AEM & WATR Training

Wyoming Institute for Disabilities (WIND)
Wyoming Department of Education
Presenter Information

Felicia Arce

Assistive technology program specialist for the Wyoming Institute for Disabilities.

Accessible Educational Materials (AEM) for K-12
Agenda

Wyoming Assistive Technology Resources
  State Level Activities
  State Leadership Activities

Overview of AEM
  What is AEM?
  Who Needs AEM?
  Why provide AEM?
  How are decisions made?

AEM Assistive Technology
  Bookshare
  Learning Ally

AEM Devices
  Chromebook
  iPad
  Android

AEM/WATR Resources
▪ Assistive Technology Act Program, 1994
▪ State Level Activities
  ▪ Device loans
  ▪ Device demonstrations
  ▪ Device reutilization
  ▪ Financial assistance
▪ State Leadership Activities
  ▪ Public awareness
  ▪ Information and assistance
  ▪ Policy change
  ▪ Training, technical assistance
Assistive Technology

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA ’04) defines an assistive technology device as “any item, piece of equipment, or product system, that is used to increase, maintain, or improve the functional capabilities of a child”

What is Assistive Technology?

• **AT services**: refers to “any service that directly assists a child with a disability in the selection, purchase, or use of an assistive technology device.” (IDEA, 2004)
Who needs AT?

Percentage of students with disabilities using AT

- 2006: 3.07%
- 2007: 2.28%
- 2008: 3.45%
- 2009: 4.93%
- 2010: 12.50%
- 2011: 15.16%
- 2012: 14.52%
- 2013: 15.11%
- 2014: 16.89%

Provided by Data Driven Enterprises, Colorado from Wyoming Department of Education reports.
AT Act of 1998, As Amended in 2004

In addition, intent of law designed to increase:

• Use of AT in transition
• Involvement of individuals, families in decisions
• Capacity of public agencies to provide, pay for AT
• Coordination among agencies
• Facilitation for state changes in AT laws, policies
• Awareness, knowledge of benefits of AT
AT Act Goals

I. Increase acquisition of AT devices and services
   • Financial Assistance
   • Device Reutilization
AT Act Goals

II. Increase access to information about AT devices and services
   • Device Demonstrations
   • Device Loans
   • Training and Technical Assistance
   • Public Awareness
   • Information and Assistance
AT Act Target Populations

- Statewide
- All disabilities
- All ages
- Entire spectrum of assistive technology
AT Act Target Populations

Specific focuses on:
• Community Living
• Employment
• Education
• IT/Telecommunications
What is AIM/AEM?

The adaptation of print and digital educational materials in a way that makes them accessible to students with disabilities either through:

- Print
- Digital
- Braille
- Audio

*In 2015 the term Accessible Instructional Material (AIM) was renamed to Accessible Educational Material (AEM). Any reference to AIM is synonymous to the term AEM.*
What is Large Print?

- The large print format provides the same content as standard print, only in larger font to help those with visual impairments read more easily.
- Industry standard font size is font size 18
- Students are reading printed text on paper and displayed text on computer screens and a variety of other electronic tools and devices.
What is Digital Text?
• Digital text is delivered on a computer or another device to meet the needs of students with sensory, physical, or learning and reading disabilities.
• Supported reading software with text-to-speech can provide audio and visual components either separately or simultaneously.
What is Braille?

• Braille is a tactile system of reading and writing made up of raised-dot patterns for letters, numbers, and punctuation marks.
• Braille may be either embossed (a permanent printed document) or refreshable (electronically generated and accessed via a braille display device).
What is Audio?

• The audio formats content to speech.
• Audio format may be recorded human speech or synthesized electronic speech.
• If the audio format is created in a flexible way — for example aligned to NIMAS or DAISY standards — there are many ways in which the speech output can be adjusted.
Who Needs AEM?
Print Disability

A student with a print disability may have a visual impairment, physical impairment, or a reading disability, that impairs a student’s ability to read and learn from standard educational materials.
Why provide AEM?

Federal statutes, civil rights legislation, and statutes in several states, require State Education Agencies and Local Education Agencies to ensure that students with disabilities access, participate, and achieve in the general educational curriculum and receive AEM when needed.
How are decisions made?
Four major decision points that teams address in order to ensure that students who need materials in specialized formats.

The steps in the process include:

- **Establish need** for instructional materials in specialized formats.

- **Select** specialized format(s) needed by the student for access to the curriculum.

