



ASSISTIVE TECHNOLOGY
INTERNET MODULES

On-line Learning Comes Alive with Assistive Technology Internet Modules (ATIM)

LDR-13

Jan Rogers, MS, OTR/L, ATP
Program Director, OCALI AT Center

|



OCAI Overview



**INFORM
PUBLIC
POLICY**



**CONSULT AND
COLLABORATE**



**RESEARCH,
DEVELOP AND
DEPLOY BEST
PRACTICES**

OALI Overview



Universal Design for
Learning Center



Assistive Technology
Center



Lifespan Transitions
Center



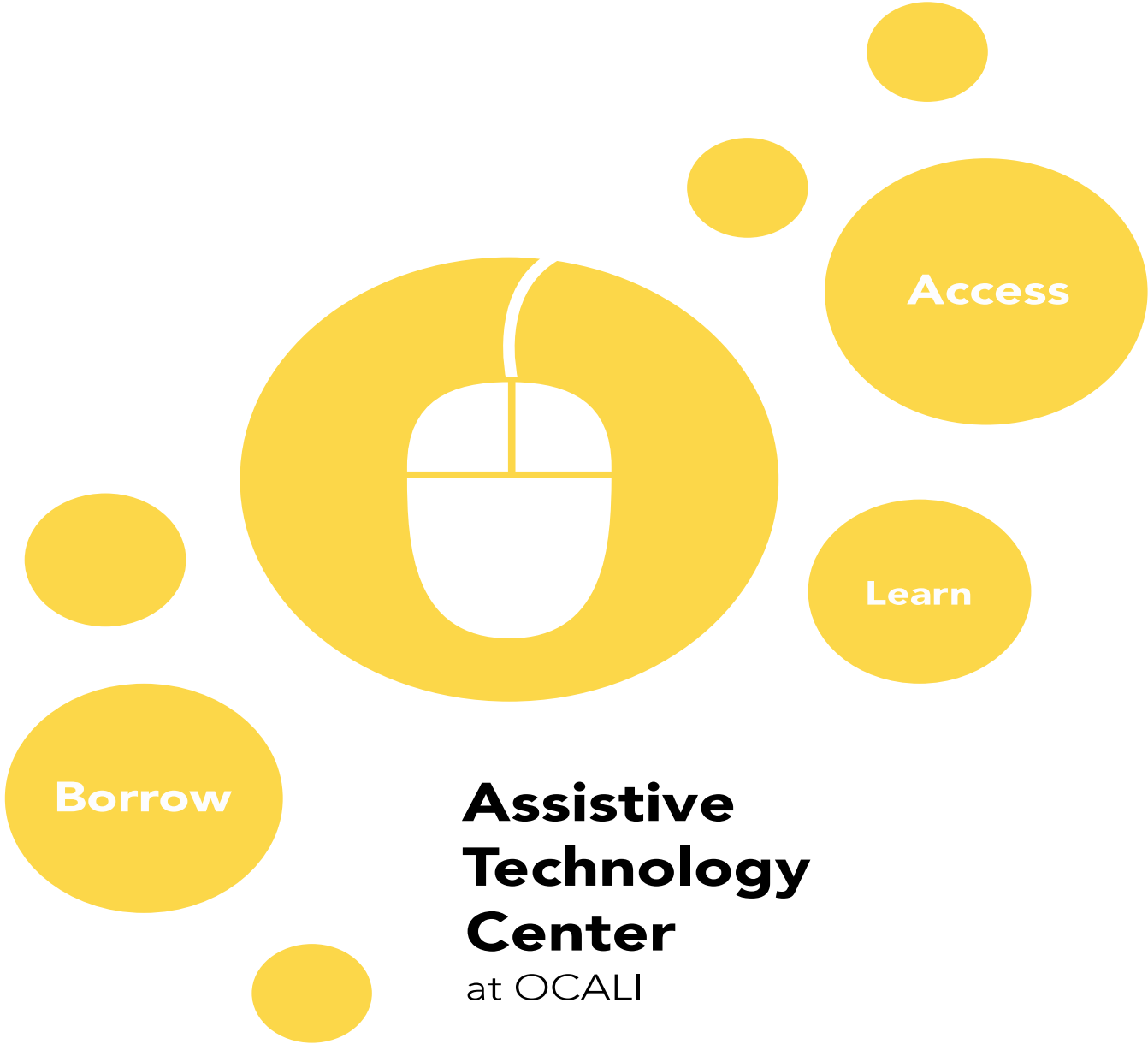
Disabilities Center



Family Center



Autism Center



**Assistive
Technology
Center**
at OCALI



ASSISTIVE TECHNOLOGY
INTERNET MODULES



AUTISM INTERNET MODULES

The best online assistive technology and autism
professional development in the world!
(or at least 138 countries)



Launched November 2010

Relaunch of ATIM Website
11-12-13

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ATIM Partners





AT Consideration in the IEP

Meet some of our authors and respected contributors...



