



Tools and Resources

- 📖 Pennsylvania's Guidelines for the Provision of AIM
- 📖 AIM Explorer
- 📖 AEM Navigator
- 📖 Functional Vision Assessment (FVA)
- 📖 Learning Media Assessment (LMA)
- 📖 Protocol for Accommodations in Reading (PAR)
- 📖 Quality Indicators for Assistive Technology (QIAT)
- 📖 SETT Framework (Student, Environments, Tasks, Tools)

 Bookshare

5

PENNSYLVANIA'S AIM GUIDELINES

 Bookshare

6

PA's AIM Guidelines

PaTTAN Publications

Pennsylvania's Guidelines for the Provision of Accessible Instructional Materials (AIM)

Publication Date: July 23, 2012 | 0 Comments | 5

The purpose of this document is to provide local education agencies with direction for identifying, locating, and providing accessible instructional materials so that all students can participate fully in the learning environment and achieve academic and functional performance goals. It also provides the information needed to comply with state and federal mandates.


Topic: Accessible Instructional Materials (AIM)

Download this Item

AIM Guidelines Revised July 2

[Download](#)

<http://www.pattan.net/category/Resources/PaTTAN+Publications/Browse/Single/?id=500d52748b0332bc21000266>

 Bookshare

7

PA's AIM Guidelines

Pennsylvania's Guidelines for the Provision of Accessible Instructional Materials (AIM)

AIM Guidelines

Appendix F: Questions to Ask When Determining a Student's Needs for AIM

When determining the need for AIM, IEP teams can gather data from a student's evaluation information and present levels of academic achievement and functional performance and trials with specialized formats of instructional materials. The team can also collect information about the student's levels of engagement, independence, and fatigue.

IEP team members can probe for additional information by asking specific questions about the student and the learning environments, required tasks, and tools needed to complete the tasks.


1. What are the skills, abilities, and needs of the student?
2. What are the customary environments in which the student learns?
3. What are the tasks the student needs to be able to do to reach expectations and make progress?
4. What are the tools the student needs to do the tasks in the environments in order to meet expectations for both current and future needs?

As part of this inquiry, the team can gather information about the student's access to curricular materials, assessment data, barriers, and needed supports for each subject/content area. Information collected and analyzed by the team will guide decisions when determining a student's need for AIM.

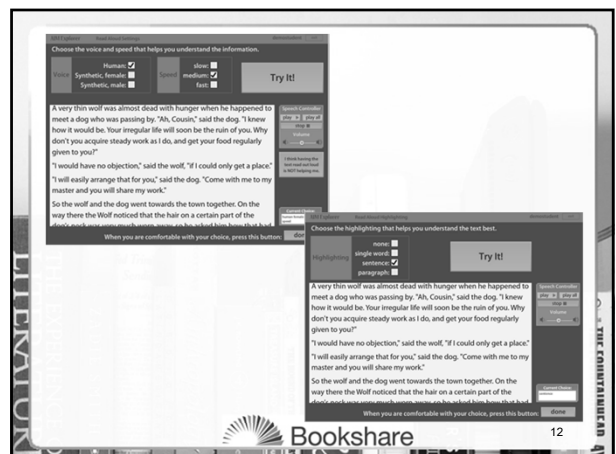
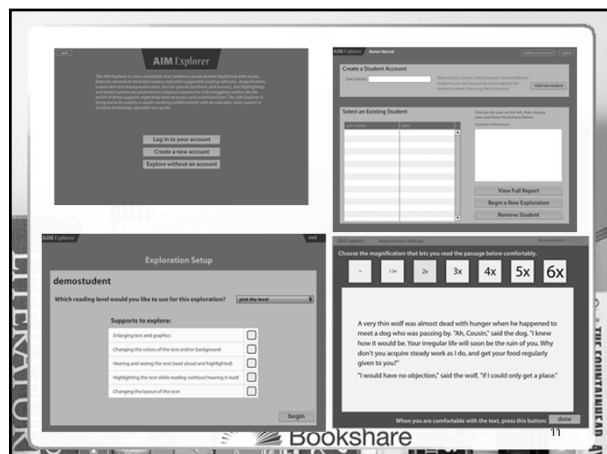
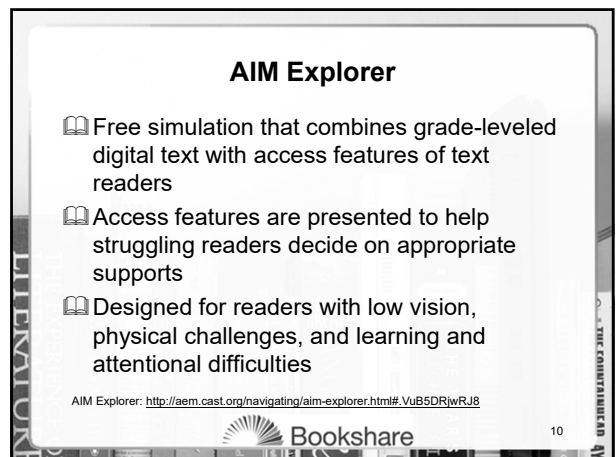
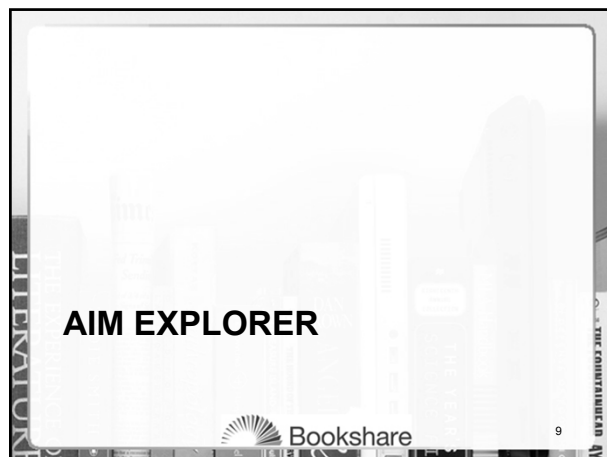
Access to curricular materials

