

# DWP REMOTE SCREENING ADAPTATION GUIDELINES

## DeCoste Writing Profile (DWP)

### Introduction

Under ordinary conditions, the full version of the DeCoste Writing Protocol (DWP) is recommended because it provides multiple points of data that reinforce the findings upon which instructional and technology decisions are made. This DWP Remote Screening Adaptation has been designed for situations where remote administration is the best option due to mitigating circumstances (e.g., home-based learning, distance learning, even prolonged health and climate emergencies). It provides for real-time assistive technology assessment in a timely manner. Both the full version and the screening adaptation versions can include optional conditions (e.g., word prediction, speech-to-text, use of non-standard keyboards such as tablets, alternative keyboards). The remote Evaluator should refer to the manual to make decisions regarding optional conditions.

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## Overview

- The DeCoste Writing Profile (DWP) is an informal diagnostic tool that:
  - examines writing strengths and weaknesses
  - identifies skills in need of improvement
  - helps educators make informed decisions on where to focus instruction
  - provides data to support writing accommodations (e.g., keyboarding, word prediction, speech recognition, text-to-speech)

The complete version of the DWP measures handwriting, keyboarding, spelling and written composition (extended writing task). Each of these provides multiple points of data. In the full version of the DWP, handwriting looks at orthographic-motor integration, handwriting automaticity, effects of spelling, and extended writing. To ease the time required for administration remotely at school or at home, a screening adaptation has been developed. In this remote DWP screening, the designated “Facilitator” is in-person assisting the screening process (e.g., the teacher, school-based staff, parent at home). The “Evaluator” remotely leads, observes and supervises the screening, and analyzes the data (e.g., the remote teacher or related services, AT specialist). Verbal instructions for administration are included in this document. While in most instances, the Evaluator presents the instructions to the student, either the Evaluator or Facilitator can present the instructions, depending upon the strength of the video and audio connection when using a video conferencing application (e.g., Zoom).

## **Handwriting and Keyboarding:**

In the Remote Screening Adaptation, handwriting and keyboarding tasks can be reduced to two tasks (copied sentence & dictated sentence) that look at automaticity and spelling effects. Video recording of these tasks (approximately 1-2 minutes per subtask) would provide information on ease of handwriting and keyboarding form (e.g., fingering, knowledge of keyboard layout). The Evaluator can provide the prompts and instructions for completing these tasks. Use of a shared document such as a Google Sheet will allow you to also observe the text entry. After administration, the Evaluator can score handwriting and keyboarding speeds.

## **Spelling:**

In the Remote Screening Adaptation of spelling, the Evaluator can dictate the appropriate word list. Video meeting applications that allow for shared video will enable the Evaluator to observe the student performing the spelling task. Alternatively, using a shared document such as a Google Sheet will allow you to also observe the spelling entries. After administration, the Evaluator can analyze spelling error patterns.

## **Extended Writing:**

The final task in the full version of the DWP is an extended writing task. This longer written composition task (up to 10 minutes) provides a writing sample that can be analyzed by the Evaluator for writing traits and spelling error patterns. In the Remote Screening Adaptation, the Evaluator can provide the writing prompts and instructions for completing this task. Video meeting applications that allow for shared video will enable the Evaluator to observe the student composing text. Alternatively, using a shared document such as a Google Sheet will allow you to also view the composed text.

## Optional Writing Conditions:

An additional remote session will allow you to examine writing using other modalities such as speech recognition or word prediction for the copying task and extended writing task. The extended writing task using word recognition or speech recognition also provides spelling accuracy comparisons to traditional handwriting or keyboarding.

