Pathologist – understands the student's communication needs, devices and systems that have been tried in the past, and the language demands of the classroom

Occupational Therapist – understands the student's fine motor and sensory regulation challenges, and likely has some expertise in assistive technology (AT)

Physical Therapist – understands the student's gross motor challenges and the movement demands of the classroom and larger school environment

AT Professional – understands a variety of technology and AT devices, hardware, apps, and software; is knowledgeable about technology that the school uses for typical students

When Assistive Technology (AT) is considered, the team may:

- Complete multiple observations at school across several different classes, locations, and activities to identify opportunities for the staff and student to use AT to promote participation and learning.
- Consider what AT will support student and/or staff to do these tasks:
  — *Plan* writing
  — *Write* literary and informational text
  — Have text read aloud to support *listening comprehension*
  — *Understand text*
  — *Complete worksheets*
  — *Present work*
  — *Understand mathematical concepts and do operations*
  — *Identify important information from text*
  — *Determine best hardware, software, and apps to accomplish instructional tasks*
- Provide trial versions of AT to determine best fit for student.
- After the trial, provide specific recommendations for AT for the student, describing the features needed.
- Provide information about whether insurance or Medicaid might pay for hardware or software and guide district and/or family through the reimbursement process.
- Provide training for student, staff, and family on the recommended AT.
- Observe the student using AT in natural classroom situations to identify challenges and solutions through ongoing consults and additional team training as needed to utilize the AT with fidelity.

The team should observe all the environments and instructional activities the student will experience during a typical week and utilize that information to make decisions about the current year's AT and AIM.

DEVELOP A LIST OF AIM THAT WILL HELP REMOVE THOSE BARRIERS TO LEARNING

AIM is usually divided into two categories on the IEP: accommodations and modifications. Remember that accommodations do not change the rigor of the learning standards whereas modifications do.

IMPLEMENT AIM AND MEASURE FIDELITY OF IMPLEMENTATION

Throughout the course of the school year, teams utilize AIM and measure both its efficacy (how does it influence student learning) and fidelity of implementation (the degree to which AIM is implemented consistently and accurately across environments and team members).

ADJUST AIM AS NECESSARY

The process of assuring AIM is a continual cycle of assessment, implementation, analysis of data, and revision. Any changes to AIM that are necessary during the year's IEP period can usually be done through an IEP amendment.

This document was designed to accompany the Accessible Instructional Materials (AIM) training from TX CAN.