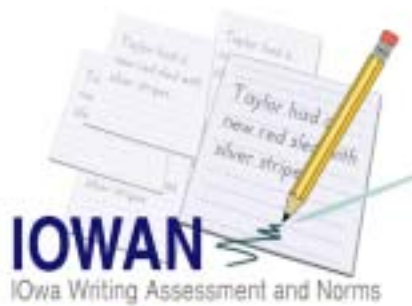




IOWAN: IOwa Writing Assessment and Norms



*A Screening Tool Developed by
Iowa Area Education Agencies'
Occupational Therapists and Occupational Therapy Assistants
and
Students/Educators in the Occupational Therapy University Program*

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About the Editor...

Gloria Jean Frolek Clark, MS, OTR/L, FAOTA, has been Editor of the IOWAN since 2000. She is an Occupational Therapy Consultant for the Iowa Department of Education, Bureau of Children, Family and Community Services and a staff development specialist at Heartland Area Education Agency 11 in Johnston, Iowa. While involved with the IOWAN project from the beginning, Ms. Clark became Chair of the IOWAN Project in 2000 when Ms. Linder retired. Ms. Clark participated in the “think tank” discussion with Dr. Dunn and Dr. Shinn relating to scoring and using the handwriting data. Ms. Clark has been responsible for the development of a state-wide training program for scoring procedures, this user manual and research projects relating to the IOWAN. She has personally scored over 6,500 student handwriting samples as part of this project.

Ms. Clark is a 1977 graduate of the University of North Dakota and earned her master’s degree from Iowa State University in 1995 in the area of early childhood special education. In 1993, she became the first chair of the American Occupational Therapy Association’s School System Special Interest Section. Currently, she serves on the AOTA’s Commission of Practice and Special Certification Board (Pediatrics). Ms. Clark has published articles, documents, chapters, and on-line courses relating to school-based and early intervention practice. She has presented nationally on data-based decision making, monitoring student progress and occupational therapy practice.

About the Contributors...

W. David Tilly, Ph.D, currently serves as coordinator of assessment services for Heartland AEA 11. Heartland serves 55 public school districts and 36 accredited nonpublic schools in central Iowa. Prior to joining Heartland AEA, Dr. Tilly was a consultant for assessment, research and innovation at the Iowa Department of Education. In that role, he worked statewide to implement changes in the educational system throughout Iowa. Of particular note has been his work with Iowa’s Renewed Service Delivery System (RSDS). RSDS foundationally changed the way that special education is conceptualized and delivered in Iowa. He was a part of the inception of that change and has worked at many levels of the system throughout the change process. RSDS practices and procedures are the same ones being advocated nationally as components of a Response to Intervention (RTI) approach to services. Dr. Tilly has also been extensively involved in securing, implementing, and evaluating Federal and state grants. Most recently, he was principal investigator and primary author of *Data Driven Leadership*, a grant from the Iowa Department of Education. In this role, he helped develop a



4-day curriculum on Data-based Decision Making that all school administrators in Iowa participated in throughout the three years of the grant.

David is a school psychologist by training. He has worked as a practicing psychologist, a university trainer at Iowa State University, a state department of education consultant and an administrator. He works regularly with states, school districts, federal offices and national organizations on improving educational results for all children. He is also the author or coauthor of 24 published journal articles, book chapters, or books; mostly focused on education innovation, systems change, and improving educational results. His research and policy interests relate to supporting educational innovation in practice and improving educational results for all children.

Jean A. Linder, MA, OTR/L, FAOTA, retired from the Iowa Department of Education as an Occupational Therapy Consultant in 2000. Ms. Linder and Mr. Tilly are responsible for the conception of the idea for a handwriting measurement. She assisted Mr. Tilly in the development of the research design and provided technical assistance to practitioners state-wide. She developed the “Taylor passage” and coordinated research efforts on the IOWAN during 1995-1999.

Ms. Linder spent most of her 30-year career in occupational therapy practicing in the areas of early childhood and school-based therapy in Iowa. She served as a consultant for Early ACCESS, Iowa’s Part C early intervention system. Through job-related assignments as state consultant at the Iowa Department of Education and membership on strategic councils and early childhood special interest groups, she was able to shape state level educational policies and programs intended for the best interests of children with special needs and occupational therapy. Ms. Linder collaborated on several articles and presented nationally on data-based decision-making and monitoring student progress.

Carrie Carlson, MA, OTR/L, former consultant for the Iowa Department of Education and employed by Area Education Agency 267 while working on this project. She has been involved in the handwriting project from the beginning and assisted in the data collection for the IOWAN. Ms. Carlson participated in the “think tank” discussion with Dr. Dunn and Dr. Shinn relating to scoring and using the handwriting data.

Ms. Carlson has worked in educationally based pediatrics since 1978. She has served as the supervisor of Occupational Therapy and Physical Therapy services at the Area Education Agency since 1999. She has recently contributed a case study to a new book “*The Connected School*.”



For more information about the IOWAN contact:

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The IOWAN was developed with federal funds and is, therefore, not copyrighted. We encourage you to become familiar with the IOWAN and to achieve reliability in the scoring method demonstrated in this manual and the scoring training PowerPoint presentation (See Appendix A) to maintain the integrity of this tool.