Deborah Monforte
EDU 227
Capstone Project

For my capstone project, I chose to continue my final project from EDU 226 and put it into action. In EDU 226, I focused on accessibility and created a "story map" to aid students in their written assignments. The second artifact that was created was a teacher's guide on how to implement the story map. As a speech therapist, I have many students whose goals include expanding their writing skills related to basic sentence structure and reading comprehension. I often see that students really struggle with this and will shut down when presented with writing assignments. The goal of this story map is to guide all students in their writing. The Story Map is geared towards 3rd and 4th grade students; however, it can be edited to whatever the teacher may need it for. Since I was placed in a middle school for the summer, I had students on my caseload in 6th to 8th grade. I decided to work with three students, D.S, O.A, and T.T, on the implementation of this project as they all have writing goals within their IEPs. I also shared these documents with my colleague, who was placed in an elementary school for the summer, and she trialed it with one of her groups as well.

Background on Students

1. D.S

   - 8th grade student with a disability category of speech and language impairment

   - Speech Mandate: 3x/week; 2x in a group, 1x individually

   - Has an assistive technology device listed in his IEP for assistance with reading and writing in school.

   - Goal: Using a touchscreen tablet and the support of digital word processing with word prediction program and auditory feedback, student will produce a

5-sentence paragraph demonstrating improved accuracy, legibility, fluency, spelling, and independence.

2. O.A

- 6th grade student with a disability category of Autism, he is in the horizon program of the DOE.
- Speech Mandate: 5x/week; 2x individually in his classroom, 1x in a group in his classroom, 1x in a group in the therapy room and 1x individually in the therapy room.
- Goal: Given an independent grade-level text, and a teacher made a prompt, O.A will construct a written response.

3. T.T

- 6th grade student with a disability category of Autism, he is in the horizon program of the DOE.
- Speech Mandate: 3x/week; 2x in a group in therapy room, 1x in a group in his classroom.
- Goal: Given an independent grade-level text, and a teacher made a prompt, T.T will construct a written response.

In addition to the story map, I also created a guide for teachers on how to use this tool and to teach it to their students. Link: [teacher's guide](#) Within the guide, there is also a rubric teachers can use to analyze student work and look for a breakdown, where the student requires additional help. These artifacts relate to accessibility because the intended use is to help students who struggle with writing and can include students that are unable to write due to physical limitations. I shared this with my colleague, another speech therapist, who is currently working

with elementary school students for the summer. Her email related to the story map and guide is as followed:
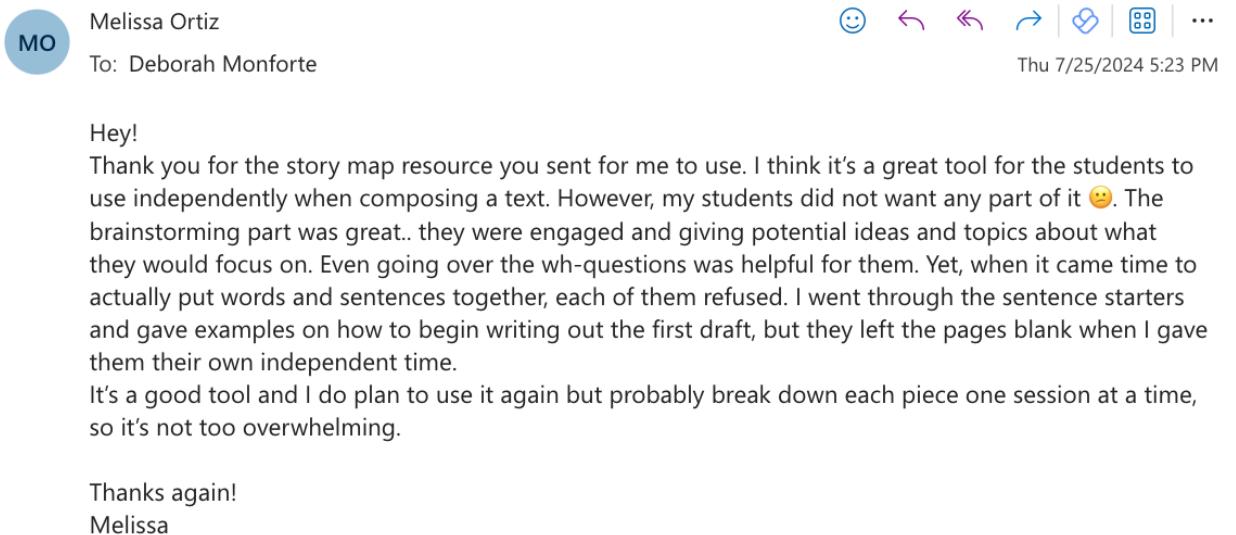
Melissa Ortiz
To: Deborah Monforte
Thu 7/25/2024 5:23 PM

Hey!
Thank you for the story map resource you sent for me to use. I think it's a great tool for the students to use independently when composing a text. However, my students did not want any part of it 🙁. The brainstorming part was great.. they were engaged and giving potential ideas and topics about what they would focus on. Even going over the wh-questions was helpful for them. Yet, when it came time to actually put words and sentences together, each of them refused. I went through the sentence starters and gave examples on how to begin writing out the first draft, but they left the pages blank when I gave them their own independent time.
It's a good tool and I do plan to use it again but probably break down each piece one session at a time, so it's not too overwhelming.

Thanks again!
Melissa

The goal of these digital tools is to implement the computational thinking concept of decomposition. With the story map, it is broken down into brainstorming, first draft, revision, and final draft. Through this tool, students have guides for sentences and tips on how to respond related to "wh" questions. The thought is if students are given these guides, it will make the process easier for them. The teacher's guide is breaking down how to use the artifact and how to teach it to their students. The artifact can be edited and tailored to whatever they need it for. Looking at the triple E framework, I believe this artifact contains technology that motivates students because it is new and exciting. I also believe it creates a scaffolding tool for students to expand their knowledge related to the writing process. It also allows for students to expand their knowledge outside of their school day as it can be accessed at any time. This allows teachers to assign it for homework as well.

Another important aspect when creating digital materials for students is making these tools accessible and inclusive. Using google slides, students can access text to speech or speech

to text to utilize the material. Teachers can include recordings on this digital tool as well if needed. The text was chosen to be big enough for students to read and there is contrast in the colors as well. There are also images for another form of representation for students.

Application of Digital Tool and Results

As stated previously, I used this digital tool with three students on my caseload for the summer. The writing prompt was to write about their favorite celebrity and why that person is their favorite. All three of my students were engaged in the assignment as they were excited to tell me all about their favorite celebrity. It became apparent when implementing this tool that these students really struggled with creating sentences and we were only able to get 1-2 sentences. Being it was summer, there was also the disadvantage of having less time with these students and not fully knowing them I think I would have had more success with my students during the school year. I also realized that my one student really struggled with spelling and when I continue this project, I will have him try and use talk to text. That function was something I had in my mind when creating this story map, but it was not something I thought about when I was implementing this material. Some feedback from the students included: enjoying being able to type, liking the sentence starters, and being able to use google. My coworker was met with a lot of push-back when trying to implement this activity and ultimately her students did not want to engage. It was interesting to see the difference in the students and how this activity was perceived by different students in different grades. Overall, I feel this digital tool has potential but requires some additional prerequisite skills to fully be implemented in a variety of classrooms and settings.

Links to Students Story Maps:

[D.S. Story Map](#)

[O.A. Story Map](#)

[T.T. Story Map](#)