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

LDR-13

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

- Inform Public Policy
- Consult and Collaborate
- Research, Develop and Deploy Best Practices
OCALI Overview

Universal Design for Learning Center

Lifespan Transitions Center

Family Center

Assistive Technology Center

Disabilities Center

Autism Center
AT Center

Assistive Technology Center
at OCALI
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

www.atinternetmodules.org
AT Consideration in the IEP
Meet some of our authors and respected contributors...

ASSISTIVE TECHNOLOGY
INTERNET MODULES

www.atinternetmodules.org

Linking research to real life.
designed with adult on-line learning theory research in mind
User Stats

ATIM (Launched November 2010)

<table>
<thead>
<tr>
<th>3247</th>
<th>Users</th>
</tr>
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<tbody>
<tr>
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<td>290</td>
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<td>50</td>
<td>States</td>
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</tbody>
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November 2013
User Stats

Number of ATIM Users: Launch Date Nov. 1, 2010

Date
- Feb-11: 198
- May-11: 402
- Aug-11: 553
- Nov-11: 804
- Feb-12: 988
- May-12: 1196
- Aug-12: 1483
- Nov-12: 1786
- Feb-13: 2048
- May-13: 2352
- Aug-13: 2686
- Nov-13: 3247

New Module Released

November 2013
3,761
users and counting!
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
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 * heather_bridgman@ocali.org

Enter Password *

Confirm Password *

Your State *

Select One 15
Module List

Current Modules (8)
- 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)
- AAC for Adults
- AAC for Early Childhood
- AAC for School Age
- Access to Functional Life Tasks
- Access to Play
- Accessible Housing
- Accessible Playgrounds
- Adaptive Driving
- AT and Math
- AT and Reading
- AT and Writing
- AT for Organization
- AT in the Work Setting
- AT Self Care for Adults
- AT Self Care for Early Childhood
- AT Self Care for School Age
- AT Tools
- Computer Access
- Data Collection
- District Wide Planning
- Electronic Aids to Daily Living (EADL)
- Funding
- Mobile Computing
- Physical Aspects of Writing
- Recreation and Leisure for Adults
- Recreation and Leisure for School Age
- Seating and Positioning for Adults
- Seating and Positioning for Early Childhood
- Transition
- Transition Process
- UDL in the Classroom
- UDL to AT Continuum
- Universal Design for Learning Overview
Module Navigator

Welcome to the Assistive Technology Internet Modules (ATIM)! ATIM is designed to provide high-quality information and professional development on assistive technology (AT) for educators, professionals, families, persons with disabilities, and others. ATIM modules are available at no cost. Each module guides you through case studies, instructional videos, pre- and post-assessments, a glossary, and much more. If you would like to receive credit for your time on ATIM, certificate and credit options are coming soon, for a fee. Need assistance? Visit the help page.

AT for School Age

- AT Problem Solving Across the Lifespan
- AT for Early Childhood
- AT for Adult Life
- Planning, Designing and Integrating

AT Assessment Process in the School Environment

AT Consideration in the IEP Process

AT Implementation

AT Supports and Services in the IEP
Welcome to the Assistive Technology Internet Modules (ATIM)! ATIM is designed to provide high-quality information and professional development on assistive technology (AT) for educators, professionals, families, persons with disabilities, and others. ATIM modules are available at no cost. Each module guides you through case studies, instructional videos, pre- and post-assessments, a glossary, and much more. If you would like to receive credit for your time on ATIM, certificate and credit options are coming soon, for a fee. Need assistance? Visit the help page.

AT for School Age

AT Assessment Process in the School Environment

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.

Approximate time to complete module: 1 1/2 hours

Author(s): Angela M. Harris, M.S.

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

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

Video: AT Assessment Process Intro
Pre-Assessment

Which of the following should be evaluated during AT assessment?

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

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.

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

Select all possible members of an AT assessment team.

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

Which of the following is not a benefit of progress monitoring?
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.
### Module Navigator

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#### AT for School Age

| AT Problem Solving Across the Lifespan | AT Assessment Process in the School Environment |
| AT for Early Childhood | AT Consideration in the IEP Process |
| AT for Adult Life | AT Implementation |
| Planning, Designing and Integrating | AT Supports and Services in the IEP |

<table>
<thead>
<tr>
<th>Browse Alphabetically</th>
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The page displays a section of a website titled "Assistive Technology Internet Modules" with a dashboard and module navigator. The content is educational, focusing on assistive technology for various age groups and stages, such as school age, early childhood, and adult life. The page provides access to resources like case studies, videos, and assessment tools, with options for certificate and credit pathways. The layout includes interactive elements and navigation links to different sections.
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)
Overview

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.
DASHBOARD -> AT ASSESSMENT PROCESS IN THE SCHOOL ENVIRONMENT

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
DASHBOARD > AT ASSESSMENT TOOLS

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 as 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 difficulty with...
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.
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
Overview

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.

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Glossary

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 changes.

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 of 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.

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

Citation

If materials from this module are used in presentations or publication, please give credit to the author of the module. Please use the citation below to reference this content.


References


Supplementary Materials

Books

Documents

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.

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

In this video, Gayl Bower speaks about practices that lead to effective AT implementation, noting that implementation begins with assessment and a clear 32 of what success will look like.
PACER Center (Producer), & Gillmorin, B. (Director). (2010). Understanding assistive technology loan libraries [Online video].
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 Matrixes 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)
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.**
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.
Accessibility

BrowseAloud

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Whether you are using a Smartphone, Tablet, PC or Mac, BrowseAloud will provide the reading support tools you require for free.

