



# Fidelity of Implementation

## Reading & Writing Accommodations

for students with reading, writing and language accommodations on IEP, 504 and ELL Plans



# ASSISTIVE TECHNOLOGY & LEARNING TOOLS

*What assistive technology or learning tools are available to support my student with their reading and writing accommodations?*

## Snap&Read

Is a next-generation reading tool that can cover the most diverse reading needs. It reads both accessible and inaccessible text aloud, dynamically levels text, and can translate text into over 100 languages. It delivers student usage data to teachers who can more easily access students' reading needs individually.

## Co:Writer

Uses grammar and vocabulary-smart word prediction, language translation, and speech recognition to help students write out their thoughts. It offers a Test Mode for students who use writing accommodations on state assessments. It also provides student usage data to teachers so they can see how much students are writing and the vocabulary they are using.

# ROLES

*What is your role in supporting your students with their reading and writing accommodations?*

## Administrators

Administrators include school and district-level personnel that provide funds and support for student needs. This may include directors of special services, principals, assistant principals, school psychologists or counselors.

As an administrator, you support students in their reading and writing accommodations by:

1. Helping to develop or oversee services for the student
2. Understanding test data and determining student needs
3. Issuing funds for services that best meet the student's learning needs

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## RESOURCES

- Snap&Read Data Overview, <https://learningtools.donjohnston.com/video.php?code=0wNndrdh> (2:31)
- Co:Writer Data Overview, <https://learningtools.donjohnston.com/video.php?code=5pLf5eO6> (3:05)
- uPAR Data Overview, <https://learningtools.donjohnston.com/video.php?code=Wc9xINHr> (3:33)
- Dan Heath: How to Find Bright Spots, <https://youtu.be/zbLNOS7MxFc> (3:35)

*Helpful Hint: Have your teachers set up their students in Google Classroom*

## Special Education Teachers & Coordinators

As the Special Education Teacher, Coordinator or Intervention Specialist you have a deeper familiarity of a student's needs.

You support students in their reading and writing accommodations by being the primary source of knowledge for:

1. Developing the services for student accommodations and modifications
2. Monitoring the student's progress and understanding what is and is not working
3. Reporting the student's achievements and their progress toward their goals

## General Education Teachers

Given that every situation is different, General Education Teachers may be directly involved in supporting student's needs.

By bringing specific knowledge of the content areas and general curriculum, you can support students with reading and writing accommodations and should:

1. Explain academic expectations of the content area or curriculum
2. Aid in establishing goals aligned with content standards
3. Discuss the student's participation and progress within the general curriculum

## Parents & Guardians

As the student's parents or guardians, you bring unique first-hand knowledge of your child, their needs, and what assistive technology or learning tools may be best suited for them.

There are many ways you can support your child in their reading and writing accommodations, the biggest support is simply being there for them. This means using your seat at the table, advocating for your child and the assistive technology or learning tools they need, and by talking to your child every day about their progress. When meeting to discuss your child's needs, do not be afraid to:

1. Share information about your family's culture and expectations
2. Give insights of how your child acts at home or in the community
3. Discuss your child's interests and aspirations
4. Talk about what does and does not work for your child
5. Advocate for creative solutions that meet your child's needs in the least restrictive environment

# PRESENT LEVEL OF ACADEMIC ACHIEVEMENT & FUNCTIONAL PERFORMANCE

*What are your students' current abilities and skills and how does that affect their education?*

Often the starting point for Individualized Education Program (IEP) Teams, the Present Level of Academic Achievement & Functional Performance (PLAAFP) provides information on a student's academic, social and physical abilities and skills. A PLAAFP is a data-driven assessment that should be done thoroughly each year, and describes your student's current strengths and weaknesses which will need to be addressed in special education throughout the year.

For students with reading and writing accommodations, data-driven approaches like uPAR and DeCoste Writing Protocol offer a clear and convenient way of understanding your student's PLAAFP.

The PLAAFP is an excellent opportunity for parents to use their seat at the table and share those details about their child that may otherwise have been overlooked. Understanding that not every school will know of or use uPAR or DeCoste Writing Protocol, as a parent you can use some of these assessment tools yourself, as well as advocate for them at your school or district.

## uPAR (Universal Protocol for Accommodations in Reading)

Originally developed for IEP Teams, PAR is a paper-based framework that helps anyone to choose a reading accommodation for your student based on empirical data.

For school and district-level personnel, uPAR is an assessment tool that can quickly give you data that shows the way each of your students learn best—and the specific level of text that can be understood by each student when listening with a reading accommodations compared to independent reading. It is an efficient way to gather data, is group administered, and takes one class period to complete.

Prior to using uPAR or PAR, ask key questions like:

- What was my student's present level of performance, with and without academic accommodations?
- What reading accommodations were already recommended?

After using uPAR or PAR, ask additional questions such as:

- What are my student's performance goals this year?
- What reading accommodations, assistive technology or learning tools are needed for them to accomplish their goals?

