



Fidelity of Implementation

Reading & Writing Accommodations

For students with read aloud/oral reading accommodations on IEP/504/ELL plans

ROLES

School Based Staff -Snap & Read/Co:Writer/Co:Writer

Who: Staff with direct student interaction eg. Case Managers, Resource Teacher, Co:Teachers

1. Screen students (**1 minute Screening**) (optional)
2. Build Success Habits of use
3. **Student Data Talks** conversations with students about accommodation/AT use
4. Use data for IEP/504/ELL meetings, planning and decisions.
5. Celebrate big AND little successes

Team Leader

Who: District/Building Level staff with less direct student contact, coordinators)

Work with school based staff:

1. Set vision/expectations.
2. **Data Walks** with school based staff
3. Celebrate successes of your staff and students.
4. Look for success situations and replicate them
5. Work with school based staff weekly UNTIL all students are getting the usage needed.
6. Ensure that ALL IEP/504/ELL meetings include Snap & Read/Co:Writer Data if the student has reading accommodations.

Resources:

“Snap and Read Universal **Data Overview**” <http://donjohnston.com/tutorials-snapread/> (1:34)

Co:Writer Universal **Data Overview** <http://donjohnston.com/tutorials-cowriter-universal/> (1:17)

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

Snap & Read/Co:Writer Student Data Talk

A Student Data Talk is a daily/weekly/monthly connection. It is a simple way to build learning habits with students. While we will use data to drive the conversation, it is about connection, discovery to find out what is working, what is not. It is a way to plan for barriers, celebrate small successes, build confidence and keep the vision alive. Start with just 5 minute chats. In this process you want to identify positive changes and celebrate success (even if it is small) or problem solve to better meet goals. Review the Snap & Read and Co:Writer Data with students weekly.

Vision: Build students as expert learners. Using tools and strategy helping students lead their learner.

Goal #1 Comfort with technology, finding reading materials, and building usage.

Work with the student until they consistently meet their reading goals for time (approx 20 minutes per day)

Goal #2 Build Rigor. Once reading habits/routines are established and student is comfortable with the technology supports, then work to encourage the student to access materials at or above their grade-level. Helpful Hit: In Snap & Read/Co:Writer Options turn ON "Show Readability so student can see the readability of the information they are accessing.

Continue data talks with students until you are confident they have the routines in place and students are reading grade level materials to accomplish this weekly. Then reduce checks to monthly or quarterly.

Initial Meeting

1. Benchmark (how much have I used Reading & Writing Accommodations so far)
2. Building awareness of the potential benefits of reading accommodations (see "Why Read 20 minutes a day at home" chart below).
3. Set a weekly goal amount. Recommendations 40-100 min/week for Reading and same for Writing
4. Set a time to meet each week to review the goal. (this should be a 5 minute meeting)

Ongoing Meetings

Suggested Conversation Starters:

For students making goals:

Congratulations (pause and take time to feel the success).

How were you able to accomplish this goal?

What reading materials have you found that are enjoyable?

Are your supports in place for next week?

What is your goal for this week?

How are you seeing the impact of using these tools? (i.e. grades, participation, confidence)

For students not making goals:

How does your data compare to your goal?

What is getting in the way of you achieving this goal?

What is an action plan for removing those obstacles this week?

IEP/504/ELL meetings

Look at the data. How does Snap & Read/Co:Writer Data support the use of Read Aloud Accommodations.

Discuss:

Read Aloud Accommodations for Instruction

Read Aloud Accommodations for Assessments

Add documentation to student's IEPs/504 or ELL plans

Add documentation needed for state assessments (example PARCC Appendix D)

Reassess-are there students who need to be reassessed to when able to comprehend text to speech at the same level as a human reader?

Team Leaders

Set Vision/Expectations (Examples)

- Routines/Habits/Usage Min 10-20 minutes per day and/or 15 days of consecutive use
- Swaps: Humans providing spelling, reading to Technology helping pronounce words, help with spelling etc.
- Data Use and Documentation Frequency of Data walks. Requirements to bring data to IEP/504/ELL meetings for students with reading accommodations.

Fun with Fidelity

This approach is to build momentum. Start small, focus on success and build excitement from success. Each week ask your building level staff to look at the data. It is critical that you empower them to start to use the data. If Administration is the only one looking at the data, you

will not build ownership or trust or momentum. Find fun ways to recognize your staff and students. Create simple awards, ways to recognize etc. (See Ideas below)

Contests:

First Student to get to ____ words

First school whose group gets to 1 million words

Snacks for any class who gets to 100,000 words

Weekly Challenges/Monitoring

	Data request	Celebration
Creating Success Habits-Goal is to get 15 days of consecutive use		
Week 1	Find the student with the highest use. Ask the student to share 1 trick on finding time to use Snap & Read/Co:Writer.	Celebrate Success Card. (Pick up the phone if it is truly remarkable)
Week 2	Find your teachers getting the most usage.	Ask them for their top tricks and share it out. Celebrate these teachers.
Week 3	Based on Student Data Talks a) Where are students getting time to use the tools? b) What teachers/classes using Snap & Read/Co:Writer	Celebrate Teachers who are building good learning habits! "Got caught" using Stickers. Give them to teachers and students using the tools, teachers who have posted posters and who remind students.
Week 4	1 Month Mark... 1. Which students seem to be the most consistent users? 2. What makes them successful users? 3. Which teachers/assistants are having the most success? Where/How are they including these tools in their instructional routines?	Celebrate Students with tools and habits for success! Share success habits of students and teachers with entire team. Recognize teachers/assistants/students/schools who have consistently created success habits. For those who have not been successful, problem solve/pair up with those who have success habits. Set mini goals and monitor these people/students.




<p>Creating Success Habits-By now use habits should be developed. Continue to reinforce these. Monitor those without daily/weekly until habits are established. Start to work to RIGOR using Reading Levels. Goal is to get students exposed to reading materials at grade-level.</p>		
Weeks 5-8	Find student(s) who are choosing reading materials at or above reading level	Celebrate these students for taking risks of trying rigorous texts. Ask them what they are choosing to read and which supports are helping them to understand.
Week 9	Find teachers who are choosing reading materials at or above reading level	Celebrate your Rigorous Readers! Share success habits of students and teachers with entire team. Recognize teachers/assistants/students/schools who have consistently read the majority of text at or above grade-level. For those who have not been successful, problem solve/pair up with those who have success habits. Set mini goals and monitor these people/students.

Ideas to Celebrate/Recognize:

Keep it simple, no/low cost, and most important personal!

1. Start a notebook and have people write a thank you note and pass it along. Involve staff and students.
2. Stepping out award-Take a shoe and put it on a platform. Hand it to the first student or teacher who steps out. Then they give the award to the next person (based on data!)
3. Simple, thank you cards, celebration cards that have been personalized.
4. "Caught using" stickers to catch students and teachers doing what they are supposed to do.
5. Letters of success sent home to parents.

WHY READ 20 MINUTES AT HOME?

Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		
❖ Scores in the 90 th percentile on standardized tests.	❖ Scores in the 50 th percentile on standardized tests.	❖ Scores in the 10 th percentile on standardized tests.
<p>If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.</p> <p><small>(Nagy and Herman, 1987.)</small></p>		
<h2>WANT TO BE A BETTER READER? SIMPLY READ.</h2>		

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 average of 40 minutes a week were found to have an increase in reading comprehension and vocabulary.