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Linking research to real life.

designed with adult on-line learning theory
research in mind

User Stats

ATIM (Launched November 2010)

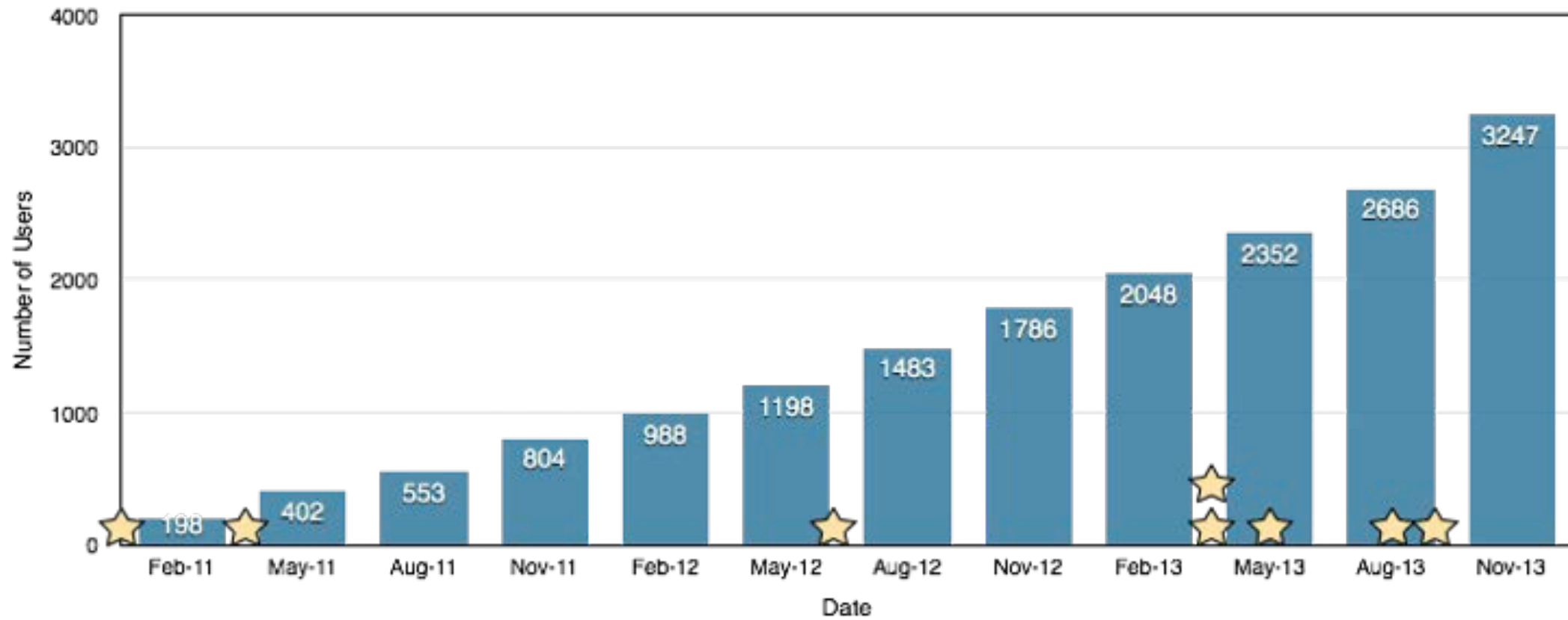
3247	Users
32	Countries
290	Ohio School Districts
50	States

November 2013

User Stats

■ # of ATIM Users: Launch Date Nov. 1, 2010

★ New Module Released



November 2013

3,761

users and counting!

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Module List

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New Module

AT Implementation

Available through ATIM



Explore Modules Covering a Variety of Topics

ATIM is designed to provide high-quality information and professional development on assistive technology (AT) for educators, professionals, families, persons with disabilities, and others. Each module guides you through case studies, instructional videos, pre- and post-assessments, a glossary, and much more. ATIM modules are available at no cost. Fee based certificate and credit options are coming soon.

www.atinternetmodules.org

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Create an Account

Please note: Both Autism Internet Modules (AIM) and Assistive Technology Internet Modules (ATIM) access the same user account database - so if you already have an AIM or ATIM account, you do not need to create a new account - you can simply log in using your email address and password.

