Considering Assistive Technology in the area of Writing

- Note: All forms referenced in blue can be located on the @DMPS recourse page under Assistive Technology

**Step 1**
- Baseline
  - Talk with the students family about exploring technology options to support writing.
  - Gather 2-3 Independent hand writing samples
  - Analyze the data from the writing samples (see chart below)
  - Teams may use the Written Language Assistive Technology Problem Solving form

**Step 2**
- Level of Assistive Technology (AT) Support
  - Determine which level of Word Processor support is needed for the student

  - Word Processor w/ built-in supports
  - Word Processor w/ Talking Word Processor
  - Co:Writer: Word Prediction software

**Step 3**
- Intervention:
  - Determine who will teach the AT support.
  - Determine how often writing samples will be collected
    - Weekly, every two weeks with writing probes, etc.
  - Determine timeline for the intervention (e.g. 30 days, 60 days, etc.)
  - Place a materials change phase line on IEP writing graph - list level of support in comments section (if appropriate)

**Step 4**
- Post Intervention
  - Collect and analyze 4+ independent writing samples from the intervention (see chart below)
  - Has the student’s writing increased from the baseline data (hand writing samples)?
  - Determine if writing support is sufficient for student needs
    - If Yes - Amend IEP/504 plan to include the Assistive Technology support (see AT on the IEP)
    - If student is showing increase but the tool is not meeting needs - trial another level of AT support from step 2 and repeat steps 3 & 4.
    - If you have explored all levels of AT support and the student is not showing a benefit: contact your buildings Assistive Technology Specialist to explore more tools.

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**Analyzing Writing Samples**

**All Students:**
* Scores on IEP Checklist
* How much time was required to complete this work?
* How does the student respond to this method of writing?
* How independent is the student using this method of writing?

**Elementary Levels**
* Percent of spelling accuracy (sight words & topic specific vocabulary)
* Total words written per writing opportunity
* Teams may use the Written Language Assistive Technology Problem Solving form

**Secondary Levels**
* Does the student include key academic vocabulary?
* How many complete sentences does the student write?
* Does the student write in paragraph format?