

# AIM

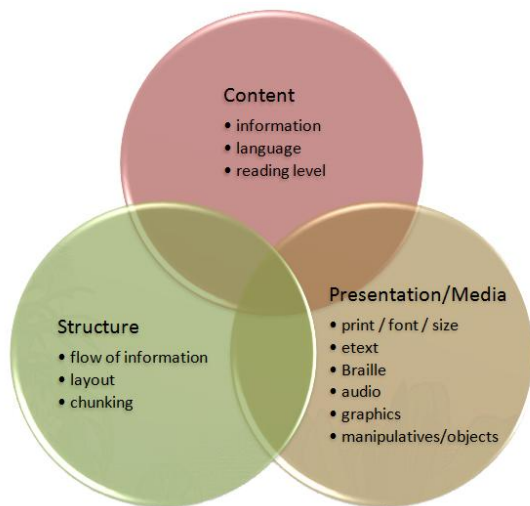
## Accessible Instructional Materials

Accessible instructional materials (AIM) are instructional materials that have been formatted or adapted to meet the individual needs of students with disabilities. Examples include restructured print, braille, large print, digital text (or e-text), audio, graphic-enhanced text, images, and manipulatives. The specific types of adaptations to instructional materials should be based on the student's individual needs and how the student's disability affects involvement and progress in the general education curriculum. The student's IEP/504 plan team is responsible for determining if their needs include accessible instructional materials, the format of such materials and the necessary related accommodations for the student to participate in the general curriculum.

According to the Florida State Statutes, the definition of instructional material includes: "Items having Intellectual content that by design serve as a major tool for assisting in the instruction of a subject or course. These items may be available in bound, unbound, kit package form and may consist of hard backed or soft backed textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer course ware or software." Beginning in the 2015-2016 academic year, all adopted instructional materials for students in kindergarten through grade 12 must be provided in an electronic or digital format.

Florida public school districts have the right to transform instructional materials into accessible formats as needed. Florida statute 1006.38(15) states that publishers and manufacturers of instructional materials, or their representatives, shall "grant, without prior written request, for any copyright held by the publisher or its agencies automatic permission to the department or its agencies for the reproduction of instructional materials and supplementary materials in braille, large print, or other appropriate format for use by visually impaired students or other students with disabilities that would benefit from use of the materials."





The three aspects of instructional materials the IEP team may consider when determining what appropriate and accessible instructional materials are needed for a student.

- Content
- Structure
- Presentation

### Acquisition of AIM



The **PALM** Initiative (Purchase Accessible Learning Materials) by CAST provides guidance to school districts in the evaluation and the purchase considerations of accessible learning materials, along with shift in how materials are created by publishers and developers. <http://aim.cast.org/learn/practice/palm#.VPm4vfnF-So>




















**How to obtain AIM?**








Accessible instructional and/or educational materials may be acquired through a variety of resources. The determination of the resource is based on the needs of the student determined by the IEP team. Here are some of the ways to provide AIM:

- Start at your school to determine what is already available and determine what accessible instructional materials can be created locally
- Request accessible digital files from publishers  
<http://www.fldoe.org/core/fileparse.php/5574/urlt/1415publishercontactlist.pdf>
- Obtain alternate format files for instructional materials through Bookshare, Learning Ally or the NIMAC (FIMC) if the student meets the eligibility criteria

AIM Materials		
Local Public Library		<a href="http://www.publiclibraries.com/florida.htm">http://www.publiclibraries.com/florida.htm</a> (search for your library by county) Public libraries offer audio and digital texts as well as videos to members for free. Overdrive and Freading are two common tools for accessing digital text on a computer or device from home.
BookShare		<a href="https://www.bookshare.org/cms">https://www.bookshare.org/cms</a> Bookshare provides text, public domain titles and recent texts, in a variety of formats. Membership based and eligibility requirements for free services.