* Required Fields

Your First Name *

Your Last Name *

Your Email *

Confirm Your Email *

Enter Password *

Confirm Password *

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- AT Assessment Process in the School Environment
- AT Assessment Tools
- AT Consideration in the IEP Process
- AT Implementation
- AT Supports and Services in the IEP
- AT Transitions
- Automatic Speech Recognition (ASR)
- Overview of Assistive Technology (AT)

Upcoming Modules (33)

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- Accessible Playgrounds
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- AT and Reading
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- AT in the Work Setting
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AT for School Age

AT Problem Solving
Across the Lifespan

AT for Early Childhood

AT for Adult Life

Planning, Designing
and Integrating

AT for School Age

AT Assessment Process in the School Environment

AT Consideration in the IEP Process

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AT for School Age

AT for School Age

AT Problem Solving
Across the Lifespan

[AT Assessment Process in the School Environment](#)

AT for Early Childhood

After the individualized education program (IEP) team has completed the process of assistive technology (AT) consideration and determined that AT may be a good option for a student, the team then faces the task of assessing the student's needs and abilities to find the most effective AT solution. This module introduces the process of AT assessment including the composition of different types of AT teams, guiding documents and frameworks, feature-matching, equipment trials and recommendations, implementation and transition planning.

AT for Adult Life

Approximate time to complete module: 1 1/2 hours

Planning, Designing
and Integrating

Author(s): [Angela M. Harris, M.S.](#)

Browse Alphabetically

Contributor(s): [Heather J. Bridgman M.S., ATP](#), [Jan Rogers, MS, OTR/L, ATP](#)

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Introduction



Joy Zabala
Director of Technical Assistance
CAST and The National Center
on Accessible Instructional Materials

00:04 01:12

Video: AT Assessment Process Intro

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DASHBOARD > AT ASSESSMENT PROCESS IN THE SCHOOL ENVIRONMENT

Pre-Assessment

Which of the following should be evaluated during AT assessment?

Select your answer ▾

AT assessment is only necessary for students who receive speech-language, occupational therapy, or physical therapy services.

Select your answer ▾

To begin the AT selection process, start by looking at the features of available AT and select the tool that is the best fit for the student.

Select your answer ▾

The only person qualified to make decisions about AT is an AT specialist.

Select your answer ▾

Select all possible members of an AT assessment team.

Select your answer ▾

Identify the element among the following that is necessary for a successful AT implementation plan.

Select your answer ▾

Which of the following is not a benefit of progress monitoring?

Select your answer ▾

Submit Pre-Assessment

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Pre-Assessment

You answered 7 questions correctly out of 7 total questions in this assessment

- The Human Activity Assistive Technology (HAAT) model framework includes all of the following elements except:

Your Answer: Academics

Correct Answer: Academics

- When using the Student, Environment, Task, Tools (SETT) Scaffold for Gathering Data, the team should consider factors relevant to which of the following environments:

Your Answer: All environments in which the student participates

Correct Answer: All environments in which the student participates

- When completing the WATI AT Decision-Making Guide, write the team's responses on a flip chart or dry-erase board where all team members can see the information.

Your Answer: True

Correct Answer: True

- According to the creators of the Functional Evaluation for Assistive Technology (FEAT), assessment should be ecological, practical and _____.

Your Answer: Ongoing

Correct Answer: Ongoing

- Conducting an assistive technology assessment occurs in _____ domain(s) and is a process that takes _____.

Your Answer: multiple, time

Correct Answer: multiple, time

- Observations, interviews, and video are all examples of informal ways of gathering assessment data.

Your Answer: True

Correct Answer: True

- If a student functions independently with standard classroom tools and is able to accomplish tasks in all instructional areas, the team would choose which statement on the Georgia Project for Assistive Technology Assistive Technology Checklist?

Your Answer: No assistive technology is required.

Correct Answer: No assistive technology is required.



