

Figure 1

Guiding Questions for Determining Student Need for AIM

Discuss each probe below to determine the answer to this question: **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									
<p>Have any <u>factors</u> related to the student's disability been identified that contribute to the student's difficulty in accessing standard print-based curriculum materials?</p>	<p style="text-align: center;">Factors</p> <p>Identify factors that contribute to the student's difficulty in accessing standard print-based curriculum materials.</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Physical</td> <td><input type="checkbox"/> Cognitive</td> <td><input type="checkbox"/> Visual</td> </tr> <tr> <td><input type="checkbox"/> Reading Disability</td> <td><input type="checkbox"/> Auditory</td> <td><input type="checkbox"/> Perceptual</td> </tr> <tr> <td><input type="checkbox"/> Attention Deficit Behaviors</td> <td><input type="checkbox"/> Dyslexia</td> <td><input type="checkbox"/> Other: _____</td> </tr> </table>	<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 Behaviors	<input type="checkbox"/> Dyslexia	<input type="checkbox"/> Other: _____
<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 Behaviors	<input type="checkbox"/> Dyslexia	<input type="checkbox"/> Other: _____								
<p>Is the student able to read standard printed materials at a <u>sufficient rate and with adequate comprehension</u> in order to complete academic or curricular tasks with success, relative to same-age peers?</p>	<p style="text-align: center;">Current Reading Ability</p> <p>1. Identify the student's current performance indicated by data (e.g.: DIBELs scores, Standardized Test Results, Informal Teacher Test, Teacher Observation and Formal Evaluation).</p> <p>2. _____</p> <p>3. Is the student's reading efficiency with standard print material adequate for timely completion of tasks? _____</p> <p>3. Is the student's reading comprehension adequate for understanding of content? _____</p>									
<p>Do <u>other barriers</u> to reading proficiency exist?</p>	<p style="text-align: center;">Other Barriers</p> <p>Identify any barriers <u>other than</u> the print-based format that prevent student access to instructional materials.</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Lack of instruction</td> <td><input type="checkbox"/> Inadequate pre-requisite skills</td> </tr> <tr> <td><input type="checkbox"/> Behaviors</td> <td><input type="checkbox"/> Other: _____</td> </tr> </table>	<input type="checkbox"/> Lack of instruction	<input type="checkbox"/> Inadequate pre-requisite skills	<input type="checkbox"/> Behaviors	<input type="checkbox"/> Other: _____					
<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 or access issues been successful?</p>	<p style="text-align: center;">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>									
<p>Would the student benefit from an <u>alternate format or special format</u> of core curriculum materials? If so, which?</p>	<p style="text-align: center;">Alternate Format</p> <p>Identify any changes to text format of standard print material that the student needs.</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <p>Alternate Formats</p> <input type="checkbox"/> Standard print to enlarged print <input type="checkbox"/> Standard print to braille <input type="checkbox"/> Print-based to audio format <input type="checkbox"/> Print-based to digital format </td> <td style="vertical-align: top;"> <p>Other Format Considerations</p> <input type="checkbox"/> Electronic Text <input type="checkbox"/> Picture-symbols <input type="checkbox"/> Color of text or background color <input type="checkbox"/> Use of style sheet structure for title, headings, etc. </td> </tr> </table>	<p>Alternate Formats</p> <input type="checkbox"/> Standard print to enlarged print <input type="checkbox"/> Standard print to braille <input type="checkbox"/> Print-based to audio format <input type="checkbox"/> Print-based to digital format	<p>Other Format Considerations</p> <input type="checkbox"/> Electronic Text <input type="checkbox"/> Picture-symbols <input type="checkbox"/> Color of text or background color <input type="checkbox"/> Use of style sheet structure for title, headings, etc.							
<p>Alternate Formats</p> <input type="checkbox"/> Standard print to enlarged print <input type="checkbox"/> Standard print to braille <input type="checkbox"/> Print-based to audio format <input type="checkbox"/> Print-based to digital format	<p>Other Format Considerations</p> <input type="checkbox"/> Electronic Text <input type="checkbox"/> Picture-symbols <input type="checkbox"/> Color of text or background color <input type="checkbox"/> Use of style sheet structure for title, headings, etc.									
<p>Would the student/educational team require <u>additional supports</u> for successful use/implementation of materials in an alternate format?</p>	<p style="text-align: center;">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 book, or single sheet format.