1. Is the core instructional material (e.g., textbook, workbook, other printed curricular material) currently provided to all students or to this student only?
2. Is the material in alternate format?
3. What does the student need to do to access the core instructional material that he or she cannot currently do?

<http://www.pattan.net/category/Resources/PaTTAN+Publications/Browse/Single/?id=500d52748b0332bc21000266>

 Bookshare

8



Read the text below:

Originally, the Romans lived in a region that now forms part of central Italy. Through conquest of nearby peoples, the Roman Empire grew. At its peak, the Empire controlled most of Western Europe, North Africa, Greece, the Balkans, and the Middle East. The capital, Rome, grew from a simple village on a hill to a thriving city. Even today, some 2,500 years later, Rome is still a major world center.

People in Rome wore three types of clothing. First, they wore a hair-cloth. This was worn as underwear. Then, over a tunic, both men would wear a tunic and women would sometimes wear two. A tunic is a long shirt in a simple style and was usually made out of wool but occasionally linen. Finally, over a tunic a man would wear a toga whenever he went into public, if he could.

When you have finished reading all of the text, press this button: [Next]

Read this text:

Read the text below:

Read the text below:

When you have finished reading all of the text, press this button: [Next]

Please answer the question below based on the text you just read:

How easy was it to understand the reading passage?

[Very easy] [Easy] [Difficult] [Very difficult]

[Next]

Bookshare 13

AIM Explorer Summary for demostudent exit

Comparison	With Settings	No Settings
How easy was it to understand the reading passage?	easy	very difficult
How easy was it to read the passage?	easy	very difficult
How difficult was it to follow the main concept of the passage?	easy	very difficult
How difficult was it to see the letters in the text?	easy	difficult

Summary of Settings

Magnification 2x (24 pt text)

Background Color white

Text Color black

Read Aloud synthetic female

Speed medium

Column Layout Single

Line Spacing Extra

Images full image

Notes

[Next]

Bookshare 14

AEM NAVIGATOR

Bookshare 15

AEM Navigator

- Interactive tool
- Facilitates decision-making process for AEM
- Four decision points
 - Determination of need
 - Selection of formats
 - Acquisition of formats
 - Selection of supports for use
- Used by IEP teams and other collaborative teams

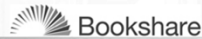
AEM Navigator: http://aem.cast.org/navigating/aem-navigator.html#_VuB4pBjwRj8

Bookshare 16

AEM Navigator

- 📖 Is NOT a screening or diagnostic tool
- 📖 Is a process facilitator that guides the work of a collaborative team
- 📖 Decisions and supporting information are saved to a Student Summary
- 📖 Fully accessible to people using a variety of assistive technologies

AEM Navigator: <http://aem.cast.org/navigating/aem-navigator.html#VuB4pBjwRj8>

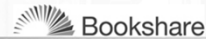


17

AEM Navigator Process

- 📖 List the print instructional materials used across the curriculum.
- 📖 Consider the instructional context.
- 📖 Select formats needed.
- 📖 Match formats to materials.
- 📖 Determine technology, supports, strategies, and accommodations needed by student to successfully use specialized formats.