[Print Assessment Results \(PDF\)](#)

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AT for School Age

AT for School Age

AT Problem Solving
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[AT Assessment Process in the School Environment](#) 

AT for Early Childhood

[AT Consideration in the IEP Process](#) 

AT for Adult Life

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Planning, Designing
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[AT Supports and Services in the IEP](#) 

Browse Alphabetically

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ASSISTIVE TECHNOLOGY INTERNET MODULES > PRINT ASSESSMENT RESULTS

Print Assessment Results

AT Assessment Process in the School Environment

- [[PDF](#)] **Pre-Assessment** (September 12, 2013 - 8:31 pm)

AT Assessment Tools

- [[PDF](#)] **Pre-Assessment** (November 13, 2013 - 10:05 pm)
- [[PDF](#)] **Post-Assessment** (November 13, 2013 - 10:08 pm)

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DASHBOARD > AT ASSESSMENT PROCESS IN THE SCHOOL ENVIRONMENT

Overview



Assistive technology helps students participate fully.

ZOOM ⊕

The purpose of assistive technology (AT) assessment is to identify technology options that will accommodate the needs of students with disabilities. Such options should increase, improve, or maintain student functioning in educational, vocational, and community environments. When functional capabilities are enhanced, individuals with disabilities (a) experience greater control of their lives; (b) can contribute more fully to the environment around them; and (c) are better equipped to participate in home, school, work, and/or community settings. AT helps support individuals with disabilities and assists with achieving the four outcomes outlined by the Individuals with Disabilities Education Improvement Act (2004): equal opportunities, full participation, economic self-sufficiency, and independent living. An AT assessment can facilitate the selection of AT options that will contribute to these outcomes.

During this module, we will (a) provide guidance on how to initiate the AT assessment process, (b) identify potential members of the Assistive Technology assessment team and their roles, (c) provide examples of AT assessment frameworks, and (d) walk you through the process of AT assessment from feature matching to AT acquisition and progress monitoring.

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AT Feature Match

Once the team has a clear idea of a student's needs, abilities and the identified task, they should begin to look for AT options that will be an effective match. If the team evaluates possible AT by first looking at the student needs, the AT is more likely to offer an effective solution.



Once desired features have been identified, teams may want to look at solutions that are readily available at school or home to see if their features match the student's needs. Accessing this technology first provides the team with an opportunity to evaluate student performance based on technologies that are readily available before looking for other technology options. In a typical classroom, the range of technology may include digital text, an interactive whiteboard, group response systems, and multimedia devices such as projectors, audio/video equipment, scanners, and digital cameras. Additionally, the students may have personal access to gaming systems, such as the Wii, mp3 players, Smartphones, tablets, and/or computers.

Within *Assessing Students' Needs for Assistive Technology (ASNAT)*, teams can find guidance for how to identify features that will address student needs. ASNAT organizes information by AT categories. Within a particular category, the AT is illustrated by a graphic with links to websites where the AT is available for purchase. The areas covered are listed below with direct links to sections of ASNAT.

- [AT for Seating, Positioning and Mobility](#)
- [AT for Communication](#)
- [AT for Computer Access](#)
- [AT for Writing, Including Motor Aspects](#)

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Scaffold for Tool Selection - Part 2: Prioritizing Tools +
Human Activity Assistive Technology (HAAT)
WATI / ASNAT +
Georgia Project for Assistive Technology (GPAT) +
Protocol for Accommodations in Reading (PAR) x

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Student, Environment, Tasks, and Tools (SETT) Framework

Widely used in school settings, the Student, Environment, Tasks, and Tools (SETT) Framework developed by Joy Zabala (1995) guides the team through the AT decision-making process using a four-part model, which is represented by the acronym SETT. Specifically, it asks the team to consider the Student, Environment, Tasks, and Tools when making AT decisions. The student, environment, and tasks may be closely related; therefore, it is difficult to consider the elements separately or sequentially. Each element has the potential to affect the others, so a change in one element may result in a reconsideration of the others (Zabala, 2010).

The SETT framework is intended to serve as a "home" for the team's discussion and information collection. After the information is gathered and transcribed on the form, all team members receive a copy of the discussion and resulting decisions. SETT forms that assist the team through the AT decision-making process include [Scaffold for Gathering Data-Annotated](#), [Scaffold for Tool Selection - Part 1 - Identifying Tools](#), and the [Scaffold for Tool Selection - Part 2 - Prioritizing Tools](#). SETT framework forms may be found at [Joy Zabala's website](#).

The following is a case study about a ninth grader named Lucille. This case study will be used in the next few sections to demonstrate how the three different SETT forms might be completed.

Case Study: Lucille

Lucille is a friendly and outgoing ninth-grade student who enjoys show choir and theatre. Lucille participates in the general education curriculum with supports. She is taking college preparatory classes and extracurricular courses in music.