- Initiate SEA and/or LEA-defined steps to **acquire** needed formats in a timely manner.

- Determine supports needed for effective **use** for educational participation and achievement.

- Using the decision-making process facilitates the work of a collaborative team as they consider the AEM-related needs of individual students.
Current AEM Provision System
/Additional Implantation
2014 AIM Implementation Survey

• 74% of the districts have students that receive accessible instructional material (AIM).

• The most common challenge school districts encountered in the provision of Accessible Instructional Materials (AIM) was training for staff on AIM materials.
Table of Contents

- Purpose and Definitions
- Accessible Educational Materials and the Individualized Education Program (IEP)
- How do districts acquire accessible educational materials for students?
- AEM Book Requests through UW-WIND
- Suggested AEM Responsibilities by School Personnel Guidelines
- Wyoming Assistive Technology Resources Loans and Services for AEM
- Bookshare and Learning Ally Comparison
- AEM Learning Ally Trial Provided by UW-WIND
- Steps to acquire AEM from Bookshare
- Are students with a Section 504 Plan eligible for AEM?
- Resources
Accessible Educational Materials and the Individualized Education Program (IEP)

• Why are accessible educational materials needed?

• Consideration of need for AEM

• What information related to AEM needs to be documented in the IEP?

• Resources for the Provision of Accessible Materials
**Why are accessible educational materials needed?**
For some students, the provision of AEM may be required in order to provide a Free and Appropriate Public Education (FAPE).

**Consideration and need and eligibility for AEM**
The individualized education program (IEP) team has the responsibility to determine if a student on an IEP can qualify to have a Print Disability. Based on the information gathered through the comprehensive evaluation process, it may be determined that a student is in need of AEM. If the student needs AEM to have equal access to instruction and/or to receive FAPE, this should be documented in their educational plan.
Suggested AEM Responsibilities for School Personnel Guidelines

| Special Education Director | • Identify personnel in the district who will acquire AEM for students who qualify. |
|                           | • Ensure that all required Assistive Technology identified by the IEP Team is available to the student to ensure the provision of AEM. |
|                           | • Student receive AEM at the same time as their peers to ensure AEM in a timely manner. |
| Case Manager / Special Educators | Review students on caseload to identify students who may have a print disability.  
|  | In collaboration the general educators, ensure the students educational materials are acquired to be distributed at the same time as classmates to guarantee timely manner.  
|  | Ensure that lesson plans include accessible materials and to ensure that Assistive Technology needed to access AEM is available and that the students, teachers and family have the necessary training to support access to accessible materials.  
<p>|  | Provide student specific AEM and Assistive Technology training for teachers, students and family to support the provision of AEM across the learning environment. |</p>
<table>
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<tr>
<th>IEP TEAM</th>
<th>Review reading assessment results and data to determine the need for AEM. Include in the student’s IEP the format(s) needed.</th>
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<td>Determine if any Assistive Technology will be needed to support the provision of AEM.</td>
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<td>Discuss need and use of AEM across environments including the home.</td>
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<td>Ensure IEP reflects the appropriate training for the student, both general and special education teachers, and families.</td>
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<td>Ensure transition planning includes the consideration of the student’s need for accessible format materials and any assistive technology to support this access.</td>
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AEM and Assistive Technology
Bookshare and Learning Ally

How to get started
Bookshare

• Go to website
• Who qualifies
• Sign-in and Downloading books
• How to use Bookshare on different platforms (iPad, Android, Chromebooks)
Learning Ally

- Go to website
- Who qualifies
- Sign-In and downloading books
- How to use Learning Ally on different platforms
- Data
Dedicated Apps- iPad Mini

Exploring Braille

• AlphaGuide presents the entire alphabet through a multi-sensory instructional video
• Flashcards allow users to browse through the alphabet at their own pace
• Reading Quiz Game has the user choose the correct letter from multiple choices
• Writing Game encourages the user to write the correct letter while earning dog bones for Ruff!
• Scores at the end of each game show which letters your child answered correctly and incorrectly

Text Grabber

• Text-to-speech capability with the VoiceOver system feature
• Adjustable font sizes and audio to assist visually impaired people

Claro PDF PRO

• OCR documents
• Text-to-speech
• Speech-to-Text
• Add voice messages to documents
• Add pictures to documents
Dedicated Apps – iPad Pro

