

SAMPLE IEP LANGUAGE FOR AEM/A.T.

PLAAFP Example 1

The SETT process revealed that Samuel needs to receive accessible instructional materials in audio and digital formats where reading is part of classroom participation and homework. A competent authority has certified that Samuel can access these materials from the National Instructional Materials Accessibility Center and Bookshare. Samuel's disability of Specific Learning and educational need in the area of reading and writing limits his ability to read or use standard print materials in the general education curriculum. Administration of the Protocol for Accommodations in Reading (PAR) indicated that Samuel could benefit from the accommodation of a Text Reader software as his reading comprehension was at the 4th grade level reading independently, at 6th grade with an adult reader, and at the 7th and 8th grade level using Text Reader software. Samuel expressed that he likes the adult reader better than the text reader due to the text reader not sounding human, but he stated that he was willing to try it. Samuel needs access to a text reader, digital versions of text, outline and highlighting capabilities and an AT personal device. He needs digital and audio format for content areas where reading is required. During the day, he will utilize the audio format while following along with the printed book and he will utilize the digital format at home and in school where access to the text is limited or outlines are needed. Additionally he needs digital and audio formats for reading assignments and tests in subject areas where reading is part of classroom participation and homework. An organizational Bookshare account will be established through the District and the family has been asked to establish an Individual Bookshare account. The District Digital Rights Manager will assist the family in establishing this individual account. The following people will be trained in the use of Bookshare, converting and downloading material into PDF format for access and device use: Teacher 1, Teacher 2, Teacher 3 and Teacher 4. Other staff that are in direct contact with Samuel will also be trained and informed about Samuel's need for AEM and their roles as teachers. Special education staff will provide training and support to the student and family for Bookshare, software and device. General education teachers will be trained on methods for creating accessible instructional materials such a e-docs for worksheets and tests. The district will maintain and repair devices and software that are necessary for Samuel to use AEM.

PLAAFP Example 2

The SETT process revealed that John needs to receive accessible instructional materials in audio and digital formats where reading is part of classroom participation and homework. A competent authority has certified that John can access these materials from the National Instructional Materials Accessibility Center and Bookshare. John's disability of * and educational need in the area of reading limits his ability to read or use standard print materials in the general education curriculum. Administration of the Protocol for Accommodations in Reading (PAR) indicated that John could benefit from the accommodation of Text to Speech software as his reading comprehension was at the 3rd grade level reading independently, at 6th grade with an adult reader, and at the 5th grade level using Text to Speech (TtS) software. He needs digital and audio format for content areas where reading is required. . During the day, he often uses a computer for classroom work - both for reading and writing – but he tires easily and needs to be able to switch to audio formats for reading when he is tired. Additionally he needs digital and audio formats for reading assignments in subject areas where reading is part of classroom participation and homework.

PLAAFP Example 3

The IEP team determined that John needs to receive Accessible Instructional Materials in audio and digital formats where reading is part of classroom participation and homework. He needs access to Text to Speech software, file management supports, audio notes and an AT personal device. A competent authority has determined that John meets copyright criteria for specialized formats which the District can access through the National Instructional Materials Accessibility Center because his disability of * and educational need in the area of reading limits his ability to read or use standard print materials in the general education curriculum.

PLAAFP Example 4

Joe continues to have educational needs in the areas of basic reading, reading comprehension and foundational skills/vocabulary that needs to improve in order for him to participate in Accessible Instructional Materials (AEM), Assistive Technology (AT) will be explored by his IEP team. Joe needs to increase his skills in Reading for assignments/quizzes/tests for classes and standardized testing (e.g. Minnesota Comprehensive Assessment (MCA) and Measure of Academic Progress (MAP) where he is working with grade level materials. The skills are: comprehension, literature, informational text, foundational skills, and vocabulary.

PLAAFP Example 5

Joe continues to have educational needs in the areas of writing that needs to improve in order for him to participate and progress in the general education curriculum. Due to his written language needs and his potential need for Accessible Educational Materials (AEM), Assistive Technology (AT) will be explored by his IEP team. Joe needs to increase his skills in writing for assignments/quizzes/tests for classes and standardized testing (e.g. Minnesota Comprehensive Assessment (MCA) and Measure of Academic Progress (MAP) where he is working with grade level materials. The skills are: writing (plan, organize, develop, revise, and research), language (understand, edit for grammar and usage, and language (understand, edit, and mechanics).

Goal/Objective Example 1 Goal 1

By October 2014, Julian will increase his ability to read, analyze and interpret a wide variety of fiction and nonfiction texts by increasing his reading vocabulary and reading comprehension from a Measure of Academic Progress (MAP) score of 201 to 211. Objective 1- During reading tasks, David will utilize assistive technology to listen to and follow along with print material in order to improve his comprehension and vocabulary on 3 out of 4 opportunities during a 3 month period, as measured by his Language arts teacher and case manager.

Goal/Objective Example 2 Goal 2 –

By February 2015, Mark will write paragraphs that contain a topic sentence, at least 3 lead in and follow up sentences from currently completing them with provided prompting and assistance with 70% accuracy to completing them independently with 80% accuracy on 2 out of 3 trials. Objective 2 - On writing tasks, Mark will utilize assistive technology to write, organize, and edit his work on 3 out of 4 opportunities during a 3 month period, as measured by his Language Arts teacher and case manager.



Adaptations (Modifications and/or Assistive Technology)

*** will receive tests in electronic format when available, so that s/he is able to use a text reader that will read the test aloud. Tests will be shared electronically with the AEM Support Assistant at * by ****'s mainstream teachers. S/He will use a district provided device in order to access the electronic test. This procedure will ensure test security. If an electronic format is not available, **** will have the option of the test being read aloud by an adult reader.

Assistive Technology Example 1

The special education teacher will be trained on Accessible Media Producers (such as Bookshare), Text to Speech software (TtS) and devices. Special education staff will provide training and support to the student and family on the Accessible Media Producers, Text to Speech software (TtS) and devices. General education teachers will be trained on providing Accessible Instructional Materials. The district will maintain and repair team recommended devices and software related to Accessible Instructional Materials.

Assistive Technology Example 2

An organizational Bookshare account will be established through the District and the family has been asked to establish an Individual Bookshare account. The District Digital Rights Manager will assist the family in establishing this individual account. The following staff will be trained in the use of Bookshare, Text-to-Speech software and devices: (list staff). Special education staff will provide training and support to the student and family for Bookshare, software and device. General education teachers will be trained on methods for creating accessible instructional materials such as edocs for worksheets and tests. The district will maintain and repair devices and software that are necessary for John to use AEM.