Listen with BrowseAloud

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BrowseAloud is a suite of products that provides reading support on websites. BrowseAloud reads website content out loud, highlighting each word as it is spoken in a high quality, human-sounding voice.

Other features include:
- Dual-Color Highlighting
- Text Magnification
- Talking Dictionary
- Talking Translator
- MP3 Maker
- Screen Masking
- Secure Site Reading
- PDF Reading
- International Languages

More than 7,000 websites use BrowseAloud, so once you have it on your device you can listen to all of these websites too.

Who BrowseAloud Helps?

BrowseAloud helps website visitors who require online reading support and those who simply prefer to listen to information instead of reading it. BrowseAloud is particularly useful for those with print disabilities such as dyslexia or mild visual impairments and those with English as a second language.

How do I get BrowseAloud?

Click on the BrowseAloud Panel that appears on the bottom of this website to launch the BrowseAloud Plus toolbar. This toolbar provides instant high quality speech at the touch of a button - no need to download anything. New features include PDF and secure site reading, per site and page pronunciation control and language selection.

To use BrowseAloud's fully-featured version, which includes a dictionary, a translator, an MP3 maker, a text magnifier and reads secure web pages and PDFs, visit the BrowseAloud website to download a small application, free of charge, at http://www.browsealoud.com/registerbrowsealoud.

Support with using BrowseAloud

A full range of support services are provided for BrowseAloud:
Web: http://www.browsealoud.com/support
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
Explore Modules Covering a Variety of Topics

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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
users and counting!
Earn Graduate Credit

AIM makes it easy to earn graduate credit. AIM graduate credit courses take place entirely online. No face-to-face meetings are required. Currently, AIM graduate credit is available through Ashland University.

Earn Professional Development Certificates

It's simple to earn professional development certificates using AIM. Certificates verify your participation and completion of modules.

Earn Continuing Education Credit

Coming soon! Earn continuing education credits from various professional organizations using AIM. AIM will pilot this new program by providing continuing education credits from the American Speech-Language-Hearing Association (ASHA). Stay tuned for a list of other professional organizations that will offer continuing education credits.
Dashboard

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

Explore Modules

Buy Tokens

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

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<th>MODULE</th>
<th>TIME</th>
<th>TOKENS</th>
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<tr>
<td>Antecedent-Based Interventions (ABI)</td>
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<tr>
<td>ASD-4-EI: What Early Interventionists Should Know</td>
<td>2 hours</td>
<td>2 Apply</td>
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<td>1 Apply</td>
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<td>Autism and the Biopsychosocial Model: Body, Mind, and Community</td>
<td>1 hour</td>
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<td>Cognitive Differences</td>
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<td>Differential Reinforcement</td>
<td>2 hours</td>
<td>2 Apply</td>
</tr>
<tr>
<td>Discrete Trial Training</td>
<td>1 1/2 hours</td>
<td>1.5 Apply</td>
</tr>
<tr>
<td>Extinction</td>
<td>1 1/2 hours</td>
<td>1.5 Apply</td>
</tr>
<tr>
<td>Functional Communication Training</td>
<td>1 1/2 hours</td>
<td>1.5 Apply</td>
</tr>
<tr>
<td>Home Base</td>
<td>30 minutes</td>
<td>0.5 Apply</td>
</tr>
<tr>
<td>Language and Communication</td>
<td>1 1/2 hours</td>
<td>1.5 Apply</td>
</tr>
<tr>
<td>Naturalistic Intervention</td>
<td>2 hours</td>
<td>2 Apply</td>
</tr>
<tr>
<td>Overview of Social Skills Functioning and Programming</td>
<td>1 1/2 hours</td>
<td>1.5 Apply</td>
</tr>
</tbody>
</table>
## Dashboard

<table>
<thead>
<tr>
<th>Module Navigator</th>
<th>Professional Development Certificates</th>
<th>Continuing Education Credits</th>
<th>College and University Course Credit</th>
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</thead>
</table>

### Continuing Education Credits

**Coming Soon!** You will be able to earn continuing education credits from various professional organizations using AIM. AIM will pilot this new program by providing continuing education credits from the American Speech-Language-Hearing Association (ASHA). Stay tuned for a list of other professional organizations that will offer continuing education credits.
Dashboard

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

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...
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
Uses of ATIM/AIM-Who

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
Uses of ATIM/AIM-Who

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
Uses of ATIM/AIM-Who

Staff Development

Inservice Training

Paraprofessional Training

Certification and License Renewal

IEP Team Development

AT Team Development

Autism Team Development
<table>
<thead>
<tr>
<th>On-Line Learning</th>
<th>Problem-Based Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blended Learning</td>
<td>Supplemental Activities</td>
</tr>
<tr>
<td>Flipped Classroom</td>
<td>Individual Self-Directed Learning</td>
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<tr>
<td>Inquiry Based Instruction</td>
<td>Group Activities</td>
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<tr>
<td>Embedded in LMS</td>
<td></td>
</tr>
</tbody>
</table>
Olentangy Local Schools-Lewis Center, Ohio
Our goal is to:

Provide the most current and comprehensive information 24/7

Continuously update content

Continue to add new modules and expand topics to reflect latest trends

Ensure global accessibility with plans to add language translations

www.ocali.org
Thank you

http://www.ocali.org/center/at
On-line Learning Comes Alive with Assistive Technology Internet Modules (ATIM)

LDR-13

REMINDER: please complete the session evaluation by going to the session evaluation tab in the mobile app.