**Pocket**
- Saves articles from websites
- Be able to read articles offline
- Text-to-Speech

**Notability**
- Write Naturally
- Type Anywhere
- Import and Annotate PDFs
- Audio Recording: Review and Give Feedback
- Organize and Share Note

**Voice dream writer**
- Search for text
- Search for misspelled words
- Word count
- Synchronize and backup with iCloud
- Import and export for Dropbox, Google Drive, and Box
- Preview and print with multiple themes
- Markdown support for formatting
- Export to Microsoft Word format (compatible with Apple Pages)
Dedicated Apps

Learning Ally Link

- Over 75,000 audiobooks including literature and the largest selection of textbooks available anywhere.
- Audiobooks are human-narrated and equipped with our unique VOICEtext technology that highlights words as they are read, improving comprehension.

Bookshare

- Free for students with print disabilities
- Available across platforms
- Large library of audiobooks
- Highlights words as they are read, improving comprehension
AEM and Android
Dedicated Apps – Android

**KNFB Reader**
- Reading modes for books, articles and labels, bills, etc.
- Synchronized text highlighting with speech and Braille output
- Ability to import, OCR, and read image-based pdf and jpg files
- Batch scan mode to process and read multiple pages
- Tap and read function

**Voice Dream Reader**
- Supports PDF and Word documents, DRM-free EPUB and DAISY eBooks, Web pages and more.
- Also compatible with Bookshare, Dropbox, G-Drive, Evernote, Pocket, and Gutenberg.

**Text Fairy**
- Converts an image to text.
- Correct the viewpoint of an image.
- Edit extracted text.
- Copy extracted text into the clipboard for use in other apps.
- Convert the scanned page into PDF.
- Recognizes printed text from more than 50 languages.
AEM and Chromebook

- Snap&Read
- Read and Write for Google
- Leaning Ally
- Bookshare
- Mic Note
Dedicated Apps – Chromebook

**Mic Note**
- **HIGHLIGHT FEATURES**
  - Auto save timestamps while you are typing for fast playback at specified position.
  - Edit recording: deletion, trimming, extracting, inserting, etc.
  - Sync notes with Google Drive or Dropbox between devices.
  - Auto-export notes/MP3s to clouds.
  - Voice Recorder
  - Long-term recording up to hours.
  - Notepad
  - Data Share & Syncing
  - Support Google Drive and Dropbox.
  - Share notes in micnote, MP3, PDF, HTML formats.
  - Sync notes between devices.
  - Audio email.

**Snap&Read**
- Snap&Read Extension for Chrome™ reads both accessible and inaccessible text aloud from websites, Flash websites, images, Google Docs, eBook Readers, Kindle Cloud Reader, email, PDFs, web-based tests.
- Snap&Read also adjusts complex text to be more readable, translates text into over 100 languages, and allows you to capture information and cite your sources for use in writings.

**Read&Write for Google**
- Hear words, passages, or whole documents read aloud with easy-to-follow dual color highlighting
- See the meaning of words explained with text and picture dictionaries
- Hear text translated into other languages
- Get suggestions for the current or next word as you type
- Turn words into text as you speak
- Highlight text in documents or the web and collect for use in other documents
- Create and listen to voice notes directly inside of Google Docs
- Simplify and summarize text on web pages
Resources

• AEM Coordinator UW/WIND

• https://www.wy.at4all.com/ - Device Loan program

• Project Echo- UW ECHO in AT design for use in education: the use of technology to leverage scarce resources, improving outcomes by reducing variations in AT services and sharing ‘best practices’, case-based learning, and the monitoring of outcomes.
WIND/AEM Services

• The Wyoming Accessible Education Materials Clearinghouse works with school districts in Wyoming to provide accessible education materials to students with print disabilities.

• The Clearinghouse can help identify resources to convert the source files into individualized formats, appropriate for student access.
Disclosure

• *WIND provides book searches, using various web-based resources. The service is free upon written request.*

• *WIND does not produce alternative educational materials, so there is no product to sell or profit to WIND.*
WIND/AEM Website

Click Here!
WYOMING AEM CLEARINGHOUSE

WYOMING INSTITUTE FOR DISABILITIES

Educator Forms and District Resources

AEM Request Forms
To request accessible education materials, please complete the following forms and return to the listed individuals/organizations:

1. Wyoming Student Eligibility Form
Download this form for student eligibility for visual impairment or blindness; physical limitations; or reading disabilities by clicking the title. This form needs to be printed and mailed or faxed.