AEM Navigator: <http://aem.cast.org/navigating/aem-navigator.html#VuB4pBjwRj8>



18

AEM Navigator

The screenshot shows the AEM Navigator web application. The top navigation bar includes links for Home, Getting Started, Enter Student Information, Review Materials, and Student Summary. The main content area is divided into two sections: 'Getting Started' and 'Enter student information'. The 'Getting Started' section includes a 'Getting Started' heading and a 'Getting Started' subheading. The 'Enter student information' section includes a 'Student Information' heading and a 'Student Information' subheading. The 'Enter student information' section also includes a 'Enter student information' subheading and a 'Enter student information' subheading.

19

AEM Navigator

The screenshot shows the AEM Navigator web application. The top navigation bar includes links for Home, Getting Started, Enter Student Information, Review Materials, and Student Summary. The main content area is divided into two sections: 'Review Materials' and 'Student Summary'. The 'Review Materials' section includes a 'Review Materials' heading and a 'Review Materials' subheading. The 'Student Summary' section includes a 'Student Summary' heading and a 'Student Summary' subheading. The 'Review Materials' section also includes a 'Review Materials' subheading and a 'Review Materials' subheading.

20

AEM Navigator

Demo Student
Grade 7, Age 13

Technology
After a team has determined what features and specialized format(s) a student will need, decisions about the student to use the specialized format(s).

What technology will be needed for the student to use the materials effectively?
mp3 player, iPod device with accessible chapter app, computer with text-to-speech reading application

Demo Student
Grade 7, Age 13

Instructional Strategies
What instructional content and strategies will be needed for the student to use the materials effectively?
Licensing strategy (copyright, instructional reading strategies (e.g., RFL)

Demo Student
Grade 7, Age 13

Support Services
What support services will be needed for the student to use the materials effectively?
IT support for technology, staff support of technology utilization by student, support of family for student use of technology at home

Demo Student
Grade 7, Age 13

Accommodations/Modifications
What accommodations and/or modifications will be needed for the student to use the materials effectively?
Use of iPod device in all available classrooms

21

AEM Navigator

Demo Student
Grade 7, Age 13

Getting Started
After the metadata sampling student summary (optional)
Jan 10, 10 10:10, 10:10:10

Access
The student summary provides the same content in one or more specialized formats.
Access to the student summary is provided to all students who are enrolled in the program. The student summary is provided to all students who are enrolled in the program. The student summary is provided to all students who are enrolled in the program.

Selection
Student's current skills, needs, and preferences
Access to the student summary is provided to all students who are enrolled in the program. The student summary is provided to all students who are enrolled in the program. The student summary is provided to all students who are enrolled in the program.

Notes for Specialized Formats Needed
None

Large Print
None

Braille
None

Specialized Formats to be assigned

Format	Source	Check	Print
English	10:10:10, 10:10:10	✓	✓

22

FUNCTIONAL VISION AND LEARNING MEDIA ASSESSMENTS

23

Functional Vision Assessment

- The assessment of functional vision aims to determine
 - ☐ what people see
 - ☐ how they can see and use their vision
 - ☐ under what conditions they can see
- Information is used to determine why an individual can or cannot do particular tasks
- Provides information about the use of an individual's vision to plan training to enhance visual skills

Low Vision Online: <http://www.lowvisiononline.unimelb.edu.au/Function/index.htm>

24

Functional Vision Assessment

Form A

Functional Vision Assessment

Student Name: _____ Date: _____
 Assessor: _____ Position: _____

Part I - Medical Background

This information should be gathered before beginning the Functional Vision Assessment.

Information from Eye Report

Date of last eye exam: _____ Dr.'s Name: _____

Vision Diagnosis: _____

Explanation: _____

Impact of Additional Disability on Vision: _____

Distance Acuity: _____ **Visual Field (Full):** _____
Near Acuity: _____ **Visual Field (Constricted):** _____

Functional Vision and Learning Media Assessment (FVLM)
for Students with Visual Impairments

Report Form for academic students ages 9-21, based on the Essential Assessment Rules 2010

Student Name: _____ Grade: _____ FVLM # Number: _____

PA Assessment Date: _____ Initial or Three Year Re-evaluation? _____

Primary Disability? _____ Other Disability? _____

1. CURRENT VISION SERVICES

Direct or collaborative service? _____ Minutes of V service per week? _____

Related services? _____

Orientation and Mobility screening - assessment date? _____

Orientation and Mobility Service minutes per week? _____

Orientation and Mobility evaluation summary or screening attached? _____

Chart or Clinical of Best Interest? _____

2. EXISTING MEDICAL INFORMATION Ophthalmologist, Dr. _____ at the _____

Exam date: _____ Ocular Conditions / Diagnosis: _____

Visual acuity measure: _____

Constricted Distance Right (D) _____ Left (D) _____ Both (D) _____

Constricted Near Right (D) _____ Left (D) _____ Both (D) _____

Visual field boundaries: _____

Color vision: _____

Bookshare 25

Learning Media Assessment (LMA)