When she was in the third grade, she was involved in a bike accident on the way to her friend's house. Although Lucille recovered from the accident, she still suffers long-term affects from the injury. She has been identified has having a mild traumatic brain injury. She also has decreased fine-motor speed and dexterity due to her neurological deficits and, as a result, has difficulty writing. She has been given additional time to complete handwritten assignments, but this does not seem to help because of her difficulties with



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Free AT Assessment Tools

The following assessment tools and frameworks are commonly found in educational and medical environments. SETT, HAAT, WATI and GPAT are tools or frameworks that guide the entire assessment process from looking at somebody's needs, the environments in which they are considering AT use, the tasks they need to accomplish, and the features of AT tools that might provide access to these tasks.

The Protocol for Accommodations in Reading (PAR) is also included in this category. While not a comprehensive tool to determine what AT might be needed, PAR provides an in-depth look at reading accommodations, including reading out loud, reading with an adult reader, or reading with a text-to-speech reader. PAR is a unique tool that helps educators make informed decisions about reading accommodations that may become part of the student's IEP.

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Frequently Asked Questions (FAQ)

Is an assistive technology assessment required for every student who receives special education services?

No. The law requires that AT be considered for every student who meets special education requirements. "AT consideration" refers to a brief conversation among IEP team members about the student's needs and abilities. The team determines during this conversation whether or not the student needs AT to accomplish academic tasks or to access the general education curriculum. If the team determines that the student might benefit from AT, but they do not have enough information to make a decision, they may initiate or request an AT assessment to gather more information.

What information should be gathered during an AT assessment?

An AT assessment should gather information across multiple domains. The team may gather information from multiple environments and sources. Information should be collected about the student's strengths, needs, abilities, and preferences. It is recommended that data be gathered about the following areas when indicated by student need: hearing, vision, seating/positioning, mobility, motor access, academics, written communication, computer-assisted writing, and augmentative/alternative communication.

Is any tool better than another when conducting an AT assessment?

No one tool is necessarily better than another, but teams may have preferences based on the needs of their students. A quality AT assessment tool guides the team through the process of AT assessment and helps the team gather enough data to make well-informed AT decisions. The tool should be thorough but not overwhelming. An AT assessment tool is only effective if the team finds it useful and uses it to guide them in the AT assessment and implementation process.

What are the key components when considering a tool for an AT assessment?

When considering a tool for AT assessment, the following key components should be considered:

1. Does the assessment take into consideration multiple perspectives (e.g., family, student, teachers, and related

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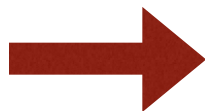


Assistive technology helps students participate fully.

ZOOM (+)

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Glossary

ALL 0-9 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

ABA - Applied Behavior Analysis

A discipline devoted to understanding and improving human behavior by focusing on defined, observable behaviors of social significance and demonstrating a reliable relationship between the procedures employed and the resulting behavioral change.

ABC Data Chart

An assessment tool used to gather information about what happens immediately before and after an interfering behavior occurs.

Abstract

Existing as an idea but not having a physical existence

Accessible

Capable of being reached, used, seen, understood, or appreciated.

Accessible Environments

The environment supports the independence of students with vision, hearing, motor, or cognitive disabilities and is designed to be usable and barrier-free to the widest range of student variability.

Accommodate

To provide something needed or suited, to adapt.

Accommodations

Adjusting for differences; supplying a need or want; In education, "accommodations" provide equal access to learning, do not substantially change the instructional level or content, are based on individual strengths and needs and may vary in intensity or degree.

Acquisition

To gain possession of; to learn or develop a skill.

Activity Matrix

An activity matrix displays learning goals and strategies to be implemented during daily routines and activities. The activity matrix contains information about classroom schedule(s) as well as the goals and teaching strategies that are planned.

Activity Reinforcers

Learners are allowed to participate in a preferred activity after using the target skill correctly.

Adaptability

Capacity to adjust oneself to different conditions or environments

Adherence

Steady support or attachment

Aggression

A forceful action or procedure; hostile, injurious, or destructive behavior or outlook especially when caused by frustration.

Aided Systems

Alternative and augmentative communication (AAC) systems that require something other than the person's body to implement (e.g., pictures for PECS, a voice output device, a communication notebook)

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Citation

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Bridgman, H. J., Harris, A. M., & Rogers, J. (2013). Assistive technology assessment tools: Online training module. In Ohio Center for Autism and Low Incidence (OCALI), *Assistive Technology Internet Modules*, www.atinternetmodules.org. Columbus, OH: OCALI.

