

GETTING STARTED WITH ACCESSIBLE EDUCATIONAL MATERIALS (AEM) CHECKLIST (SPED)

- _____ o Review the student's evaluation and/or IEP information for
Date documentation of reading/writing need.
- _____ o Have a discussion with student and parent to introduce AEM and
Date assess the student's interest in using Assistive Technology
- _____ o If family and student are interested, send PWN to parent and begin
Date exploration of AEM/AT upon receipt of signed PWN or after 14 days have
lapsed, whichever is first.
- _____ o If student is unable to read standard print due to blind or low vision,
Date physical disability, or learning disability; support the family in filling
Bookshare Proof of Disability Form, print and sign the form as the
'competent authority' and fax the completed form to Bookshare. Give a
copy of the completed Bookshare form to your Special Education
Coordinator and your district's Digital Rights Manager.
- _____ o If student has a disability other than the ones named above, contact
Date the Assistive Technology Specialist to begin exploring AT options.
- _____ o Administer an AEM screening tool such as the PAR, or Fluency Tutor.
Date For assistance with administering the uPAR contact the AT Specialist
from Benton-Stearns Education District.
- _____ o Review and make determination for software and devices (personal
Date and/or district) from the AEM Resource Guide (Voice Dream Reader,
Read & Write for Google, Snap&Read, Dolphin, READ2GO, etc.).
- _____ o Begin trial and/or provide AEM/AT.
Date
- _____ o If AEM/AT was trialed and found to be successful, amend the IEP if
Date necessary or proceed to your annual IEP meeting to discuss results of
trial and the need for AEM.
- _____ o Consult with your Special Education Coordinator and follow District
Date Guidelines/Policies for purchasing necessary AEM tools.