Learning Ally		<a href="https://www.learningally.org">https://www.learningally.org</a> Learning Ally, also membership based with eligibility requirements, makes content accessible in a variety of formats and for a variety of devices.
Tar Heel Reader		<a href="http://www.tarheelreader.org">www.tarheelreader.org</a> Tar heel Reader offers simple, easy to read accessible books; teachers can make their own books.
Tumble Books		<a href="http://www.tumblebooks.com/library/asp/customer_login.asp">http://www.tumblebooks.com/library/asp/customer_login.asp</a> This is a fee-based library of animated talking books. Free 30 day trial available..
Internet Public Library		<a href="http://www.ipl.org/">http://www.ipl.org/</a> remarkable database of resources, multiple formats and research topics across all levels.
Florida Electronic Library FEL		<a href="http://www.flelibrary.org">http://www.flelibrary.org</a> This is a database of electronic magazines, newspapers, almanacs, encyclopedias and books.
Lit2Go		<a href="http://etc.usf.edu/lit2go">http://etc.usf.edu/lit2go</a> free online stories and poems in MP3 audio files. Some of the stories have additional reading strategies and PDF downloads.
Project Gutenberg		<a href="http://www.gutenberg.org/">http://www.gutenberg.org/</a> Over 46,000 free ebooks - variety of formats to download and use with a variety of devices.
CK -12		<a href="http://www.ck12.org/about/">http://www.ck12.org/about/</a> CK-12 is all about making education accessible to all. New interactives and other resources are found here.
National Library of Virtual Manipulatives		<a href="http://nlvm.usu.edu/en/nav/vlibrary.html">http://nlvm.usu.edu/en/nav/vlibrary.html</a> library of interactive math manipulatives
Virtual Manipulatives		<a href="http://www.glencoe.com/sites/common_assets/mathematics/ebook_assets/vmf/VMF-Interface.html">http://www.glencoe.com/sites/common_assets/mathematics/ebook_assets/vmf/VMF-Interface.html</a> interactive online manipulatives for math
Online Videos		TeacherTube and Youtube provide a multisensory approach to teaching skills.
Hands and Voices		<a href="http://www.handsandvoices.org/resources/apps.htm">http://www.handsandvoices.org/resources/apps.htm</a> Hands and Voices is a parent driven, non-profit organization dedicated to providing unbiased support to families with children who are deaf or hard of hearing.
Reading A-Z		<a href="http://www.readinga-z.com">www.readinga-z.com</a> Reading A-Z is a fee based leveled reading program
Described and Captioned Media Program		<a href="http://www.dcmp.org/">http://www.dcmp.org/</a> Free captioned media resources


AIM Tech Tools		
Built in Accessibility Features		PC - Windows Narrator, iOS/Mac –VoiceOver and Speak Selection, Browser Extensions/Apps
Natural Reader		<a href="http://naturalreaders.com">http://naturalreaders.com</a> Free download to use text-to-speech online and in other applications.
Read2Go		<a href="http://read2go.org/">http://read2go.org/</a> eBook reader app for iPad from Bookshare.
Voice Dream Reader		<a href="http://www.voicedream.com/">http://www.voicedream.com/</a> , iOS, eReader for iPhone, iPad with tracking, variety of voices, and visual display options.


Speakit		<a href="https://chrome.google.com/webstore/category/apps?hl=en-US">https://chrome.google.com/webstore/category/apps?hl=en-US</a> Text-to-speech Google extension, multiple platforms
Readability		<a href="https://www.readability.com/">https://www.readability.com/</a> A browser add-in from Google extensions. Clean up online clutter. Multiple formats
vBookz		<a href="http://vbookz.com/V1/vBookz_Voice_Readers.html">http://vbookz.com/V1/vBookz_Voice_Readers.html</a> PDF Voice Reader, IOS
Google Hangout		<a href="https://hangout-captions.appspot.com/">https://hangout-captions.appspot.com/</a> Has a sign language interpreter and caption app.
Rewordify		<a href="http://rewordify.com/">http://rewordify.com/</a> A web based tool which modifies language in classic books, online articles or web sites.
Snap and Read		<a href="http://donjohnston.com/snap-read/">http://donjohnston.com/snap-read/</a> Text reading software and Google extension which reads text even in a Flash format. It also allows for leveled txt through the dynamically adjustment across the web.
Read&Write for Google		<a href="http://www.texthelp.com/north-america/readwriteforgoogle/">http://www.texthelp.com/north-america/readwriteforgoogle/</a> Free text reader Google extension. Subscription based writing support also available.


### Top AIM Resources


 NATIONAL CENTER ON ACCESSIBLE INSTRUCTIONAL MATERIALS Accessible eResources including eBook readers, web sites, textbooks/printed materials, STEM, multimedia, online learning systems, hardware and software. <http://aim.cast.org/learn/e-resources>

 **Educreations App – Interactive Whiteboard**  
Show what you know – draw, write/type, or even speak to create videos.


 Zugang für alle  
Accès pour tous  
Accesso per tutti  
Access for all Check for Accessibility of your PDF documents. <http://www.access-for-all.ch/en/pdf-lab/pdf-accessibility-checker-pac.html>

 **WAVE**  
web accessibility evaluation tool Quickly evaluate a web page for accessibility. <http://www.access-for-all.ch/en/pdf-lab/pdf-accessibility-checker-pac.html>

 **Microsoft** Tutorials: Learn about accessibility features and options in Microsoft Products including Windows and Office products.  
<http://www.microsoft.com/enable/products/ie6/>

AIM Navigator  Awesome online tool to assist with decision making process related to AIM. Guides and defines important aspects of considering AIM.  
<http://aim.cast.org/navigator/page>