## Subtasks: Full version and Remote Screening Adaptation Recommendation Differences

Task	Full Version Subtasks	Remote Screening Adaptation
Handwriting	5 timed tasks	Copied sentence Sentence from dictation
Keyboarding	5 timed tasks	Copied sentence Sentence from dictation
Spelling	15 to 20-word list	15-20-word list
Extended Writing Task	Maximum 10-minute writing task from a writing prompt	
Student Reflection	Likert scale after each task	Likert scale after each task
Optional Writing Conditions	e.g., Speech recognition or word prediction for timed tasks	Refer to the full manual to determine optional conditions. e.g., speech recognition or word prediction using a copied sentence and/or dictated sentence task

## Remote Administration Set Up and Roles

Task	Remote Evaluator	In-Person Facilitator
<b>Prior To Administration</b>		
Materials Needed	<ul style="list-style-type: none"> <li>• Computer with internet and video conferencing application</li> <li>• Timer</li> <li>• DeCoste Writing Protocol Manual</li> <li>• Verbal instructions for each subtask (in the DWP manual)</li> <li>• DeCoste Writing Protocol Observation Guide</li> <li>• Data Collection form</li> </ul>	<ul style="list-style-type: none"> <li>• Computer with Internet</li> <li>• Link to the video conference</li> <li>• Lined paper that is typically used by the student</li> <li>• Pen or pencil without an eraser (student choice)</li> <li>• DeCoste Writing Protocol Observation Guide</li> <li>• Graphic Organizer</li> </ul>
Background Information Survey	Copy and send the survey to the student's teacher to obtain background information.	
Date/Time Set up	<ol style="list-style-type: none"> <li>1. Establish a date, time and place for administration of the DWP.</li> <li>2. Determine who will be the in-person Facilitator. Send information about the meeting and verify receipt.</li> <li>3. Set up the Video Conference. Share the link with the Facilitator.</li> <li>4. Determine whether you will do a full DWP administration or the screening adaptation.</li> <li>5. Determine whether to include optional conditions (e.g., word prediction, speech-to-text)</li> </ol>	15-20-word list

Task	Remote Evaluator	In-Person Facilitator
DeCoste Writing Protocol Observation Guide	<ol style="list-style-type: none"> <li>Select the sentence to be copied (p. 424-426) for the handwriting and keyboarding tasks, select the sentences to be dictated for the handwriting and keyboarding tasks (p. 427-430), and select the extended writing topic (p. 432-438). Enter these on the DWP Observation Guide Google Sheet <ul style="list-style-type: none"> <li>DeCoste Writing Protocol Observation Guide (Google sheet)</li> </ul> <p>If you are unable to access Google Sheets, open the document with Microsoft Excel. We recommend using Google Sheets if possible, because the Evaluator will be able to see the student writing in live time.</p> </li> <li>Copy/send the Extended Writing Graphic Organizer <ul style="list-style-type: none"> <li>Extended Writing Graphic Organizer (pg 439) in the DWP manual</li> </ul> </li> <li>Use the full DWP Manual for the verbal prompts for each subtask</li> </ol>	<p>Open the DeCoste Writing Protocol Observation Guide (Google sheet) and have it accessible for the administration.</p> <p>Print off the Extended Writing Graphic Organizer and have it accessible for administration.</p> <ul style="list-style-type: none"> <li>Extended Writing Graphic Organizer (pg 439) in the DWP manual</li> </ul>
Data Collection Form	<p>Print off a hardcopy of the data collection form or open the PDF and have it accessible for the administration.</p> <ul style="list-style-type: none"> <li>Data collection form (pg 420-422) in the DWP manual, PDF with Fillable Fields)</li> </ul>	

### 30 Minutes before Meeting

1. Log into Meeting. If your virtual meeting allows you to see the student, proceed with administration. If your virtual meeting does not allow you to see the student, guide the Facilitator to observe and take notes about the student's writing.
2. Open up the DeCoste Writing Protocol Observation Guide Google Sheet
3. Have Data collection form ready
4. Ensure that the Facilitator has access to and is comfortable using the DeCoste Writing Protocol Observation Guide Google Sheet.

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)
- For graphic organizer and student handwriting samples, the Facilitator will need to send completed documents to the Evaluator, or take a picture of these and send them to the Evaluator.

### DURING Administration

1. Make sure your student and in-person Facilitator are ready. Ensure the Facilitator has the Remote Administration DeCoste Writing Protocol printed out or open in a window that is visible at all times.
2. Check sound. Can the student and the Facilitator hear you? Can you hear them?
3. If you are using a tool other than the Google Sheet, consider turning on screen sharing so you can see what the student is writing in real time.

