

# Do's and Don'ts of Grant Writing: Lessons Learned the Hard Way

November 17, 2017  
Jill Allor



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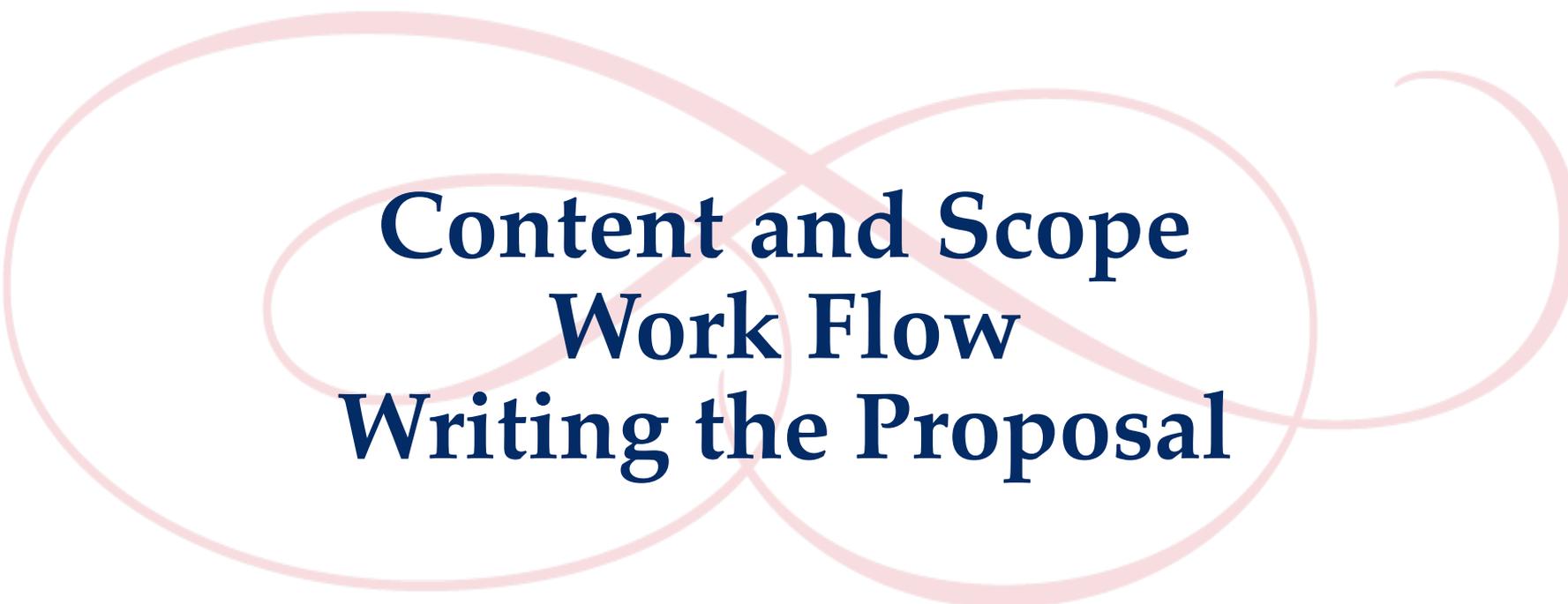
**CHANGING MINDS**



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**Content and Scope  
Work Flow  
Writing the Proposal**



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# Content and Scope

# Do: Be careful about topics, information, and terms that people may disagree about.

- Examples

- How to spell do's and don'ts
- Pragmatics (language) vs. Social Skills (behavior)
- phonics vs. the alphabetic principle

- Suggestions to Consider

- Consider your audience
- Avoid terms, etc. that may be a “hot button” for some people (if possible)
- Use multiple terms, if appropriate
- Use terms that are more clinical and less emotionally charged
- Explain/define terms briefly without talking down to reviewers; acknowledge nuances
- Reference key experts and how they use terms



# Do: Be innovative.

# Don't: Be too innovative.

- Examples

- literacy + behavior + social skills proposal
- Project Intensity – text-centered curriculum (difficult to sell)

- Suggestions to consider

- Shoot for “cutting edge” and not “bleeding edge”
- Use pilot data to support novel ideas
- Be very explicit about theoretical and empirical links; how would your proposal replicate and extend existing literature
- Think through steps leading up to innovation and focus proposal on next steps (similar to Candace’s suggestion of 70% sure thing and 30% stretch studies)