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Books

Friend, M., & Cook, L. (2010). *Interactions: Collaboration skills for school professionals* (6th ed). Boston, MA: Pearson Education.

Documents

Canfield, T., & Reed, P. R. (2001). *Assistive technology and transition*. Madison: Wisconsin Assistive Technology Initiative.

DeCoste, D. C., Reed, P. R., & Kaplan, M. W. (2005). *Assistive technology teams: Many ways to do it well*. National Assistive Technology in Education (NATE) Network Monograph Series. <http://www.natenetwork.org/manuals-forms/team-document.pdf>

Online Resources

Assistive Technology Implementation: Working Together to Make a Measurable Difference

This online module is maintained by the Texas Assistive Technology Network (TATN). Focuses on how to plan for and evaluate the effectiveness of AT implementation.

AT Consideration in the IEP Process.

Smith, S. J., Earnhart, J., & Weiland, N. (2011). Assistive technology consideration in the IEP Process: Online training module. In Ohio Center for Autism and Low Incidence (OCALI), *Assistive Technology Internet Modules*, www.atinternetmodules.org. Columbus, OH: OCALI.

AT Implementation Tool.

Part of the University of Kentucky Assistive Technology (UKAT) Toolkit, this document is used by the team to create a plan for AT implementation. Responsibilities covered include obtaining the AT, provision of training, AT management, evaluation, and progress monitoring. Columns on the form indicate the team member who is responsible for the task and the target date for completing the task.

Trial Implementation Tool.

Part of the University of Kentucky Assistive Technology (UKAT) Toolkit, this document was created to facilitate data collection during AT implementation. The document is completed by direct service providers and organizes the data collected during AT trials.

Video

Bowser, G. (2010). *Collaboration, consultation and coaching: Strategies for effective assistive technology implementation*. [On-line video]. Retrieved from http://www.setbc.org/setbc/curriculum/gayl_bowser_implementation.html

In this video, Gayl Bowser speaks about practices that lead to effective AT implementation, noting that implementation begins with assessment and a clear picture of what success will look like.

PACER Center (Producer), & Gilormini, B. (Director). (2010). *Understanding assistive technology loan libraries* [On-line video].

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Module Documents

[[Download](#)] Guiding Principles for Assistive Technology

[[Download](#)] How Do I Know It? How Can I Show It?

[[Download](#)] QIAT Guiding Document: Assistive Technology Implementation

[[Download](#)] QIAT Guiding Document: Evaluation of Effectiveness

[[Download](#)] QIAT Self-Evaluation Matrices for the Quality Indicators in Assistive Technology Services

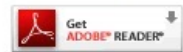
[[Download](#)] QIAT Self-Evaluation Matrix for Evaluation of Effectiveness of AT

[[Download](#)] QIAT Self-Evaluation Matrix for Implementation

[[Download](#)] Quality Indicators for Assistive Technology Implementation

[[Download](#)] Quality Indicators for Evaluation of the Effectiveness of Assistive Technology

[[Download](#)] SETT and ReSETT: Concepts for AT Implementation



Texas Assistive Technology Network (TATN)

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Discussion Questions

[[Export PDF with Answers](#) | [Export PDF without Answers](#)]

1. What are the expected results of effective AT implementation?

The effective use of AT has the potential to increase a student's achievement in academic areas like reading, writing, and math and improve functional performance areas such as motor skills, activities of daily living, and self-help skills. Ideally, the use of AT results in a student's increased participation, achievement, and access to the general curriculum.

2. Discuss the four basic principles that form the foundation for AT implementation.

Each principle is discussed separately.

1. AT Implementation involves the use of AT devices and services to promote student achievement.

Increased student achievement and functional performance is the critical outcome of AT implementation in educational settings. Effective AT implementation that leads to this outcome involves not only AT devices and services but also may involve many instructional and therapeutic strategies. The purpose of AT use is to eliminate or reduce barriers and to enable students to accomplish IEP goals and make progress in the general curriculum.

2. AT Implementation focuses on functional areas of concern when and where they occur.

Throughout consideration and evaluation, the IEP team thinks about and gathers information about areas of concern that present barriers to the student's achievement. As the team moves to planning for implementation, it is important to give thought to when and where those areas of concern occur for the student in school, home, and community settings to ensure that implementation takes place at those times and in those places whenever possible.