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)
4. For graphic organizer and student handwriting samples, the Facilitator will need to send completed documents to the Evaluator, or take a picture of these and send them to the Evaluator.

Task	Remote Evaluator	In-Person Facilitator
<b>AFTER Administration</b>		
	<ol style="list-style-type: none"> <li>1. Score the subtests using DeCoste Writing Protocol Manual.</li> <li>2. Meet with the student's educational team, including parents, to share survey information, DWP data, Likert results, and observations.</li> <li>3. Based on this data, discuss writing strengths and areas of instructional need.</li> <li>4. Create an educational implementation plan that addresses instruction for all writing skills needing improvement (e.g., handwriting, keyboarding, spelling and/or composing), as well as a plan for use of assistive technology and accommodations. Discuss this plan with the parent(s) and student.</li> </ol>	<p>Take an image of the handwriting sample and graphic organizer and email these to the Evaluator. (If there is no way to take a picture and email, hold up the document to the camera for the Evaluator/Administrator for them to capture.</p>

## Instructions for Administering the Screening Adaptation of the DeCoste Writing Profile

The in-person Facilitator and the remote Evaluator work together to administer the screening adaptation of the DeCoste Writing Protocol. The instructions below suggest the roles for each but can be flexible given logistics (e.g., using Google Sheets and video features, vs. using video and printed pdf forms. ). For verbatim instructions, use the full manual.



	Remote Evaluator	In-Person Facilitator
1	<p>Have the DeCoste Writing Protocol Observation Guide available.</p> <p>Be prepared to take notes on the student’s pencil grip, posture, attitude, frustration, refusals, anxiety, persistence, self-monitoring strategies, background knowledge and overall engagement.</p>	<p>In a quiet space, arrange materials, e.g., timer, pencil (no eraser) or pen, paper, instructions, computer with DeCoste Writing Protocol Observation Guide open, and the Extended Writing graphic organizer printed.</p>
2	<p><b>Handwriting</b></p> <p><b>Best Sentence copying using handwriting:</b> The student is instructed to copy the sentence using his or her best handwriting. Use the verbatim instructions from the full DWP manual.</p> <p>The student is encouraged to not spend time erasing (you may want to use a pencil without an eraser), and instead, cross out errors and keep writing.</p> <p>Start timing when the student begins to handwrite. Stop timing at the 1-minute mark and note the last letter in the word that was written. If you want to see the fully copied sentence, you can allow the student to finish the task, but do not count those letters. In cases where the student completes the copying task in less than 1-minute, the student is instructed to continue by copying the same sentence again.</p>	<p>Open the Google Sheet for Sentence Copying or present a hard copy of the sentence on paper. When the student has copied the sentence for 1-minute, note the last letter written and inform the remote Evaluator.</p>
3	<p><b>Dictation Sentence</b></p> <p><b>Best Sentence copying using dictation:</b> Use the verbatim instructions from the full DWP manual.</p> <p>First, read the full dictation sentence to the student. Then speak each word of the sentence carefully one word at a time, keeping pace with the student’s handwriting. When he or she has completed a work, supply the next word in the sentence.</p> <p>In cases where the student completes the dictation task in less than 1 minute, re-dictate the same sentence again until the 1-minute mark has been reached.</p>	<p>Open the Google Sheet for Dictation Sentence Writing. When the student has copied the sentence for 1-minute, note the last letter written and inform the remote Evaluator.</p>