NATIONAL CENTER ON ACCESSIBLE INSTRUCTIONAL MATERIALS

 NATIONAL CENTER ON ACCESSIBLE INSTRUCTIONAL MATERIALS AIM for Families “Quick Start” provides answers to common questions and provides additional resources for families.  
[http://aim.cast.org/learn/stakeholder\\_focused/parents\\_students](http://aim.cast.org/learn/stakeholder_focused/parents_students)

**FIMC-VI**

The Florida Instructional Materials Center for the Visually Impaired

Resources related to accessing instructional materials.  
<http://www.fimcvi.org/nimas-florida/>



Keep up with the latest on **accessible instructional materials** “scooped” by Chuck Hitchcock.  
<http://www.scoop.it/t/accessible-instructional-materials>



Keep up with the latest on **digital books** also “scooped” by Chuck Hitchcock.  
<http://www.scoop.it/t/digital-book-news>



Quick Start sheets for making Word/PDF and other formats accessible for individuals with disabilities <http://www.ncdae.org/resources/cheatsheets/>



The Resource Materials and Technology Center for the Deaf and Hard of Hearing (free loan library, online resources, professional development and more) <http://www.rmtcosbd.org/>



An online resource library is designed to help districts and schools implement a universal, differentiated core curriculum based on the Florida Standards.  
[www.at-udl.net](http://www.at-udl.net)



ASLized fosters the integration of American Sign Language (ASL) educational research into visual media and literacy. [www.aslized.org](http://www.aslized.org)

## AIM Application

Randy is a 3rd grade student who has an assignment to write a book report. He is able to read simple sentences with 3-4 letter words, but has little comprehension of what he reads. When stories are read to him by a human voice, he understands at a higher level.

Randy listens to audiobooks with human voices that are at his comprehension level. He checks the books out from the public library with teacher direction. He will give an oral presentation of the book using props and picture symbols to support his writing. Randy's teacher has posted several of his books on tarheelreader.org.

Carla is a high school student with a visually impairment who has difficulty reading the same materials as her classmates. Her assignment is to complete a web quest as part of a group project.

Carla uses screen reading software that translates World Wide Web pages to spoken text. She has learned to use the built-in accessibility features on the computer to increase the font size and adjust the reading speed.

Darius is a very bright student that has significant delays in his ability to read text. When he attempts to read material he has difficulty understanding it. When the material is read to him he is able to answer the teacher's questions.

Darius instructional materials are read to him through the use of text reader software on computer. The highlighting features in the software allow him to follow along as the text is read to him and reinforces his word recognition.

Jordan's 9th grade English class is reading "Romeo & Juliet". Jordan is deaf and uses American Sign Language to communicate, and currently reads on a 5th grade reading level.

In order to have access to the instructional materials, he has a resource period daily, where works with a Teacher of the Deaf who is able to provide the text in a simpler format, as well as tell the story and provide background information in American Sign Language. She will also work with the classroom teacher to adapt the assignments and the tests for Romeo & Juliet to ensure that Jordan has access to those materials

Jean Pierre just moved here one year ago with his family from Haiti and is in the 7th grade. He has a profound hearing loss and does not use any amplification. He understands some sign language and is soaring in math. He has very low language and reading skills.

He is mainstreamed for his math class with an Educational Interpreter available to provide in-depth explanations of instruction and content from the math text that are on a level the student can understand. The Educational Interpreter using American Sign Language, use of manipulatives, use of charts/graphs and specialized instruction from a Teacher of the Deaf after math class is over when he returns to

Sally is deaf and has cochlear implants. Her class is using a program on the computer where she needs to listen and answer questions. Sally is not able to hear the materials using the headphones that the other students are using due to her cochlear implants.

To provide her with access to the instructional material, she needs to use a piece of technology that will deliver the sound from the computer directly to her cochlear implants. This could be accomplished through a patch cord, an FM system, or another device. The IEP team should discuss the most appropriate way to provide this access with Sally's audiologist and Sally's family.

Billy is an 11th grader whose class is learning about Dr. Martin Luther King. They have to read a book, watch a movie, and then write a report. Billy has a hearing loss and wears one cochlear implant in his right ear. He is very smart and is reading above grade level.

For Billy to have access to any verbal instruction, he either needs to be able to see the speaker's face or read captions. Billy's teacher knows this, and always faces Billy during instruction, and borrows free, captioned materials from online loan libraries whenever she requires her students to watch a movie. This ensures that Billy has Accessible Instructional Materials for all components of this assignment.

Jenny is a 2<sup>nd</sup> grade classroom with Juvenile Rheumatoid Arthritis. She has recently had a "flare-ups" of her disease and she has difficulty handling classroom materials. Jenny's teacher is using math manipulatives to teach the students about bar graphs. Jenny wants to participate in the lesson like the other students.

As part of Jenny's 504 plan she is able to use a computer to complete her assignments as needed. Jenny uses a web library of interactive math manipulatives to virtually create a bar chart showing quantities or percentages by labeling columns and clicking on values.