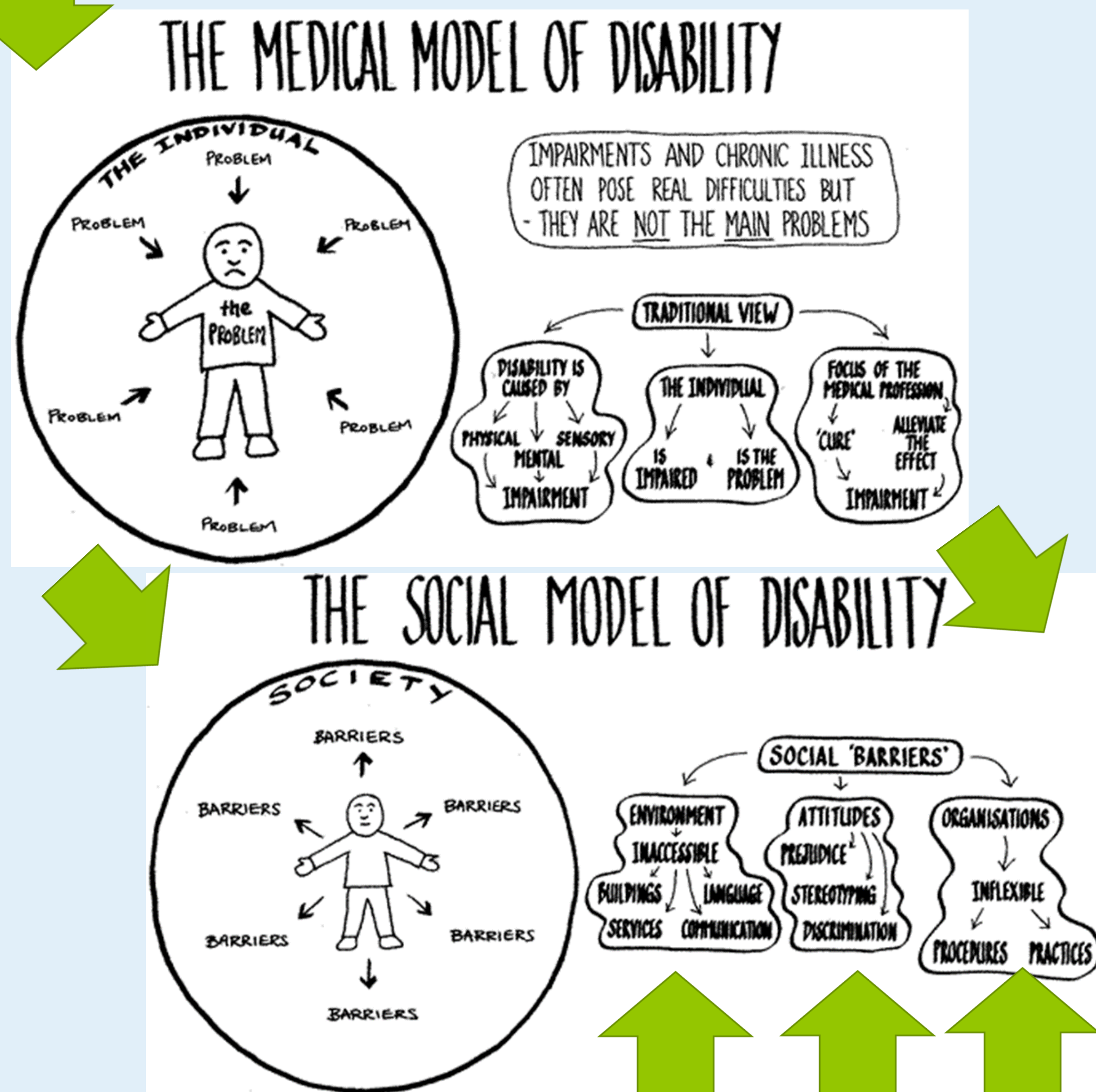


### What is AIM ?

- ⇒ AIM! is a **VERB**—an action word
- ⇒ AIM! is **BOLD**— like parent, civic & self-advocates
- ⇒ AIM! is **POINTED**—in the right direction
- ⇒ It is a Disability Education Program
- ⇒ Created by Parents & Civic Advocates
- ⇒ Improved on by Self-Advocates + Industry Professionals