Leslie Betchel Van Orman
Wyoming Department of Education
320 West Main
Riverton, WY 82001
Fax: (307) 857-9257

2. Request Form for Accessible Media
Download this two-page form to request AEM for a student by clicking the title. This form may be printed or E-mailed back to NIMAS/AEM. If E-mailing, please attach the completed form to an E-mail.

If you receive a security warning in the Word, click options, choose "Enable this content", and select OK.

This form is also available in PDF form at (postal mail or fax return only).

Wyoming Accessible Education Materials (AEM) Clearinghouse
Wyoming Institute for Disabilities
University of Wyoming
Dept 4298, 1000 E University Avenue
Laramie, WY 82071
nimas@uwyo.edu

Contact Us
Wyoming AEM Clearinghouse/Wyoming Institute for Disabilities
Dept 4298, 1000 E University Avenue
Laramie, WY 82071
Phone: (307) 766-5770

Resources
AEM Provision Researched Based Best Practices
Complete a Form for Each Student

When requesting materials for a student with a reading disability, a physician’s signature is required.
Request Form for Accessible Media

Dept 4298, 1000 E. University Ave. Laramie, WY 82071 nimas@uwyo.edu Fax: (307) 766-2763 Phone: (307) 766-5770

Site Contact Information

WISER ID #: 
Faculty/staff contact name: 
Contact’s E-mail address: 
Contact’s phone number: 
School district: 
School mailing address: 

There are multiple formats available to students with print disabilities. Please check up to 2 formats you are requesting and then check the boxes of any student preferences associated with that format.

- [ ] Braille
  - brf—An electronic Braille format that is ready to be embossed. Select this format if you have an embosser and only need an electronic version of the textbook material sent to you.
  - Gr2—Grade 2 contracted Braille. (Select this format if you need the text material embossed and bound by an outside source.
  - Gr1—Grade 1 uncontracted Braille.

- [ ] Large Print
  - LPE—Electronic file ready for printing at the school site.
  - Send as an E-mail attachment Send
What is next???

- AEM staff will log the request & forwards contact information to Leslie Bechtel Van Orma verifies WISER ID#.
- Now your student is “in the system”
AEM
Online Training/ Course

• iPad accessibility
• Android tablet accessibility
• Mac OS X accessibility
• Window 7 and 8
• Literacy AT software applications
• DAISY playback options presentation
WELCOME TO WYOMING AT4ALL!

PROMOTING INDEPENDENCE THROUGH ASSISTIVE TECHNOLOGY

START HERE: Enter Keyword or Phrase - All Categories - Search Advanced Search

Login
Email: face@uwyo.edu
Password: ********
Request a New Account
I Forgot My Password!

FEATURED EQUIPMENT
American Printing House for the Blind (APH) cassette tape player (65)
American Printing House for the Blind (APH) cassette
E-bot ADV video magnifier with OCR
A portable read, write and distance video magnifier
Victor Reader Voice Digital Talking Book CD Player - DAISY/MP3 for sale (25)
The Victor Reader Voice is a digital talking book player.
VictorReader Stratus 12M DAISY and MP3 player
=Play DAISY and MP3 books and music on CD, SD

VIEW ALL NEW ITEMS

WELCOME TO WYOMING ASSISTIVE TECHNOLOGY FOR ALL!

Wyoming AT4ALL
The Wyoming AT4ALL website is your entry point to assistive and adaptive equipment in Wyoming through Wyoming Assistive Technology Resources (WATR) and Anna Maria Weston Therapeutic Equipment Lending Library. When you log in, you can search for assistive and adaptive equipment, also known as AT devices, that are available for loan, make a direct request for the AT device(s) of interest, locate previously owned devices available for reutilization, or list your own items for sale or donation.

How to Create an Account On Wyoming AT4ALL
How to create an account with Wyoming AT4ALL
Make sure to include a password clue that you will remember in case you accidently forget your password!

Anna Maria Weston Therapeutic Equipment Lending Library
A lending library of therapeutic equipment and assistive technology has been established at the Wyoming Life Resource Center in Lander in memory of Anna Maria Weston. Many pieces of equipment have been donated from around the state so that others can have access to equipment without having to purchase it. Equipment may be borrowed from the center at no charge, by anyone living in the state of Wyoming. Click here to read more...