3. AT Implementation is an ongoing process that involves all those who work with the student.

In order to be effective, AT use is integrated into the curriculum across environments, and everyone working with the student needs to support the implementation. No one team member is responsible for providing all the support; rather, all team members are responsible for providing support and guidance when working with the student. Effective implementation involves continuous monitoring of progress and application of needed improvement in the student's AT use by all who come in contact with the student.

4. AT Implementation requires a plan that is collaboratively developed by all who will be involved.

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Activities

Activities on this page are provided at both the introductory and advanced level allowing the user to target specific needs. Activities can be copied and used within an existing platform such as Blackboard or WebCT. In addition, a general email link has been provided. Participants can send their activity response directly to another person (such as a professor or staff developer) by clicking the "Respond" link below.

Introductory Activities

1. Functional, Operational, Strategic and Social Skills

Think of a student that you know who uses AT. List new skills that this student needs to learn in the areas of functional skills, operational skills, strategic skills, and social skills.

2. Change is Necessary for AT Implementation

Think of a student that you know who uses AT. What changes in the student, environment, tasks and tools would be needed for effective AT implementation?

Advanced Activities

1. QIAT Self-Evaluation Matrix for Implementation

The QIAT Self-Evaluation Matrices were developed as a companion to the QIAT indicators and intent statements. The matrices can be used as a model for assessing the current status of practice and as a guide for improvement planning. Download the [QIAT Self-Evaluation Matrix for Implementation](#) from the Document section and use the matrix to assess the current status of service delivery relative to your AT team (or on your campus or in your district). In a brief paragraph, describe the plan you would develop to improve service and how you would share it with your administrator.

2. QIAT Self-Evaluation Matrix for Evaluation of Effectiveness of AT

The QIAT Self-Evaluation Matrices were developed as a companion to the QIAT indicators and intent statements. The matrices can be used as a model for assessing the current status of practice and as a guide for improvement planning. Download the [QIAT Self-Evaluation Matrix for Evaluation of Effectiveness of AT](#) in the document section and use the matrix to assess the current status of service delivery relative to your AT team (or on your campus or in your district). In a brief paragraph, describe the plan you would develop to improve service and how you would share it with your administrator.

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- Disabilities Center
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- Assistive Technology Center
- Lifespan Transitions Center
- Family Center

Training Modules for OACS-E

Supporting Learners with Significant Cognitive Disabilities

Creating Opportunities for Active Participation in Standards Based Instruction



- National Autism Leadership Summit
- AUTISM INTERNET MODULES
- ASSISTIVE TECHNOLOGY INTERNET MODULES
- OCALICON 2013
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E-Mail: support@browsealoud.com

Tel: 877-778-6977

Current Modules

AT Assessment Process in the School Environment

AT Assessment Tools

AT Consideration in the IEP Process

AT Implementation

AT Overview

AT Supports and Services in the IEP

AT Transition

Automatic Speech Recognition (ASR)

In Process (June 2014 release expected)

Accessible Instructional Materials

AT for Administrators

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Explore Modules Covering a Variety of Topics

AIM is designed to provide high-quality information and professional development for anyone who supports, instructs, works with, or lives with someone with autism. Each module guides you through case studies, instructional videos, pre- and post-assessments, a glossary, and much more. AIM modules are available at no cost. If you would like to receive credit for your time on AIM, certificate and credit options are available for a fee.



AUTISM INTERNET MODULES

Launched July 2007

Current Modules (43)

Antecedent-Based Interventions (ABI)
ASD-4-EI: What Early Interventionists Should Know
Assessment for Identification
Autism and the Bio-psychosocial Model: Body, Mind, and Community
Cognitive Differences
Comprehensive Program Planning for Individuals With ASD
Computer-Aided Instruction
Customized Employment
Differential Reinforcement
Discrete Trial Training
Extinction
Functional Communication Training
Home Base
Language and Communication
Naturalistic Intervention
Overview of Social Skills Functioning and Programming
Parent-Implemented Intervention
Peer-Mediated Instruction and Intervention (PMII)
Picture Exchange Communication System (PECS)
Pivotal Response Training (PRT)
Preparing Individuals for Employment
Prompting
Reinforcement
Response Interruption/Redirection
Restricted Patterns of Behavior, Interests, and Activities
Rules and Routines
Screening Across the Lifespan for Autism Spectrum Disorders
Self-Management
Sensory Differences
Social Narratives
Social Skills Groups
Social Supports for Transition-Aged Individuals
Speech Generating Devices (SGD)
Structured Teaching
Structured Work Systems and Activity Organization
Supporting Successful Completion of Homework
Task Analysis
The Employee with Autism
The Incredible 5-Point Scale
Time Delay
Transitioning Between Activities
Video Modeling
Visual Supports

133,011

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Module Navigator

Professional Development Certificates

Continuing Education Credits

College and University Course Credit

Professional Development Certificates

This section enables you to receive a general certificate verifying your participation and completion of specific modules. **Need assistance with this process?** Visit the [help page](#).