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## RESOURCES

- Download PAR, <https://learningtools.donjohnston.com/product/upar/>
- Understand the PLAAFP, <http://www.parentcompanion.org/article/present-levels-of-academic-achievement-and-functional-performance-plaafp>

**Helpful Hint:** Turn on “Show Readability” in Snap&Read and Co:Writer so your student can see the readability of the text they are accessing.

## DeCoste Writing Protocol

The DeCoste Writing Protocol is a formative assessment tool that helps school-level personnel identify factors affecting an individual student's ability to produce writing.

- The Writing Protocol compares a student's individual performance across handwriting and keyboarding tasks
- It examines spelling performance and writing skills so educators can make more informed decisions about instructional strategies
- Educators can make more appropriate use of assistive technology or learning tools to meet student needs

## STUDENT DATA TALKS

*What ways can you connect with your students, help them build confidence, and celebrate their successes?*

Student Data Talks are a daily, or weekly connection. While data will drive the conversation, these meetings are about connecting with the student, and discovering what is and is not working for them. They are a simple way to plan for barriers, celebrate successes, encourage learning habits and build student confidence.

### Vision & Goals

To use data-driven strategies, assistive technology and learning tools to improve performance in reading and writing, and to promote student lead learning. Some of your initial goals are to:

1. Work with your student until they consistently meet their reading and writing goals
2. Make your student comfortable with their assistive technology or learning tools
3. Find level appropriate reading and writing material

Once reading and writing habits are established, your goals are to:

1. Encourage your student to access materials at or above grade-level
2. Move your student to a rigorous, weekly routine
3. Reduce talks to monthly or quarterly

### Getting Started

Start with just 5 minute talks daily or weekly. Use this time to review student data from your assistive technology or learning tools. Identify positive changes, celebrate successes, and solve problems your student may be facing. Begin the process by:

1. Benchmark your student's usage of their assistive technology or learning tools
2. Build awareness of the benefits of reading and writing every day
3. Set weekly reading and writing goals such as read 20 minutes every day, or write a five-sentence paragraph about a given topic
4. Designate a day and time during the week to have your Student Data Talks

## On-Going Talks

Once you've designated a day and time to have your Student Data Talks, you'll want to look at if your student is achieving their goals or not.

Before you begin your Data Talks, always take a moment to congratulate them on their successes both big and small. Any progress is progress, and you want to share that excitement with them whenever you can.

For students who are making their goals, ask them questions like:

- How were you able to accomplish your reading and writing goals this week?
- What reading and writing material did you enjoy the most?
- Did you have all the support (assistive technology or learning tools) you needed?
- How are you seeing the impact of the support you are receiving (e.g. getting better grades, feeling more confident, wanting to participate in class, etc.)?
- What are your reading and writing goals next week?

For students who are not making their goals, ask them additional questions such as:

- How does the data compare to your goals this week?
- What is getting in the way of you achieving your goals?
- What can we do to remove those obstacles next week?

Parents, do not be afraid to ask your child about their Data Talks. You can directly support them by:

1. Asking your child's teachers for reading and writing assignments, homework, tests and quizzes to be made digitally so they can use their assistive technology or learning tools
2. Encourage your child to create Topic Dictionaries for things they are studying (e.g. biology, chemistry, civil war, etc). Try other supports like Bookshare and Learning Ally
3. Find safe and interesting websites about things your child wants to read, research and learn more about

# ACCOMMODATION MEETINGS

*What questions, considerations and data should you have prepared for your IEP, 504 or ELL Meeting?*

Accommodation meetings are a collective effort including Administrators, Special Education Teachers, General Education Teachers, and Parents or Guardians. Take a look at your student's PLOP and any data from their Student Data Talks, then consider some of these elements during the meeting:

- What reading and writing accommodations does the State allow?
- Is the school able to provide those reading and writing accommodations? If not, are there neighboring schools or districts that can provide support?
- How are the reading and writing accommodations being used throughout instruction or assessment?
- What data or documentation should be added to your student's plan? If specific accommodations like word-prediction are available but not listed on your child's plan, bring this up during the meeting.

# FUN WITH FIDELITY

*What ways can you build ownership, trust and momentum in the assistive technology or learning tools you have implemented?*

Like the accommodation meetings, fidelity is a collective effort. Start small, focus on success and build excitement from that success.

As the Administrator, you will want to look at the student data each week to understand which schools or classrooms are performing well. You will also want to empower your teachers to look at student data each week to understand which students are doing well and why.

If you are a Special Education or General Education Teacher, you will want to find fun ways to recognize your students. Create simple awards or ways to acknowledge them promoting ownership, trust and momentum.

For Parents, talk with your Teachers, learn what ways they are awarding or acknowledging your child, and reinforce that effort! Below are some ideas that anyone can use to have fun with fidelity.