- 📖 Identifies the best reading format for a student: print, braille, audio, objects, or some combination
- 📖 Offers a framework for selecting appropriate literacy media for a student who is visually impaired
- 📖 Assesses a student's learning style, or the way he or she uses vision, hearing, and other senses, to gain access to information

Perkins School for the Blind: <http://www.perkinslearning.org/scout/learning-media-assessment-lma>

Bookshare 26

Learning Media Assessment Form 1

GENERAL STUDENT INFORMATION

Identifying Information: Student _____ Birth Date _____ Age _____
 Grade/Placement _____ School _____

Components of Learning Media Assessments Conducted

Use of Sensory Channels _____
 Selection of General Learning Media _____
 Selection of Literacy Media _____
 Initial Decision of Literacy Medium _____
 Continuing Assessment - General _____
 Continuing Assessment - Selection of Print Media _____
 LMA for Student with Additional Disabilities _____
 DMS(s) of Learning Media Assessment _____
 Evaluator(s) _____

CONTINUING ASSESSMENT OF LITERACY MEDIA

Student _____
 Primary Reading Medium _____ Evaluator _____ Secondary Media _____
 Date _____

Additional Information on Visual Functioning

Is current information available from functional vision evaluations? Summarize: _____

Is current information available from ophthalmological examinations? Summarize: _____

Is current information available from clinical low vision evaluations? Summarize: _____

Does available information indicate a change in visual functioning? Yes No

Has the following information:

Grade placement	Grade	Rate
Percent of the informal reading inventory (or student's primary reading material)	_____	_____
Independent level (0-75% comprehension)	_____	_____
Institutional level (0-75% comprehension)	_____	_____
Functional level (0-75% comprehension)	_____	_____
Reading of content materials at grade placement	_____	_____
Science	_____	_____
Social Studies	_____	_____
Other	_____	_____

Does the student read with adequate comprehension? Yes No

Does the student read at a sufficient rate? Yes No

Does the student read at a sufficient rate and with adequate comprehension in order to complete assignments with success? Yes No

Learning Media Assessment Form 2

USE OF SENSORY CHANNELS

Student _____
 Setting/Activity _____
 Date _____ Observer _____

Observed Behavior	Sensory Channel
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A

Koenig & Holbrook, Learning Media Assessment of Students with Visual Impairments

Bookshare 27

Handouts

Learning Media Assessment for Students with Visual Impairments and Complex Instructional Needs
 Updated: August 4, 2014 | 10 Comments | 0

Teachers of students with visual impairments assess the learning media needs of their students by determining which sensory systems provide the most efficient access to the materials used in their instruction. When students are at the sensorimotor stage of cognitive development, regardless of their chronological ages, efficient use of sensory systems for the exploration and use of learning media is the most essential element of learning. For these students, TlVs must conduct team-based strategies and accommodations that maximize sensory efficient team members with the support they need to overcome sensory barriers to instruction.

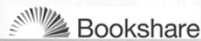
Title of Training: PA Low Incidence Institute
 Presenter: Mike Smith
 Training Date: 08/04/2014

Links: [Visual Impairment Learning Media.pdf](#)
[SLX and SAM Skill Comparison Chart.pdf](#)
[SLX and SAM Skill Comparison Chart.pdf](#)
[Learning Media Assessment.pdf](#)
[Low Incidence Learning Media.ppt](#)

<http://www.pattan.net/category/Resources/Handouts/Browse/Single/?id=53dfb07f8b03328a238b456e>

Bookshare 28

PROTOCOL FOR ACCOMODATIONS IN READING (PAR)

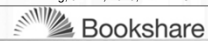


29

Protocol for Accommodations in Reading (PAR and uPAR)

- 📖 A formative assessment tool that can be used with any student who is struggling with reading
 - ❑ PAR: Free, downloadable
 - ❑ uPAR: Online version
- 📖 Intended to help educators make informed decisions about reading accommodations
- 📖 NOT a test of reading abilities
- 📖 Builds on present levels of performance on standardized reading evaluations to compare the effectiveness of reading accommodations

Protocol for Accommodations in Reading, Jan. 4, 2015, Denise C. DeCoste, Ed.D, presenter

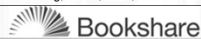


30

Protocol for Accommodations in Reading (PAR and uPAR)

- 📖 Tool used to determine a student's optimal reading accommodation
- 📖 Optimal reading method is determined through the student's ability to answer related comprehension questions
- 📖 Why use PAR?
 - ❑ When it is unclear what reading accommodation works best for a student

Protocol for Accommodations in Reading, Jan. 4, 2015, Denise C. DeCoste, Ed.D, presenter



31

How Does the Tool Work?

