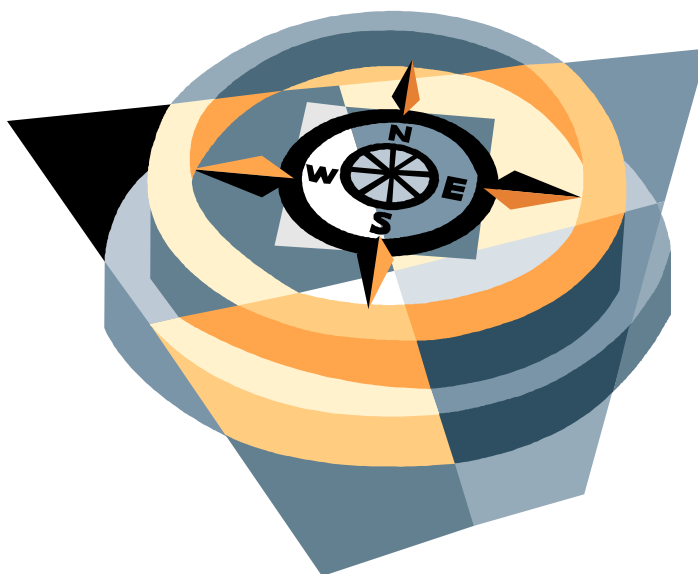


# AIM Navigator

## Student Summary Worksheet



The *AIM Navigator* facilitates the process of decision-making about accessible instructional materials for individual students. The *AIM Navigator* is available in a printable form and as an online interactive web-based tool at <http://aim.cast.org/navigator>. This worksheet is to be used in conjunction with the printable AIM Navigator to document information, evidence, and rationales upon which decisions are based as the team works through the step-by-step process. In order to assist teams with making informed decisions, the Navigator includes background information in detailed frequently asked questions and extensive resources and references.

## AIM Navigator Student Summary Worksheet

Name:	
Grade:	
Age:	

### Getting Started

Enter team members completing student summary (optional):

Name	Role	Contact Information

### Determination of Need

In this section, teams think about whether this student 1) can gain information from print-based instructional materials used across the curriculum by all students, 2) needs materials in a specialized format, or 3) needs modified content or alternative materials.

Choose the statement that best describes this student:

- ☐ This student can use standard print-based instructional materials used across the curriculum by other students.
- ☐ This student requires exactly the same content in one or more specialized formats.
- ☐ This student requires modified content or alternative material.

**Information that led to this decision:**

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**Selection****Print Materials**

Enter the print-based instructional materials used in this student's classes across the curriculum:

Subject	Title/ISBN

**Instructional Context**

In order to decide which specialized formats are needed, a team considers a student's skills, needs, and preferences; the environments in which the student will be working; and the tasks for which specialized formats will be needed. Thinking about the student, environments, and tasks helps the team understand how materials are used so that the team can make a good decision about which specialized formats, or combination thereof (braille, large print, audio, and digital text) will work for the student.

**Student's current skills, needs, and preferences:**

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**Environments in which specialized formats will be used:**

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**Tasks for which specialized formats will be used:**

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## **Specialized Formats Needed**

Select the format(s) needed by this student based on matching the student's instructional context needs with the features that can be manipulated in the specialized format(s). More than one may be needed and can be selected.

- ☐ Braille
- ☐ Large Print
- ☐ Audio
- ☐ Digital Text

**If braille was selected, what features of this format will the student need to accomplish tasks in specific environments?**

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**If large print was selected, what features of this format will the student need to accomplish tasks in specific environments?**

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**If audio was selected, what features of this format will the student need to accomplish tasks in specific environments?**

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**If digital text was selected, what features of this format will the student need to accomplish tasks in specific environments?**

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## Match Formats to Materials

Using the subjects and titles listed above, place a check in the boxes indicating which format(s) the student requires for each listed material. Note that a material may be needed in more than one specialized format.

Subject	Title/ISBN	Braille	LP	Audio	Digital Text

## Acquisition

Many students may need more than one specialized format and may need materials from more than one source. Please indicate the way the student's educational services are provided. This assists in determining the sources that can be used to acquire materials for the student.

- ☐ 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.

- ☐ Student meets copyright criteria for specialized formats but is not served under IDEA.

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

- ☐ Student does not meet copyright criteria for specialized formats.

This student is eligible for specialized formats acquired from commercial sources, free sources and, under some circumstances, "locally created."

## Supports for Use

Next the decision-making team considers what types of supports are needed for the student to use the accessible materials for educational participation and achievement.

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

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

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

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

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