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

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Agenda

• Project Background and Overview
• SWIM System Overview
• SWIM Components
• SWIM Implementation
• SWIM Research Evaluation
• Next Steps
Writing as Part of Comprehensive Literacy

• Using orthography to communicate
• Writing as thinking
• Relating writing activities to regular reading instruction
• Access to the entire alphabet through an appropriate writing tool
• Engaging in the recursive nature of the writing process including planning, translating, reviewing, and revising
SWIM Model Demonstration Project

• 4 year project 2019-2022

• KU ATLAS + Iowa Department of Education and collaborating Iowa school districts

• Develop new practice, procedure, or program models on the basis of theory and/or evidence-based research

• Implement the model in typical settings, assesses impacts, and, if the model is associated with benefits, may go on to disseminate it or scale it up
SWIM Goals

**Goal 1: Develop SWIM Intervention Components and Framework**
- Expand existing DLM neighborhoods and link to general education Iowa Core Standards
- Associate Evidence-based Practices aligned to node groups
- Develop a Dashboard

**Goal 2: Implement the SWIM System Across Multiple Contexts**
- Professional Development
- Coaching model aligned to practices already in place in Iowa
- Pilot and intervention sites

**Goal 3: Disseminate Project Products and Findings to Multiple Audiences**
- Distribution of materials to stakeholders
- Project briefs, technical reports, presentations, journal submissions
SWIM Overview

• Embeds instructional approaches and teacher tools in a framework for diagnosing, designing, and delivering specially designed writing instruction for students with Intellectual Disabilities (ID).
  • Organized around the SWIM sequence
  • Uses learning maps and map-related resources to support teaching and learning
SWIM and Iowa’s SDI Framework

• Integrates Iowa’s Specially Designed Instruction (SDI) Framework within its core intervention components.
  • **Researched-based learning maps** ([Diagnose for Instructional Design](#))
    • Identify appropriate individualized instructional targets/ pathways
  • **Evidence-based practices** ([Design for Instructional Delivery](#))
    • Use map-based resources with specifically aligned EBPs to plan the shared writing activity using the SWIM sequence
  • **Assessment** ([Deliver for Learner Engagement](#))
    • Customizable data sheets to monitor learner progress
SWIM’s Centerpiece

• Components centered around a **Dashboard**
  • Immediate access to student data that facilitates comprehension, insight, and instructional decision-making
  • Online structure for implementing the SWIM instructional cycle
  • The dashboard system and the teacher interact in an iterative process during the SWIM instructional cycle
SWIM Components
Research-based Learning Maps

• Large, fine-grained, and highly interconnected representations of student learning

• They are:
  • A product of research synthesis
  • A structure that defines a domain
  • An architecture for supporting short- and long-term growth
Learning Map Neighborhoods

• Smaller subset of the more complex learning map model targeting Iowa Core Writing Standards
  • Information Gathering
  • Informative or Explanatory Writing
  • Opinion Writing

• Provide the framework for the development of associated evidence-based writing instructional practices
Evidence-based Practices

• Self-regulation Strategy Development
• Embedded within the SWIM sequence
• Aligned to “clusters” in the learning map neighborhoods
  • Emergent
  • Transitional
  • Conventional
• Support teachers in their implementation of the SWIM sequence
## SWIM Sequence Steps

**SWIM Shared Writing Routine**

**Steps & Purposes**

<table>
<thead>
<tr>
<th>SWIM Sequence Step</th>
<th>Purpose(s)</th>
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<tbody>
<tr>
<td>1. Choose a Topic and Purpose</td>
<td>• Choose a topic and a purpose for the text</td>
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<tr>
<td></td>
<td>• Activate student background knowledge about the topic</td>
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<td>• Set a goal for writing that matches the purpose</td>
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<tr>
<td>2. Communicate about the Topic and Purpose</td>
<td>• Organize information about the topic</td>
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<td>• Elaborate on the purpose for the text</td>
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<td>3. Plan for Writing</td>
<td>• Set goals for the amount and quality of information in the text</td>
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<td>• Select strategies for writing to meet the purpose</td>
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<td></td>
<td>• Select strategies for translating communication into writing</td>
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<td>• Set-up tools for writing (e.g. writing tools, graphic organizers, reference materials)</td>
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<td>4. Write with a Purpose</td>
<td>• Construct a text with guidance and support</td>
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<td>• Minimize distractions and maximize relevance</td>
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<td></td>
<td>• Teacher guides the process of translating thoughts/ideas into written communication</td>
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<td>5. Reviewing for Purpose</td>
<td>• Read the writing product together</td>
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<tr>
<td></td>
<td>• Evaluate how the purpose was met</td>
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Assessments

- SWIM Assessment
  - Formative Assessment
  - Writing Process
  - Writing Characteristics
Formative Assessments

<table>
<thead>
<tr>
<th>Formative Assessment</th>
<th>Questions</th>
<th>Formative Assessment Elements</th>
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</thead>
<tbody>
<tr>
<td>What is the learning intended by the end of this lesson?</td>
<td>Instructional Learning Goals</td>
<td></td>
</tr>
<tr>
<td>What will students do to show they are progressing toward the Learning Goal?</td>
<td>Student Success Criteria</td>
<td></td>
</tr>
<tr>
<td>How will teachers and students collect information about students’ progress toward the Learning Goal?</td>
<td>Evidence Gathering Opportunities</td>
<td></td>
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</tbody>
</table>
SWIM Assessment Tools

• Rating Checklists
  • Writing process components
  • Writing product characteristics
  • Ratings tied to skills in the learning maps

• Data on student writing collected over time to track progress and support instructional decisions
SWIM Implementation Support
Iowa’s Coaching Context & SWIM

Area Education Agency
Literacy Coaches

District Coaching Model w/
Instructional Coaches/PLC
Leaders

Iowa’s SDI
Coaching Model

SWIM Coaching

SHAREd Writing
Instructional Model
SWIM Coaching Content

• 1:1 coaching weekly during the professional learning and early implementation

• Teacher self-video lesson delivery shared with the coach and peer-to-peer in PLCs

• Regular teacher self-reflection tool use to guide coaching conversations
SWIM Project Research Evaluation
Formative Evaluation Questions

1. To what extent is the project implemented as intended?

2. How do stakeholders receive the SWIM intervention and implementation components?
   • Includes social validity measures, also PAC review

3. What impact does the pilot have on teacher and student outcomes?
   • Preliminary evaluation, explore site context and stakeholder responses before full implementation
Summative Evaluation Questions

1. **What is the impact of the intervention on teachers’ knowledge and practice?**
   - SWIM knowledge (pre and post), SWIM usage

2. **What is the impact of SWIM on student outcomes?**
   - Engagement
   - Writing self-regulation ratings
   - Writing mastery ratings
   - ELA achievement
   - IEPs
   - Parent evaluation
Next Steps
Pilot – Happening Now!

• Launched 7-week intervention (K-2)
  • Onsite Professional Development January, 2020
  • Coaching to support implementation

• Develop instructional resources (videos modeling SWIM techniques/other strategies)

• Research and Evaluation
  • Surveys
  • Data observations
  • Self-reflection pieces
Participation

• Year 1 pilot
  • 8 teachers from pilot district, Approximately 15 students

• Year 2
  • Pilot teachers continue
  • Additional 20 teachers from SITE A

• Year 3
  • Pilot and Y2 teachers continue
  • Additional 20 teachers SITE B

• 45-50 teachers total expected, 100-150 students
Questions?
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