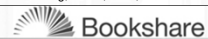
PAR

- 📖 Reading material is offered through
 - ❑ Student read aloud
 - ❑ Adult Reader
 - ❑ Text-reader
 - ❑ Open ended questions

uPAR

- 📖 Reading material is offered through
 - ❑ Silent reading
 - ❑ uPAR: prerecorded human audio
 - ❑ Text-reader
 - ❑ Multiple choice questions

Protocol for Accommodations in Reading, Jan. 4, 2015, Denise C. DeCoste, Ed.D, presenter



32

A Protocol for Accommodations in Reading: The PAR Process

PAR Background Data

Student	Grade	Sex	MF	Date
Student ID#	ELL	Y	N	

Primary disability: _____

Reading accommodations on IEP: _____

Reading accommodations currently in use: _____

Frequency: _____

Current Levels and Accommodations

Date	Assessment	Score
	Educational testing (Reading subtests)	
	Psychological Testing	
	Visual	
	Auditory	
	Motor	
	Other	

Experiences with Accommodations: _____

C. TEXT READER AT THE STUDENT'S GRADE LEVEL
(or best estimate of highest comprehension level)

Question	To Student
1. Open the text reader (Proctor passage).	Now, we'll read a passage together. You can use the text reader or another way. Please write your answer. Let's begin. The word "par" is in the passage.
2. Open the text reader with the passage on screen. Before reading, cover the passage on the screen and read it aloud. Then, read it aloud a second time.	Now you will read a passage on the computer. What do you think this story is about? Tell me your answer when you are done reading. Now you will read the passage to a friend.

PAR and uPAR:
<http://donjohnston.com/par/>

Bookshare 33

A Protocol for Accommodations in Reading: The PAR Process

At the Bottom of the Sea

In 1996, the wreck of a 16th century merchant ship was found off the coast of North Carolina. Historians wondered if it might be the remains of a pirate vessel. Rescue, recovery, and scientific analysis began. Finally, after 15 years, the wreck has been positively identified. It is the Queen Anne's Revenge.

The most famous pirate in history was Edward Teach. He is best known as Blackbeard the pirate. In 1717, Blackbeard stole a French merchant ship. He renamed it the Queen Anne's Revenge. This 40-gun flagship led his four-vessel pirate flotilla for almost a year. Then in 1718, Blackbeard's mighty ship ran aground near Beaufort Inlet. His pirates loaded the cargo onto another ship before the flagship sank.

Since its discovery, underwater archaeologists have spent years mapping the wreck. They have taken photographs and made drawings. Divers have exposed thousands of artifacts. Many artifacts were buried in

Question	Incorrect	Correct	Type
1. What is this passage about? (identifying the wreck of the Queen Anne's Revenge)			Fact
2. By what other name was Edward Teach known? (Blackbeard)			Fact
3. Where was an important shipwreck found in 1996? (off the coast of North Carolina)			Fact
4. How long did it take for the recovery and scientific analysis to positively identify the wreck as the Queen Anne's Revenge? (15 years)			Fact
5. In order to positively identify the shipwreck, whose work did the historians rely on? (underwater archaeologists, divers, scientists, and historians)			Fact
6. What kind of ship was the Queen Anne's Revenge before Blackbeard stole and renamed it? (a French merchant ship/vessel)			Fact

PAR and uPAR:
<http://donjohnston.com/par/>

Bookshare 34

QUALITY INDICATORS FOR ASSISTIVE TECHNOLOGY

Bookshare 35

Quality Indicators for Assistive Technology Services (QIAT)

- Nationwide grassroots group
- Members provide input into the process of identifying, disseminating, and implementing Quality Indicators for AT services in school settings
- QIAT website provides gateway to numerous resources

QIAT website: <http://www.qiat.org/resources.html>

Bookshare 36

QIAT Resources for AT Assessment and Consideration



Guiding Document for Assessment of Assistive Technology Needs

- Guiding Document for Assessment of AT
- AT Assessment Process Planner
- AT Consideration Guide

Assistive Technology Assessment Process Planner

Student Name: _____ Planning Date: _____

Referral for AT assessment is made by any member of the student's team when classroom strategies and tools do not meet the student's needs.

AT assessment is completed by a collaborative team sharing responsibilities. By Date: _____ Person: _____

Identify team members: _____

Create a written AT assessment plan including:

- Purpose of the assessment (including: _____)
- Goals to be achieved (including: _____)
- Methods to be used (including: _____)
- Data to be collected (including: _____)
- Roles and responsibilities (including: _____)
- Timeline (including: _____)

Collect information from multiple sources including previous information (e.g., classroom reports, assessments, independent measures and other records).

