



National Instructional Materials Accessibility Standard
Utah State Instructional Material Access Center / Accessible Instructional Materials

NIMAS/AIM/USIMAC

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The field of accessible instructional materials (AIM) has been moving forward at a rapid pace. AIM encompasses effective classroom practices, curriculum enhancements, best teacher practices, compliance with state and federal policies, and consensus building among all stakeholders.

In this issue we will look at:

- ☀ **Effective Classroom Practices** that are proving to produce better outcomes for students who need accessible instructional materials.
- ☀ **Product Information** about new and researched programs and products available to improve AIM in your schools.
- ☀ **Featured Article: "Finding Alternative Sources of Funding for Assistive Technology"**
- ☀ **Spotlight – Bookshare**
- ☀ **What's New at USIMAC**

EFFECTIVE CLASSROOM PRACTICES

- ☀ **Explicit Instruction** is a systematic instructional approach that includes a set of delivery and design procedures derived from effective schools research merged with behavior analysis. There are two essential components to well designed explicit instruction: (a) *visible delivery features* are group instruction with a high level of teacher and student interactions, and (b) the less observable, *instructional design principles and assumptions* that make up the content and strategies to be taught.

- ☀ **Differentiated Instruction** applies an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2001). Differentiated instruction is a process to teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assisting in the learning process.

- ☀ **Curriculum-Based Evaluations** are best defined by Deno (1987) as "any set of measurement procedures that use direct observation and recording of a student's performance in a local curriculum as a basis for gathering information to make instructional decisions" (in Shinn, 1989; p. 62). Alternative assessment procedures appearing in educational literature in the last 20 years are Curriculum-Based Evaluations (CBE).

- ☀ **Classroom Management** or order, encourages student engagement, which supports learning. Without order a teacher is hard-pressed to promote student learning. Order in a classroom simply means that within acceptable limits the students are following the program of action necessary for a particular classroom event. Management is much broader than discipline or cooperation. It includes: "organizing classroom groups, establishing rules and procedures, reacting to misbehavior, monitoring and pacing classroom events, and the like" [Dollase (1992) and Gordon (1991).]

- ☀ **Peer-Mediated Instruction and Intervention** is an alternative classroom arrangement in which students take an instructional role with classmates or other students. Many approaches have been developed in which students work in pairs (dyads) or small cooperative learning groups. To be most effective, students must be taught roles in the instructional episode; to be systematic, elicit responses, and provide feedback. Research supports the use of these approaches as alternative practice activities, however, does not condone the use of peers for providing instruction in "new" instructional content.

PRODUCT INFORMATION

☀ AIM meets College and Career Ready Students

Don Johnston Incorporated is pleased to announce Read:OutLoud, University Edition.

As students transition from High School into College and beyond, there is still a version of **Read:OutLoud** for them. This is a specialized version for college level students. In addition, we have special University pricing to allow students to have access anywhere on campus! Help your students with their transition! High Schools are also starting to use this version so their students are prepared!

For more information see:

<http://www.donjohnston.com/products/readoutlouduniversity/index.html>

- ### **☀ The National Center of Accessible Instructional Materials** is pleased to announce that the **AIM Navigator**, the latest in a series of tools developed under the auspices of the AIM Consortium, is now available at the National AIM Center website! Please share this information with others. <http://www.aim.cast.org>

The AIM Navigator is an interactive online tool that facilitates the process of decision-making about accessible instructional materials for an individual student. The AIM Navigator guides teams through a step-by-step process and provides just-in-time support with Frequently Asked Questions (FAQs), resources, and links to other helpful tools at each of four major decision-points:

- Determining the need for accessible instructional materials;
- Selecting format(s) that address student needs;
- Acquiring needed formats; and,
- Selecting supports for use (technology, training, instructional strategies, support services, and other accommodations and modifications)

- ☀ Explore the AIM Navigator and try out the following features at <http://aim.cast.org/experience/training/navigator>



AIM Explorer - a free resource for educators, parents, and students

Currently, struggling readers use trial and error to figure out which accessibility features best help them access and understand text.

The AIM Explorer is a free computer-based simulation that helps readers with low vision, physical challenges, and learning and attention difficulties decide which reading access features (e.g., magnification, custom text & background colors, text-to-speech, text highlighting, layout options) found in the most commonly available text readers and reading software will help them access and understand text.

Armed with downloadable reports of identified preferences, students can then find the products that match their preferences using the AIM Product Features Chart, also available on the AIM Center website.

Try the [AIM Explorer](#) and review the [AIM Products Features Chart](#). Tell us what you think: email us at aim@cast.org

- ☀ **Check out the New and Improved TechMatrix!**

The TechMatrix (www.techmatrix.org) is a powerful tool to help educators and families find learning and assistive technology resources and information for students with special needs. The new TechMatrix is greatly expanded and easier to use, with many new resources and advanced search features. Use the TechMatrix to search for resources and technology tools that support student learning in math, reading, writing and science, matched to IDEA disability category, grade level, your role, accessibility features, and more!

FEATURED ARTICLE: FINDING ALTERNATIVE SOURCES OF FUNDING FOR ASSISTIVE TECHNOLOGY (SEE ATTACHED)

SPOTLIGHT – BOOKSHARE (SEE ATTACHED)

WHAT'S GOING ON AT THE USIMAC?

Preferred Braille Network

- ☀ USIMAC is very excited to announce the start of our new **Preferred Braille Network**. This network includes Brailleists from across the country who, like you, have a sincere desire to have all blind/visually impaired students receive their alternate format materials at the same time as their sighted peers.

This network is working very hard with USIMAC to help increase the speed at which we are able to produce Accessible Instructional Materials. We currently have 7 members of this network but we are always looking for more Brailleists. We want to thank you for your cooperation in working with us to get all of your students materials approved as quickly as possible so that we can begin working on them. Our current goal is to be 100% caught up with all 2010-2011 materials no later than January 2011! With this network we will also be able to get all 2011-2012 instructional materials that are ordered and approved before April 1st 100% complete prior to school starting in August 2011. This is a huge step from where we have been in the past. ***If you know of any Brailleists who also have a strong desire to see our students succeed, please have them contact Hollie Murdock, our USIMAC Director. HollieM@usdb.org***

??? QUESTIONS ???

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