What is Wyoming Assistive Technology Resources (WATR)?
Wyoming Assistive Technology Resources (WATR) is Wyoming’s Assistive Technology Act program and a resource for all assistive technology (AT) needs in Wyoming. AT may be a device or solution that enhances an individual’s ability to live, play, or work independently. AT can take the form of a device, tool, or adaptation that supports a person when participating in everyday activities and settings. Click here to read more...

Device Reuse
Wyoming Assistive Technology Resources (WATR) has a reuse program that provides networking opportunities for individuals to exchange, trade, sell, and recycle lightly-used assistive technology throughout the state of Wyoming. All sale profits allow WATR to buy, update, and maintain new devices. Available devices may be viewed in an Advanced Search under “All Types.” You may list your own items to give away or sell by creating an account. If you would like assistance listing items, please contact WATR at watr@uwyo.edu or (307) 766-6187. Click here to read more...

How to Search for Sale Items on Wyoming AT4ALL
How to search for sale items
# UW PROJECT ECHO

- Request Credit for Participation
- Case Presentation
- View Past Sessions
- ECHO Model
- Developing an ECHO

## FIND YOUR UW ECHO SESSION

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
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<td><strong>Educational Leadership</strong></td>
<td><strong>School Leadership</strong></td>
<td><strong>Early Childhood</strong></td>
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<td><strong>Rural/Frontier Care Transition</strong></td>
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<td><strong>Student Health</strong></td>
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## Up Coming ECHO Sessions

<table>
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<tr>
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<th>Session Title</th>
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<tbody>
<tr>
<td>April 17, 2017</td>
<td>Evaluating Effectiveness</td>
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<tr>
<td>April 24, 2017</td>
<td>AEM and AEM Services</td>
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<td>May 1, 2017</td>
<td>Bookshare and Learning Ally - AEM Resources</td>
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<tr>
<td>May 8, 2017</td>
<td>Quality Indicators for Assistive Technology - Post- Secondary</td>
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<tr>
<td>May 15, 2017</td>
<td>Discussion of this year and future of ECHO in AT</td>
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UW ECHO IN AT

WYOMING INSTITUTE FOR DISABILITIES

Case Presentation Materials

Please check back soon for more information on presenting a case for UW ECHO in Assistive Technology.

Benefits of presenting at a UW ECHO in AT session include:
- Opportunities to share resources with a statewide network
- Increased knowledge about assistive technology (AT) for general and special education
- Improved the academic outcomes for students
- Improving outcomes by reducing variations in assistive technology (AT) services and sharing "best practices"
- Greater network of peers for networking

Please fill out the student information guide(s) (SIGs) for the identified primary area(s) of concern. Also, if applicable, complete the Menu of Assistive Technology Currently Used form.

Helpful hint: Please “save as” to your desktop or document folder prior to filling out the form(s).

AT Recommendations/Follow-up Presentation form

We encourage presenters to provide a follow-up to their case presentations. Please complete the AT Recommendations/Follow-up Presentation form and E-mail or fax the completed form back to UW ECHO in AT. We will then schedule a session time for you to review this form. The ECHO team tracks the provided recommendations to determine the impact on student success.

Session Etiquette

Please follow UW ECHO etiquette during the weekly sessions. Download the Session Etiquette poster for a listing of requests.

HOW HAS ECHO IMPACTED YOU AND YOUR SCHOOL?
1. What is the desired outcome of this student case presentation?

2. Student's current grade. Please choose one:

3. Student Strengths. Please choose all that apply:

4. Student's needs related to reading. Please choose all that apply:
5. Current reading ability.
Mark boxes indicating student's current ability:

<table>
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<tr>
<th>Literacy Skill</th>
<th>Area of Concern (inadequate)</th>
<th>Somewhat adequate</th>
<th>Adequate (desired outcome)</th>
<th>Beyond adequate</th>
<th>Strength (equal to or beyond peer performance)</th>
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11. Date of students most recent reading/AT evaluation:

12. Student's Environment. Please choose one: [Select one]

13. Assistive technology, strategies, accommodations, or modifications tried.
Please describe any strategy/tool previously tried, length of trial and outcome (describe success and/or barriers):
[Additional Information: Menu of AT Resources]

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<th>Successful? (yes/no)</th>
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Please include any information regarding the student's behavior and performance if it relates to Q1. "What is the desired outcome?:"
References

• "What Are AEM?" AEM:. Accessed August 18, 2015.
• "Why Provide AEM?" AEM:. Accessed August 18, 2015.