

A student I work with is struggling to read print instructional materials. What should I do?

A good place to start is to talk with other educators in the school who are interacting with the student and also talk with the student's family about your concerns. If the student is unable to effectively read or use standard print based materials, there are a number of questions that when answered could indicate that the student might need AIM. For example, is the student able to understand text when it is read aloud but unable to read on his or her own? Does the student have a visual disability that makes it difficult to see text or have a physical disability that makes it difficult to hold a book and turn the pages? Is the student unable to read grade-level material independently across all environments/tasks or at a sufficient rate with adequate comprehension to complete academic tasks with success relative to same-age peers? If the answer to any of these questions is "yes" the student might need AIM and further consideration is indicated. Explore the resources listed below to learn more.

Learn more about who needs AIM

- [All About AIM](#)
- AIMing for Achievement Series: What Educators and Families Need to Know about Accessible Instructional Materials
 - [Part I: Introduction and Legal Context](#)
 - [Part II: Navigating the Decision-Making Process](#)
 - [Part III: Just in Time: AIM Support at Your Fingertips](#)
- [Access to the General Education Curriculum: The Role of the IEP](#)
- [Accessible Instructional Materials and the 504 Plan](#)

What are accessible instructional materials or AIM?

Accessible instructional materials or AIM are materials that are designed or converted in a way that makes them usable across the widest range of student variability regardless of format (print, digital, graphic, audio, video). The Individuals with Disabilities Education Act (IDEA) specifically focuses on accessible formats of print instructional materials. In relation to IDEA, the term AIM refers to print instructional materials that have been transformed into the specialized formats of braille, large print, audio, or digital text.

Learn the basics about AIM

- [All About AIM](#)

What legal issues are important to know about in relation to AIM?

IDEA requires that states and districts ensure timely provision of AIM to elementary and secondary students with disabilities who need these materials. This means that state and local education agencies must take reasonable steps to provide AIM to eligible students with disabilities without delay, typically at the same time as other students receive instructional materials. For students who do not receive special education services under IDEA, the disability civil rights laws (Section 504 and the Americans with Disabilities Act) may require the provision of AIM. There are also copyright issues that may impact the sources that can be used to acquire AIM for a student in your classroom.

Learn more about the legal issues related to AIM

- [Why Provide AIM?](#)
- [The Right of Students with Disabilities Who Need AIM to Receive These Materials in a Timely Manner: A Brief for Families and Educators](#)
- [An Examination of the NIMAS and NIMAC Provisions in IDEA 2004: A Brief for Families and Educators](#)
- [Equal Access to Learning: Office of Civil Rights \(OCR\) and Department of Justice \(DOJ\)](#)
- [Understanding the NIMAS and NIMAC Provisions of IDEA: Analysis of the Term Reading Disability Resulting from Organic Dysfunction and Its Relationship to the IDEA Category of Specific Learning Disability](#)