

AIM Navigator Sample Student Summary

Johnny Jones

Grade: 7; Age: 13

Getting Started

Enter team members completing student summary (optional)

Johnny Jones (Student), Mr. and Mrs. Jones (Parents), Mrs. Zabala (teacher), Mrs. Carl (psychologist/diagnostician), Dr. Garza (Occupational Therapist), Mrs. Jensen (Physical Therapist)

NEED

This student requires exactly the same content in one or more specialized formats.

This student cannot use print-based instructional materials effectively at this time. The team anticipates that the student will make adequate progress if exactly the same information is presented in a specialized format: braille, large print, audio, or digital text.

Information that led to this decision

Johnny's reading comprehension and oral expression are on grade level based on teacher reports and achievement scores. However, due to an advancing degenerative physical condition, he has very poor fine motor control. He is unable to physically manipulate standard print-based textbooks.

SELECTION

Student's current skills, needs, and preferences:

Johnny has excellent reading comprehension and oral expression skills; his ability to critique, synthesize, and summarize information has developed significantly over the past few months. Due to Johnny's physical disability, however, printed text and written expression act as barriers for Johnny. For the most part, teachers are currently scanning text and saving it to Johnny's laptop so that he can read it using his head-controlled mouse or his low-pressure track-ball to navigate. His laptop is also equipped with speech recognition software so that Johnny can complete his written assignments. Whenever possible, teachers provide Johnny with an audio recording of the text, which Johnny listens to on his laptop or on his iPod when it is set up by his teacher. From a young age, Johnny has recognized the advantages technology brings to him and has become very technology savvy. He is concerned about the ongoing challenge of being able to use audio formats independently.

Environments in which specialized formats will be used:

Johnny needs to use specialized formats in classrooms for all content areas in which reading is required. During the day, he often uses a computer for classroom work—both reading and writing—but he tires easily and needs to be able to switch to audio formats for reading when he is tired. Johnny needs specialized formats at home to complete assignments. Finally, Johnny

has a 1-hour bus ride to and from school, so he will benefit from being able to listen to audio formats on the bus.

Tasks for which specialized formats will be used:

Johnny needs specialized formats for all reading assignments in all subject areas and for all reading that is a part of classroom participation. He also needs to be able to use specialized formats for homework assignments in all subject areas in which reading is required.

Notes for Specialized Formats Needed

Digital Text:

Johnny needs robust navigation, text enlargement, text-to-speech, file management supports, audio notes, and connectivity with his assistive technology (see The AIM Products Feature Chart at http://aim.cast.org/experience/decision-making_tools/tutorials/aim_products_chart). He is an excellent reader; but due to occasional fatigue, he needs to be able to enlarge the text on his computer screen or to add audio by turning on the text-to-speech feature. He needs robust navigation features that enable him to move around within material quickly and with minimal physical effort. When the teacher asks the class to open to a specific place (e.g., chapter, section, page, or paragraph), Johnny needs to be able to move to that place without delay.

Audio:

Johnny needs audio menus that enable him to listen and select what is needed with a click of his trackball. He needs access to robust navigation features so he can quickly move around in the content to specific elements like chapters, headings, and page numbers. He also needs to be able to independently control the speed, volume, and voice of the playback device.

Large Print:

Not needed

Braille:

Not needed

Specialized Formats to Acquire

Subject	Title/ISBN	Digital	Audio
Math	Algebra 1: Structure and Method	✓	
Social Studies	Geography: The World and Its People	✓	✓
English Language Arts	The Language of Literature	✓	✓
Science	Cells, Heredity, and Classification	✓	

ACQUISITION

Student meets copyright criteria for specialized formats and is served in special education under IDEA

This student is eligible for specialized formats acquired from all five sources: NIMAC, AMPs, commercial sources, free sources, and, under some circumstances, locally created.

USE

What technology will be needed for the student to use the materials effectively?

The district has a membership with Bookshare and with Learning Ally. For the digital formats needed, DAISY files will be acquired from Bookshare along with the Bookshare Edition of Read:OutLoud that is provided free-of-charge. For audio formats needed, files will be acquired from Learning Ally. The team will seek an audio playback device that will read the files and that can also be controlled independently by Johnny since the current set up on his iPod does not provide him with sufficient control. Johnny currently uses a laptop to read instructional materials that have been scanned. The team questions whether his laptop will need to be updated in order to handle the larger textbook files that have been converted to digital files from NIMAS source files.

What training for the student, educators, and family will be needed for the student to use the materials effectively?

Johnny, his parents, and the educators working with him will all need training in how to download files from Bookshare and how to use the Bookshare version of Read:OutLoud. Similar training will be needed on how to acquire files from Learning Ally and use them. Once an appropriate audio device has been identified, training will be needed for all involved.

What instructional strategies will be needed for the student to use the materials effectively?

Johnny has been using specialized formats for some time. He is very aware of the importance and benefits of using these formats and supporting technology. In order to ensure initial success upon which enhanced competency can be based, Johnny will need additional support as he adjusts to the addition of more complete materials and, possibly, more complex technology. Since the new formats and tools enable Johnny to become a more independent reader and writer, his teachers will provide opportunities in which their support (such as loading and navigating materials) will be decreased as his skills increase.

What support services will be needed for the student to use the materials effectively?

The assistive technology facilitator will be contacted to assist Johnny's team with the identification of an audio output device that will read Learning Ally files and that can be controlled by Johnny. This process needs to begin immediately, as it may take some time. The OT and PT will continue to provide services to ensure that Johnny is progressing in the use of his assistive technology and is using the devices effectively. The therapists will provide training to the teachers to help them to determine when and how to support Johnny in the use of the technology throughout the day.

What accommodations and/or modifications will be needed for the student to use the materials effectively?

No further accommodations or modifications related to Johnny's use of specialized formats are needed at this time.