### Why AIM ?

The much needed shift from institutionalized to community-based settings and services is happening **NOW**. No longer are we pointing inward to the person with a disability to mold them to fit into society. Instead, the arrows now point outward, placing the responsibility on our communities as a whole, to better accommodate the person with a disability. AIM! breaks down barriers to perceptions, communication and accessibility. By starting with our youngest generation of future leaders we hope to **change the culture** for individuals of all abilities.



### Who does AIM benefit ?

#### ALL Students, Families, School Staffs, Community Members, Civic Leaders

Approximately 15% of public school student populations have a disability that require modifications or accommodations through an Individualized Education Plan (IEP) or a 504 Plan. Even if you do not have a child with a disability, chances are your student will learn beside one or more that do.



Children are curious about their classmates; they often do not understand their behaviors, physical, emotional or learning differences. This too often results in children making their own assumptions themselves and their peers. Ultimately this can prevent them from making friendships and connections that happen naturally for their counterparts without disabilities.

AIM! helps to take the stigma out of disability by providing a safe, informative environment in which kids learn. Students are not only allowed - **but encouraged** - to ask questions. Self-advocates, parents, civic leaders and industry professionals are on-hand to make sure that the AIM! curriculum is up-to-date and accurate.

AIM! is all about creating **NATURAL NETWORKS** & supports!

### Where / When is AIM! delivered ?

Curriculum is delivered through 'Specials' classes (Art, P.E., Music, Library, Computer, Science, etc.), the General Ed. rooms, morning news, student assemblies, and family/community events.

The program was built to be easily replicable and implementable in any school anywhere, intentionally utilizing the staff within the schools to deliver the materials. Curriculum is tied into Common Core Standards, and we are currently working on Inclusion Training for staffs that is approved for Professional Development.

The program is flexible and can be modified to fit afterschool programs, scouting troops, church groups and civic organizations. Typically a week long program, it can be modified to be delivered in shorter or longer time periods.



process-oriented program  
- hit the ground running!

### How does AIM work ?

#### The following is a sampling of activities + topics covered during AIM! week :



**Art:** Students participate in projects that express their individualized beauty and gifts, as well as the strength of sticking together and becoming one. The power of **Advocacy and Community Inclusion** is emphasized throughout this creative lesson plan.

**Music:** Discovering music as a **Universal language**, students learn about artists from different genres: Beethoven to Ray Charles to the Australian pop music band, Rudely Interrupted, none of these talented musicians let their disabilities get in the way of attracting global audiences. **Music therapy** concepts, **Hidden Disabilities** and **Communication Disorders** are also introduced.

**Science:** A multiple station lab helps to explain **How the Body Works!** We cover how messages are sent to our hands, legs, internal organs, and other body parts. Sensory stations enhance the learning experience by simulating interferences in the message centers.



**Library:** Students learn about specific disabilities through stories written by self-advocates, siblings, parents and others. **Disability History, Public Policy, Self-Determination** and **Empathy versus Sympathy** are just a examples of other topics explored in this classroom.

**Computer:** Students become familiar **Assistive Technologies, Universal Design** and **Community Accessibility** through the help of self-advocates and industry professionals in hands-on learning modules.



**Physical Education :** Kids continue to learn about inclusion, creative equipment and **Disability Etiquette** through **Adaptive Recreation** and sports. The theme that **Disability does not equal Inability** is the consistent message throughout this invigorating curriculum. Students learn that they should never assume a person with a disability cannot participate in an activity, and how they can to adapt their environments to include others.

