

Determining Student Need for AIM

Identifying Information

Student Name:	Parent Name:	School:
Address:	Phone:	Last 4 digits of SSN:
Student has current: <input type="checkbox"/> IEP (IDEA Student Plan) <input type="checkbox"/> IAP (504 Student Plan) 504 Disability: _____	Exceptionality: _____	Grade: _____ <input type="checkbox"/> Neither IEP nor IAP

Guiding Questions

Given standard *print-based curriculum materials used in the content areas, does the student have difficulty accessing or gaining meaning from these materials?

Probe	Evidence
Have any <u>factors</u> been identified that contribute to the student's difficulty in accessing standard print-based curriculum materials?	<p>Factors</p> <p>Identify factors that contribute to the student's difficulty in accessing standard print-based curriculum materials:</p> <p> <input type="checkbox"/> Physical <input type="checkbox"/> Cognitive <input type="checkbox"/> Visual <input type="checkbox"/> Reading Disability <input type="checkbox"/> Auditory <input type="checkbox"/> Perceptual <input type="checkbox"/> Attention Deficit Disorder <input type="checkbox"/> Dyslexia <input type="checkbox"/> Other: _____ </p> <p>Where can above evidence be located for this student (IEP, IAP, evaluation?) _____</p>
Is the student able to read <u>standard printed materials</u> at a sufficient rate and with adequate comprehension in order to complete academic or curricular tasks with success, relative to same-age peers?	<p>Difficulty</p> <p>1. Identify the student's current performance indicated by data (DIBELS scores, Standardized Test Result, Informal Teacher Test, Teacher Observation and Formal Evaluation). _____</p> <p>2. Is the student's reading efficiency with standard print material adequate for timely completion of tasks? _____</p>
Do other barriers to reading proficiency exist?	<p>Other Barriers</p> <p> <input type="checkbox"/> Lack of Instruction <input type="checkbox"/> Inadequate Pre-requisite skills <input type="checkbox"/> Behaviors <input type="checkbox"/> Other: _____ </p>
Have <u>strategies</u> to address reading issues been successful?	<p>Strategies</p> <p>List the strategies or accommodation to materials that have already been tried to address reading or access. Have they been successful?</p>
Would the student benefit from an <u>alternate format</u> of core curriculum materials? If so, which? <input type="checkbox"/> Braille <input type="checkbox"/> Large Print <input type="checkbox"/> Audio <input type="checkbox"/> Digital	<p>Alternate Format</p> <p>Identify any changes to text format of standard print material that the student needs.</p> <p> <input type="checkbox"/> Print-based to digital format <input type="checkbox"/> Standard print to enlarged print <input type="checkbox"/> Electronic Text <input type="checkbox"/> Standard print to Braille <input type="checkbox"/> Picture-symbols <input type="checkbox"/> Print-based to audio format <input type="checkbox"/> Color of text or background color <input type="checkbox"/> Use of Style Sheets </p>
Would the student/educational team require <u>additional supports</u> for successful use/implementation of materials in an alternate format?	<p>Additional Supports</p> <p>Identify additional instruction, assistive technology, supports, services, and/or training that will be needed by the student and others to use the materials effectively.</p>

* Print-based core materials are textbooks, workbooks, worksheets, basal textbooks and reproducible materials printed on paper, in books, or single sheet format.

Note: If a student who requires AIM is not eligible for the resources through the NIMAC, the district must provide appropriate AIM through other means such as direct purchase of an alternative format from the textbook publisher.

Has the student been certified as having a "print disability" by the District Competent Authority?	Is there a copy of the <i>Verification of Eligibility to Use NIMAS Materials</i> form in the student's file?
--	--

NIMAS/Bookshare.org Eligibility

- Blind persons whose visual acuity, as determined by competent authority, is 2/200 or less in the better eye with correcting glasses, or whose widest diameter of visual field subtends an angular distance no greater than 20 degrees.
- Persons whose visual disability, with correction and regardless of optical measurement, is certified by competent authority as preventing the reading of standard print material.
- Persons certified by competent authority as unable to read or unable to use standard printed material as a result of physical limitations.
- Persons certified by competent authority as having a reading disability resulting from organic dysfunction and of sufficient severity to prevent their reading printed material in a normal manner.

Is the student eligible to utilize files from the NIMAC or Bookshare.org?	Print name of person completing this form: _____
Please supply an answer in every area of this form.	Email address: _____
Submit completed file to your District AIM Liaison.	Date: _____ Mobile phone #: _____ Signed: _____