Explore Modules

Your Tokens

Your Certificates

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Explore Modules

Buy Tokens

Once you have **purchased tokens**, you can then apply for a certificate by selecting a module from the list below.

MODULE	TIME	TOKENS	
Antecedent-Based Interventions (ABI)	2 hours	2	Apply
ASD-4-EI: What Early Interventionists Should Know	2 hours	2	Apply
Assessment for Identification	1 hour	1	Apply
Autism and the Biopsychosocial Model: Body, Mind, and Community	1 hour	1	Apply
Cognitive Differences	1 1/2 hours	1.5	Apply
Comprehensive Program Planning for Individuals With Autism Spectrum Disorders	3 hours	3	Apply
Computer-Aided Instruction	2 hours	2	Apply
Customized Employment	1 1/2 hours	1.5	Apply
Differential Reinforcement	2 hours	2	Apply
Discrete Trial Training	1 1/2 hours	1.5	Apply
Extinction	1 1/2 hours	1.5	Apply
Functional Communication Training	1 1/2 hours	1.5	Apply
Home Base	30 minutes	0.5	Apply
Language and Communication	1 1/2 hours	1.5	Apply
Naturalistic Intervention	2 hours	2	Apply
Overview of Social Skills Functioning and Programming	1 1/2 hours	1.5	Apply



AUTISM INTERNET MODULES
Linking research to real life.

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Certificates

Continuing Education
Credits

College and University
Course Credit

Continuing Education Credits

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Module Navigator

Professional Development
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Continuing Education
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Course Credit

College and University Course Credit

This section allows you to earn college/university course credit and track your course progress. **Need assistance with this process?** Visit the [help page](#) or contact aim_course@ocali.org.

Explore Courses

Your Courses

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Explore Courses

Behavior Basics

January 6 - February 7, 2014

Credit offered by **Ashland University** | Credits: 1 | \$225.00

Only 55 spots left | Capacity: 60 registrants

Many individuals on the autism spectrum experience behavior challenges. Understanding the function of those behaviors and having a tool kit from which to select evidence-based strategies to match the unique needs of the individual is key to diminishing the behaviors and increasing success and well-being. By completing this 4-week online course you will learn

ASHLAND
UNIVERSITY

AIM Graduate Course Offerings with Ashland University.

January (two credit option) - 8 week course

- Assessment, Characteristics and EBP for ASD

February (one graduate credit options) - 4 week courses

- Introduction to Autism Spectrum Disorders
- Behavior Basics
- Evidence-Based Practices 1
- Evidence-Based Practices 2
- Evidence-Based Practices 3
- Communication and Social Skills in ASD
- Transition-Aged Youth and Adults with ASD

Top 5 User Roles for ATIM/AIM

27,935	K-12 Education-Special Education / Intervention Specialist
8,879	K-12 Education-Paraeducator / Instructional Assistant
7,193	Related Services-Speech Language Pathologist
6,357	Higher Education-Undergraduate / Graduate Student
5,783	Families-Parent

University Student Preservice Training

Student Teachers

Student Related Service Providers

Student Rehabilitation Engineers

Students of AT or Autism Certification Programs

Students of AT or Autism Masters Programs

Parent/Caregiver Information and Training

Individual Parent/Caregiver

Parent/Caregiver Support Group Training

Parent Mentors

Parent Advocates

Parent Attorneys

Individual with a Disability

Potential AT User

Current AT User

Individual with a Developmental Disability

Individual with an Acquired Disability

Individual with an Acute Disability

Staff Development

Inservice Training

Paraprofessional Training

Certification and License Renewal

IEP Team Development

AT Team Development

Autism Team Development

Uses of ATIM/AIM-How

On-Line Learning

Problem-Based Learning

Blended Learning

Supplemental Activities

Flipped Classroom

Individual Self-Directed Learning

Inquiry Based Instruction

Group Activities

Embedded in LMS

Uses of ATIM/AIM-How



Olentangy Local Schools-Lewis Center, Ohio

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