## Contests & Challenges

Hold friendly challenges between students, classrooms or schools. Start off with contests like:

- Give a "Success Sticker" to the first student to write a 5 sentence paragraph that week
- Give a "Celebration Card" to the teacher who has the most students reading at least 20 minutes a day for 3 days in the week
- Give "Congrats Snacks" to the class who gets to 100,000 words (reading or writing or both)

## Recognition & Elevation

Keep it simple, keep it no/low cost, and most importantly keep it personal! Do things such as:

1. Print off “Success Stickers” or “Got Caught Stickers” to give to your students when they achieve their goals
2. Write out a “Celebration Card” or “Thank You Card” for teachers and students who are doing well
3. Start a “Thank You Notebook” that can be passed along for teachers and students to write thank you letters to each other
4. Hold a “Stepping Out Award” ceremony using an object like a shoe. Put the object on a platform and award it to the first student or teacher who “steps out.” Pass the object to the next person who is doing well or has had success that week until it has been awarded to everyone

<b>Creating Success Habits</b> Goal is to get 15 Days of Consecutive Use		
Weeks	Data Request	Celebration
1	<ul style="list-style-type: none"> <li>Identify students with the highest usage</li> <li>Ask them to share a tip on finding time to use their learning tools</li> </ul>	<ul style="list-style-type: none"> <li>Give them a Success Sticker</li> <li>Pick up the phone and call their parents if it is truly remarkable</li> </ul>
2	<ul style="list-style-type: none"> <li>Find teachers who are getting the most usage</li> <li>Ask them to share their top tricks on promoting usage to their students</li> </ul>	<ul style="list-style-type: none"> <li>Give them Celebration Card</li> <li>Tell their Principal or Director if it is extraordinary</li> </ul>
3	Based on Student Data Talks: <ul style="list-style-type: none"> <li>Where are students getting time to use their learning tools?</li> <li>Which classrooms or teachers are getting the most usage?</li> </ul>	<ul style="list-style-type: none"> <li>Give students and teachers Got Caught Stickers to celebrate their good learning habits!</li> <li>Acknowledge teachers who build momentum through posters and reminders around the classroom</li> </ul>
4	At the one month mark: <ul style="list-style-type: none"> <li>Which students seem to be the most consistent?</li> <li>What makes them successful?</li> <li>Which teachers are having the most success?</li> <li>Where and how are teachers using the learning tools in their routines?</li> </ul>	<ul style="list-style-type: none"> <li>Hold a Stepping Out Award Ceremony to celebrate teachers and students with great usage and learning habits</li> <li>Pair up teachers or students to help them encourage each other to meet their goals and problem solve</li> <li>Set mini-goals for teachers and students to achieve in the following month</li> </ul>

# Creating Success Habits

Goal is to get 15 Days of Consecutive Use

## CREATING SUCCESS HABITS

By now your students should have developed good usage habits. Continue to reinforce this behavior and begin working towards more rigorous material. Monitoring those without daily or weekly usage until they establish good usage habits. The goal is to get students exposed to material at or above their grade-level.

5 - 8	<ul style="list-style-type: none"><li>• Find students who are choosing materials at or above their grade-level</li><li>• Ask them to explain how they are choosing such rigorous material</li></ul>	<ul style="list-style-type: none"><li>• Give them Thank You Cards for sticking with their routine, achieving their goals, and taking a risk by choosing materials at or above their grade-level</li></ul>
9	<ul style="list-style-type: none"><li>• Find teachers who are choosing material for their classrooms that are at or above grade-level</li></ul>	<ul style="list-style-type: none"><li>• Give them Thank You Cards for sticking with their routine, achieving their goals, and taking a risk by choosing materials at or above their grade-level</li></ul>

# UNIVERSAL IMPLEMENTATION PLANNING TOOL



Snap&Read<sup>TM</sup>



Co:Writer<sup>®</sup>



uPAR<sup>TM</sup>

Name \_\_\_\_\_

District \_\_\_\_\_

Email \_\_\_\_\_

**1** What is your vision for rolling out this implementation?

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**2** Who do you need on your team to support this implementation?

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**3** What is the first classroom you will start with?

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**4** What data will you track?

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**5** How will you celebrate?

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# WHY READ 20 MINUTES AT HOME?



**Student A Reads**



**20**

minutes per day

**3,600**  
minutes per school year

**1,800,000**  
words per year

scores in the  
**90<sup>TH</sup> PERCENTILE**



**Student B Reads**



**5**

minutes per day

**900**  
minutes per school year

**282,000**  
words per year

scores in the  
**50<sup>TH</sup> PERCENTILE**



**Student C Reads**



**1**

minute per day

**180**  
minutes per school year

**8,000**  
words per year

scores in the  
**10<sup>TH</sup> PERCENTILE**

**By the end of 6th grade, each student will have read the equivalent of...**

**60**

school days

**12**

school days

**3**

school days

Nagy and Herman, 1987

While this data represents independent reading, we recognize there isn't data for "reading by ear." However study of High School students with disabilities who read with Text-to-Speech tools for an average of 40 minutes a week were found to have an increase in reading comprehension and vocabulary.