Shared Writing Instructional Model (SWIM) for Students with Intellectual Disabilities

Logic Model

Inputs	Activities	Outputs	Short-Term Outcomes (Post-PD)	Intermediate Outcomes (End of Intervention)	Long-Term Outcomes (After Project Ends)
Research-based English language arts learning maps	Develop SWIM intervention components (map neighborhoods in writing, assessments, EBPs, dashboard)	PAC members use diverse perspectives to advise on design, refinement, results interpretation, and dissemination	Teachers find the PD worthwhile and the concepts applicable to classroom	Teachers are satisfied with coaching and SWIM	Teachers use evidence-based writing practices across the curriculum
Evidence-based practices (EBPs) in writing instruction	Design site selection and preparation plan	Administrators at sites plan for and support implementation	Teachers have increased knowledge of the SWIM framework and its components	Teachers routinely use SWIM's intervention components	Students apply increasing self-regulation strategies in contexts beyond writing instruction
Online dashboard	Design PD and ongoing coaching support to maximize usability and likely adoption of the model	Teachers at sites participate in PD and coaching		Students are engaged during writing instruction	Students use writing as part of their advanced literacy skills, allowing for greater access and independence in post-secondary education, competitive, integrated employment, and community contexts
Iowa's Specially Designed Instruction (SDI) framework	Evaluate implementation and outcomes	Teachers instruct students using SWIM		Students make progress toward challenging literacy objectives aligned to grade-level content standards	
Iowa's model for technical assistance	Finalize model materials for future testing/replication			Students demonstrate increased self-regulation skills during writing instruction	Teachers, parents, and students develop higher expectations for literacy skills
Project staff	Disseminate model and findings via broad audiences and multiple channels			Students demonstrate higher achievement of ELA on annual summative assessment	
State, regional, and local education agency staff				Teachers consider writing when evaluating present levels of performance and creating IEP goals	
Project Advisory Committee (PAC) members				Parents and teachers report students' writing skills are relevant for secondary and postsecondary life	
Learning map-based writing assessments					