Review information and determine if student will be able to:

- Access the curriculum
- Participate in the learning process
- Achieve the learning goals
- Demonstrate the learning outcomes
- Use the technology effectively

Assess information to identify needs and strategies for the student.

Document the nature of the assistance that is needed and follow agency procedures.

QIAT website: <http://www.qiat.org/resources.html>



37

QIAT Resources for AT Assessment and Consideration

ASSISTIVE TECHNOLOGY CONSIDERATION GUIDE

Student: _____ Student ID: _____ School: _____ Date: _____

Participants: _____

IEP teams may use this form to guide discussion when considering whether Assistive Technology devices and services may be necessary for the student to make progress in IEP goals and curricular tasks.

A. Instructional Area	B. Complete Tasks with Accommodations/Modifications and/or Assistive Technology (AT)	C. Consideration Outcomes - Document outcome in the IEP
<input type="checkbox"/> Initial IEP <input type="checkbox"/> Annual IEP Based on the student's previous performance on IEP goals and objectives, check the curricular area(s) or task(s) in which the student is not making adequate progress. <input type="checkbox"/> Reading <input type="checkbox"/> Writing Expression <input type="checkbox"/> Handwriting <input type="checkbox"/> Computer Access <input type="checkbox"/> Oral Communication <input type="checkbox"/> Organization and Planning <input type="checkbox"/> Math <input type="checkbox"/> ADL <input type="checkbox"/> Behavior <input type="checkbox"/> Transition <input type="checkbox"/> Other: _____ Move to column B 1 +	<input type="checkbox"/> B.1. Since the last IEP, what Accommodations/Modifications have been tried? List: 1) _____ 2) _____ 3) _____ Results of above: 1) _____ 2) _____ 3) _____ Circle Accommodations and Modifications that are currently used: <input type="checkbox"/> Student is not making adequate progress with current accommodations/modifications. <input type="checkbox"/> No Accommodations/Modifications to explore. Move to column C 1 +	<input type="checkbox"/> B.2. Since the last IEP, what Assistive Technology has been tried? List: 1) _____ 2) _____ 3) _____ Results of above: 1) _____ 2) _____ 3) _____ Circle the AT that is currently used: <input type="checkbox"/> Student is not making adequate progress with current AT. List other AT to explore: <input type="checkbox"/> Student independently accomplishes tasks in all instructional areas with current accommodations and modifications. No assistive technology is needed at this time. <input type="checkbox"/> Student accomplishes tasks in all instructional areas with currently used assistive technology. Assistive technology is needed. <input type="checkbox"/> Student does not accomplish tasks in all instructional areas. Additional solutions including Assistive Technology may be needed. (Document the nature of the assistance that is needed and follow agency procedures.) Move to column C 1 +

QIAT website: <http://www.qiat.org/resources.html>



38

SETT FRAMEWORK



39

The SETT Framework: Student, Environments, Tasks, Tools

- An AT Consideration Model
- Guides decisions about AT tools, supports, services, and training
- Requires a collaborative team approach
- Builds shared knowledge about a student
- Helps teams consider the whole child

SETT Framework, <http://www.joyzabala.com/>



40

The SETT Framework's Premise

- 📖 Built on a premise that teams must gather information about:
- ❑ The abilities and needs of the **student**
 - ❑ The customary **environments** in which the student spends his or her time
 - ❑ The **tasks** that are required for the student to be an active participant in the teaching/learning process
 - ❑ The **tools**, services, and strategies that will enable the student to make progress toward IEP goals

SETT Framework, <http://www.joyzabala.com/>

41

The SETT Framework and AEM

- 📖 Does the **STUDENT** need instructional materials in specialized formats to access the curriculum and receive a free, appropriate, public education?
- 📖 In which **ENVIRONMENTS** will specialized materials be used?
- 📖 For which **TASKS** will the student require materials in which specialized format(s)?
- 📖 What are the features of the **TOOLS** that can help improve access, performance, or independence?
- ❑ What services, supports, and strategies are needed to help the student succeed?