Remote Evaluator		In-Person Facilitator
4	<p><b>Likert Scale</b></p> <p>Use the Likert graphic to ask the student how he/she likes to write by hand. Be sure the student is not responding to the content of each task, but to the use of handwriting.</p>	<p>Show the Likert Graphic to the student. Be sure the remote Evaluator is clear on the student's response.</p>
5	<p><b>Keyboarding</b></p> <p><b>Best Sentence copying using a keyboard:</b> The student is instructed to copy the sentence using the keyboard. Use the sentence that was used for "best copying" when handwriting. Use the verbatim instructions from the full DWP manual.</p> <p>Start timing when the student begins to type. Stop timing at the 1-minute mark and note the last letter in the word that was written. If you want to see the fully copied sentence, you can allow the student to finish the task, but do not count those letters. (For example, if the last word copied was "school" but the student only entered "scho" in the time allotted, then this would count as 4 letters). In cases where the student completes the copying task in less than 1-minute, the student is instructed to continue by copying the same sentence again.</p>	<p>Open the Google Sheet for Keyboarding a Copied Sentence. Use the keyboard that is most often used by the student. When the student has copied the sentence for 1-minute, note the last letter written and inform the Evaluator.</p>
6	<p><b>Dictation Sentence</b></p> <p><b>Using Keyboarding:</b> First, read the full dictation sentence to the student. Then speak each word of the sentence carefully one word at a time, keeping pace with the student's keyboarding. When he or she has completed a word, supply the next word in the sentence. Use the verbatim instructions from the full DWP manual.</p> <p>In cases where the student completes the dictation task in less than 1-minute, re-dictate the same sentence again until the 1-minute mark has been reached.</p>	<p>Open the Google Sheet for Keyboarding Dictation. When the student has keyboarded the sentence for 1-minute, note the last letter written and inform the Evaluator.</p>

Remote Evaluator		In-Person Facilitator
<b>7</b>	<p><b>Likert Scale</b></p> <p>Use the Likert graphic to ask the student how he/she likes to keyboard. Be sure the student is not responding to the content of each task, but to the use of keyboarding.</p>	<p>Show the Likert Graphic to the student.</p> <p>Be sure the remote Evaluator is clear on the student's response.</p>
<b>8</b>	<p><b>Spelling:</b></p> <p>This is an untimed task.</p> <p>Work with the in-person Facilitator to turn off spell check and autocorrect, or instruct the student to not use right click, nor spell check.</p> <p>If the student is unfamiliar with the keyboard, the student can handwrite the spelling words.</p> <p>Use the verbatim instructions from the full DWP manual.</p> <p>Say the targeted spelling word clearly. Then use the word in the context of a sentence. Then say the word again.</p>	<p>Open the Google Sheet for spelling.</p> <p>Be sure to turn off spell check and autocorrect in the Google Sheets, or instruct the student to not use right click, nor spell check.</p>
<b>9</b>	<p><b>Likert Scale</b></p> <p>Use the Likert graphic to ask the student how he/she likes to spell.</p>	<p>Show the Likert Graphic to the student.</p> <p>Be sure the remote Evaluator is clear on the student's response.</p>
<b>10</b>	<p><b>Extended Writing</b></p> <p>Use the mode of writing that is easier for the student. All things being relatively equal, choose keyboarding.</p> <p>Work with the in-person Facilitator to turn off spell check and autocorrect, or instruct the student not to use right click, nor spell check.</p> <p>Tell the student the writing topic and engage the student in some discussion on the topic.</p> <p>Use the verbatim instructions from the full DWP manual.</p> <p>It is important that the student has a sufficient number of ideas to write an extended period. Do not tell the student what to write, but encourage him or her to generate ideas. The student is given about one minute to plan what he or she will write.</p>	<p>Open the Google Sheet for Extended Writing.</p> <p>Be sure to turn off spell check and autocorrect in the Google Sheets, or instruct the student to not use right click, nor spell check.</p> <p>Have the Extended Writing Graphic Organizer available.</p>

Remote Evaluator		In-Person Facilitator
	For students in grades 3 or above, provide them with the graphic organizer to plan his or her writing. Have the student write the title topic in the center. Then the student can begin planning.	
<b>11</b>	<p><b>Likert Scale</b></p> <p>Use the Likert graphic to ask the student how he/she likes to write.</p>	<p>Show the Likert Graphic to the student.</p> <p>Be sure the remote Evaluator is clear on the student's response.</p>
<b>12</b>	<p><b>Likert Scale</b></p> <p>Ask the student to state which overall method(s) he or she preferred.</p>	<p>Show the Likert Graphic to the student.</p> <p>Be sure the remote Evaluator is clear on the student's response.</p>