

DeCoste
WRITING Protocol
 Evidence-Based Research to Make Instructional

Dear _____,

Thank you for supporting us in administering the DeCoste Writing Protocol.

Date of Protocol: _____ Time: _____

Links for the day of the Protocol

Link to Virtual Meeting:

Link to Observation Guide:

The following document outlines your role during the administration of the protocol. Please let me know if you have any questions.

Thank you,

PRIOR to Administration	
Date/Time Set up	1. Read the instructions about your responsibilities as a remote facilitator before, during and after administration. 2. Set up a quiet space for the student to work. 3. Ensure paper and pencil (no eraser) or pen is available.
Protocol Documents	Open the DeCoste Writing Protocol Observation Guide (Google sheet) and have it accessible for the administration. <ul style="list-style-type: none"> • DeCoste Writing Protocol Observation Guide Google Sheet • Link: Print off the Extended Writing Graphic Organizer and have it accessible for administration. <ul style="list-style-type: none"> • Extended Writing Graphic Organizer (p 427 in the DWP manual, Google Doc)

PRIOR to Administration

Materials Needed

- Computer with Internet
- Link to the video conference
- Lined paper
- Pen or Pencil without an eraser (student choice)
- Instructions & Note-Taking Guide (included on this document)

10-15 Minutes before Meeting

1. Log into Meeting. If your virtual meeting does not allow the Remote Evaluator to see the student, observe and take notes about the student's writing. At the end of the administration, email or send a photo of your notes to the Remote Evaluator.
2. Open up DeCoste Writing Protocol Observation Guide Google Sheet
3. Have materials ready (Paper, Pen/Pencil, Graphic Organizer)

DURING Administration

Encourage the student.

Repeat instructions as needed.

Ask the remote Evaluator for help if needed.

Communicate to the remote Evaluator if the student needs a break.

Starting: If you see that your child is not writing, prompt them to get started

Stopping: When the Evaluator says to stop, note where the student finishes. Communicate to the facilitator where the student was when they said stop.

Erasing: If you see the student erasing, encourage the student to continue without erasing ("It's ok, just keep writing. Don't worry about making mistakes").

Notes (*Observations on attitude, frustration, refusals, anxiety, persistence, overall engagement*):