SETT Framework, <http://www.joyzabala.com/>

42

SETT – Gathering Data

	STUDENT: What are the student's strengths and needs?	ENVIRONMENT: Classes and situations where help is needed?	TASKS: What are the tasks that the student needs to be able to accomplish to meet IEP goals?	TOOLS: What AT or services will address these tasks?
What we need to know				

Modified by Montgomery County, MD Public Schools Assistive Technology Team [http://www.mcps.x12.md.us/departments/ats/](http://www.mcps.x12.md.us/departments/ats/ats/)

© Joy Zabala, 2001. PERMISSION GRANTED TO USE IF CREDITS ARE RETAINED.
Please provide feedback on effectiveness and suggestions for additional resources to joy@joyzabala.com



Bookshare

43

SETT - Documenting Answers to Questions

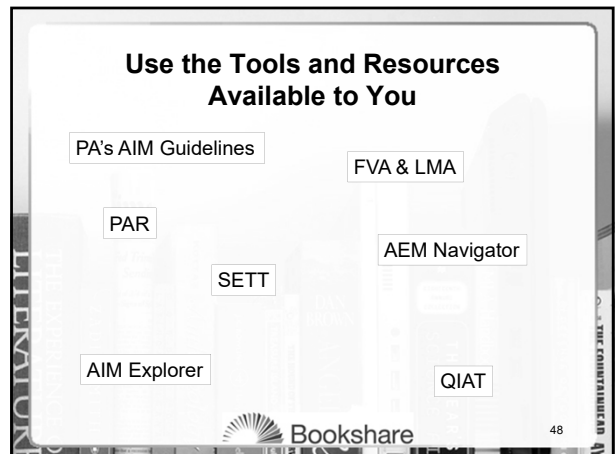
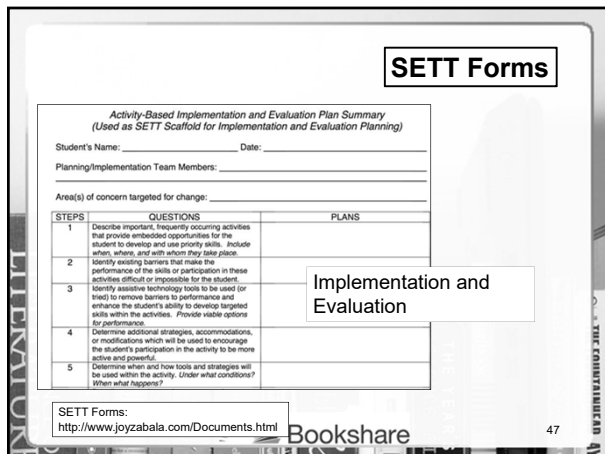
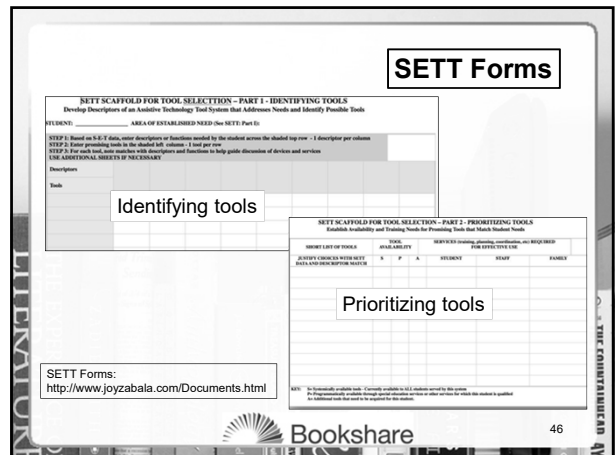
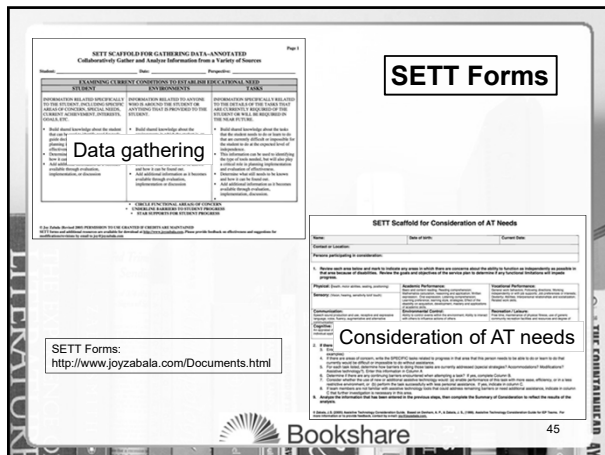
EXAMINING CURRENT CONDITIONS TO CONSIDER EDUCATIONAL NEED			
STUDENT:	ENVIRONMENT:	TASKS:	TOOLS:
<ul style="list-style-type: none"> What does the Student need to do? What are the Student's special needs? What are the Student's current abilities? 	<ul style="list-style-type: none"> What materials and equipment are currently available in the environment? What is the physical arrangement? Are there special concerns? What is the instructional arrangement? Are there likely to be changes? What supports are available to the student? What resources are available to the people supporting the student? 	<ul style="list-style-type: none"> What naturally occurring activities take place in the environment? What is everyone else doing? What activities support the student's curricular goals? What are the critical elements of the activities? How might the activities be modified to accommodate the student's special needs? How might technology support the student's active participation in those activities? 	<ul style="list-style-type: none"> What no tech, low tech, and high tech options should be considered when developing a system for a student with these needs and abilities doing these tasks in these environments? What strategies might be used to invite increased student performance? How might these tools be tried out with the student in the customary environments in which they will be used?

