**Writing - Tier 1**

Getting Started

You have identified **Writing** as an area of need for your student. Please use this systematic approach designed on a three-tiered model, similar to RTI, to identify technology supports for students with specialized needs in the area of Writing. Within this model, it is expected that 80% of student needs will be met at Tier 1 using tools and strategies that all teachers may have available and can readily implement. The remaining 20% of students will require more specialized technology provided through Tier 2 and Tier 3.

Tier 1 targets building academic skills for all students using resources readily available in the classroom. You may not have access to everything on the following lists, but choose the tools or strategies that you do have to implement.

* Gather basic student profile information about academic skills and formulate clear, realistic goals.
* Identify tasks and barriers within the curriculum where the students are unable to participate and modify the environment based on these needs.

Task: What does the student need to do in your class?

class notes  worksheets/short answer extended writing

other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What are the barriers to completing the task(s)?

|  |  |
| --- | --- |
| **Fine Motor**   * Unable to produce legible written assignments * Handwriting is slow and laborious * Writes less because of fatigue | **Composition**   * Organizing and sequencing ideas * Generating ideas and planning written content * Structuring an acceptable paragraph * Getting started on a sentence or story * Adding information to a topic * Using variety of vocabulary * Integrating information from different sources * Relating information to specific topics * Spelling, grammar and syntax * Editing |

* Use suggestions in Writing Tools and Strategies (Tier 1). Utilization of Tier 1 strategies and supports will meet the academic needs of a majority of students.
* Collect data related to the student's use of Writing Tools and Strategies (Tier 1) using the data collection form.

**Writing Tools and Strategies Tier 1**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| The following lists of writing tools and strategies are important initial steps to consider when determining what types of assistive technology have been or need to be trialed or implemented to support your struggling student.   |  |  | | --- | --- | | **Tier 1 Tools** | | | Fine Motor   * Adapted pencils/pens * Pencil grips * Gel pens, erasable pens * Adapted paper, color-coded lined paper, raised-line paper * Writing/signature guides * Enlarged hard copy printouts * Dry erase boards and pens * Peer note-taker/copies of teacher notes * Slant boards * Non-slip surface * Alternative note-taking formats (e.g. Cornell) * Graph paper   Spelling   * Personal print dictionary * Standard dictionary * Thesaurus feature on Microsoft Word * Word walls * Spell check feature on Microsoft Word | Editing   * Highlighters * Erasable pens * Writing checklists * Dictionary and thesaurus * Checklists, multiple choice, fill-in-the blank    Organization   * Hard copy graphic organizers * Online graphic organizers ([Bubbl](https://bubbl.us/)) * Free organizer apps ([Popplet](http://popplet.com/), [Idea Sketch](https://itunes.apple.com/us/app/ideament-formerly-idea-sketch/id367246522?mt=8), [Mindmup](https://www.mindmup.com/#m:new)) * [Story Starters](http://www.scholastic.com/teachers/story-starters/) (K-6) and prompts * Writing templates * Index cards * Online organization methods ([Quizlet](http://quizlet.com/)) * Highlighters   Keyboarding   * Structured practice via software or websites (e.g. Typing Web) * Daily 5-10 minute practice spelling words | |  |  |  |  |  | | --- | --- | | **Tier 1 Strategies** | | | Fine Motor   * Use different sized pencils/pens * Use pencil grips and adapted grips to encourage a [good](http://www.otplan.com/articles/pencil-grasp-patterns.aspx) writing grasp * Use different paper (wide lined, raised lines or darker lines) to increase awareness of lines. * Use the dry erase board and pens, which requires less force than a pencil (photocopy the results if they need to be turned in) * Use a copy machine to enlarge worksheets to be completed to provide a larger area to write.   Spelling   * Students use available classroom resources (dictionary, [word walls](http://www.readingrockets.org/strategies/word_walls), thesaurus) * Create personal dictionaries or word walls to keep in student notebooks * Use computer spell check if available | Editing   * Use highlighters to find errors * Use an erasable pen to reduce frustration when editing * Use [writing checklists](http://k12curriculum.pottsgrove.wikispaces.net/Writing+Checklist)  as reminders (story elements, writing process, etc.) These can be posted around the classroom or provided in a student notebook. * If computers and internet are available: * Use free text-to-speech (Speak Feature) in Microsoft Word to have students listen to the work they have typed. * Use spell/grammar check to edit and revise. * Use [online dictionary](http://www.wordcentral.com/) to find definitions, synonyms and rhyming words. * Break steps down for editing into manageable parts-don’t overwhelm with editing everything but pick and choose areas to practice editing as student tolerates.   Organization   * Use pre-filled graphic organizers * Use index cards to organize ideas * Teacher provides text with keywords highlighted * Use online fillable graphic organizers | |

After you have considered the above steps, complete the Tier 1 Writing Data summary.

If the intervention has resolved the issue or the student has shown improvement, reflect the tool and/or strategies in the IEP Present Levels of Performance.



*If the intervention has NOT resolved the issue, please use Tier 2 Guidelines.*