© Joy Zabala, 2001. PERMISSION GRANTED TO USE IF CREDITS ARE RETAINED.
Please provide feedback on effectiveness and suggestions for additional resources to joy@joyzabala.com



Bookshare

44



Action Plan for Session 5

Explore 3 of the following tools/resources:

- ☐ PA's AIM Guidelines
- ☐ AIM Explorer
- ☐ AEM Navigator
- ☐ LMA and FVA
- ☐ QIAT
- ☐ PAR
- ☐ SETT Framework



Bookshare

49


Questions?



Bookshare

50

Join us for Bookshare Webinar 6 March 29, 2016





 Learn how students can utilize audio-assisted reading to access curricular content and gain needed information using Bookshare books.



Bookshare

51

References

-  DeCoste, Denise. (January 4, 2015). Protocol for Accommodations in Reading. Retrieved March 9, 2016, from <http://www.slideshare.net/amygarrett/par-intro-pdf>.
-  Don Johnston Company. (n.d.). Protocol in Accommodations for Reading (PAR print version). Retrieved March 9, 2016, from <http://donjohnston.com/par/>.
-  Low Vision Online. (n.d.). Functional Vision Assessment. Retrieved March 9, 2016, from <http://www.lowvisiononline.unimelb.edu.au/Function/index.htm>.
-  Narvol, K. B. (Contributor) (2016). Bookshare Train the Trainer [PowerPoint slides]. Retrieved from <http://workshops.perkinselearning.org/>. Used with permission from Bookshare.org and Perkins eLearning.org.



Bookshare

52

References

- 1. National Center on Accessible Educational Materials. (n.d.). AEM Navigator. Retrieved March 8, 2016, from http://aem.cast.org/navigating/aem-navigator.html#_Vt-I9xjwRJ9.
- 2. National Center on Accessible Educational Materials. (n.d.). AIM Explorer. Retrieved March 8, 2016, from http://aem.cast.org/navigating/aim-explorer.html#_VuCTxhjwRJ8.
- 3. Pathways to Literacy. (n.d.). Learning Media Assessment. Retrieved March 8, 2016, from <http://www.pathstoliteracy.org/learning-media-assessment>.
- 4. PA Training and Technical Assistance Network. (August 4, 2014). Learning Media Assessment for Students with Visual Impairments and Complex Instructional Needs. Retrieved March 9, 2016, from <http://www.pattan.net/category/Resources/Handouts/Browse/Single/?id=53dfb07f8b03328a238b456e>.

References

- 1. PA Training and Technical Assistance Network. (July 23, 2012). Pennsylvania's Guidelines for the Provision of Accessible Instructional Materials. Retrieved March 8, 2016, from <http://www.pattan.net/category/Resources/PaTTAN+Publications/Browse/Single/?id=500d52748b0332bc21000266>.
- 2. Perkins School for the Blind. (n.d.). Functional Vision Assessment Forms. Retrieved March 9, 2016, from <http://www.perkinslearning.org/scout/functional-vision-assessment-fva#Functional%20Vision%20Assessment%20Forms>.
- 3. Quality Indicators for Assistive Technology. (May 7, 2015). Guiding Document for Assessment of AT, AT Assessment Process Planner, and AT Consideration Guide. Retrieved March 9, 2016, from <http://www.qjat.org/resources.html>.

References

- 1. Texas School for the Blind and Visually Impaired. (n.d.). Learning Media Assessment of Students with Visual Impairments: A Resource Guide. Retrieved March 9, 2016, from http://www.tsbvi.edu/store/ecom/index.php?action=ecom.pdetails&mode=Learning_Media_Assessment.
- 2. Zabala, Joy. (2016). SETT Scaffolding for Consideration of AT Needs. Retrieved March 8, 2016, from <http://www.joyzabala.com/Documents.html>.
- 3. Zabala, Joy. (2016). SETT Scaffolding for Data Gathering. Retrieved March 8, 2016, from <http://www.joyzabala.com/Documents.html>.
- 4. Zabala, Joy. (2016). SETT Scaffolding for Tool Selection. Retrieved March 8, 2016, from <http://www.joyzabala.com/Documents.html>.
- 5. Zabala, Joy. (2016). SETT Scaffolding for Implementation and Evaluation of Effectiveness Planning. Retrieved March 8, 2016, from <http://www.joyzabala.com/Documents.html>.