# Don't: Propose too much in one grant.

- Examples
  - Often proposals are criticized for being unrealistic and overly ambitious
  - Possible to be too narrow, but it is rare
- Suggestions to consider
  - Do some planning, then work on your budget, and then change your plan to fit your budget (be realistic about personnel)
  - Don't finalize your plan until you have finalized your budget
  - Explain how your experience demonstrates that you can carry out the project
  - Explain how the experience of your team (and consultants) demonstrates that you can carry out the project
  - Include primary and secondary research questions



## Primary Research Questions

1. Do children who participate in FOTB or FOTB+ demonstrate greater *reading* outcomes compared to children who participate in BAU reading instruction? (FOTB vs. BAU; FOTB+ vs. BAU)
2. Do children who participate in FOTB or FOTB+ demonstrate greater *language* outcomes compared to children who participate in BAU reading instruction? (FOTB vs. BAU; FOTB+ vs. BAU)

## Exploratory Research Questions

3. Do children who participate in FOTB+ demonstrate greater *reading* outcomes compared to children who participate in FOTB? (FOTB+ vs FOTB)
4. Do children who participate in FOTB+ demonstrate greater *language* outcomes compared to children who participate in FOTB? (FOTB+ vs FOTB)
5. Do individual *child differences* moderate children's reading or language outcomes? (i.e., IQ, language)
6. Do individual *family differences* moderate children's reading or language outcomes? (i.e., home literacy environment, parent education, SES)
7. Are differences on *reading* or *language* outcomes identified between conditions at the end-of-treatment (Year 2) maintained one or two years later?



# Do: Keep it simple (even if it's not)

- Examples
  - Complex intervention (*Friends on the Block*)
  - Complex research design
- Suggestions to Consider
  - Keep the project/plan as simple as possible
  - Focus on main ideas and provide examples
  - Make sure key concepts are repeated
  - Use tables and figures
  - Organize complex ideas

Figure 3 Overview of Intensity Supplemental Curriculum Characteristics and Features

	<b>Books</b>	<b>Lessons</b>
<b>Word Recognition</b>	<p>Gradually introduce small sets of target words</p> <p>High frequency and familiar CVC words</p> <p>Varied sentence structure (to minimize guessing)</p>	<p>Explicit practice of phonemic awareness, sight word, and decoding skills</p> <p>Engaging activities support complete processing of letters within words and words within sentences</p>
<b>Comprehension</b>	<p>Helper text (read by adult)</p> <p>“Natural” syntax</p> <p>Picture support for key content words</p> <p>Themes, social stories, and common characters</p>	<p>Shared reading experience</p> <p>Dialogic reading questions</p> <p>Graphic organizers</p> <p>Word building activities in context</p>
<b>Intensive Practice</b>	<p>Cumulative review</p> <p>Repetition of high-frequency target words (both sight and decodable words)</p> <p>Multiple books in each unit</p>	<p>Cumulative review</p> <p>Multiple activities for each unit</p>



**Figure 1. Meeting the Instructional Needs of Students with ID**

	<b>Needs and Characteristics</b>	<b>Limitations of Current Core and Supplemental Curricula</b>	<b>Solutions the Proposed Supplemental Curriculum will Provide</b>
Intensive Repetition	Need intensive practice	<ul style="list-style-type: none"> <li>*Limited texts and practice materials to develop skills;</li> <li>*Materials need to be used by a highly skilled teacher</li> <li>*Texts do not include enough repetition of high utility words</li> </ul>	<ul style="list-style-type: none"> <li>*Multiple texts and materials;</li> <li>*Some materials designed for use by paraprofessionals and tutors</li> <li>*Texts with extensive repetition (within and across books) of high utility words (sight words and high frequency decodable words)</li> </ul>
	Need repetition of groups of lessons	*Mastery within each lesson is typically expected	*Texts/materials providing practice of clusters of skills (i.e. bands)
Transfer	Difficulty transferring discrete skills to more complex tasks	<ul style="list-style-type: none"> <li>*Words in lessons are not a close enough match to text</li> <li>*Text does not support application of strategies (i.e. limited repetition of taught words)</li> </ul>	<ul style="list-style-type: none"> <li>*Skills in application lessons apply routines (e.g. “sound it out”) in core curriculum to exact words in text</li> <li>*Texts include increased repetition of words students are being taught to read in lessons</li> </ul>
Low Language	Limited Vocabulary (i.e. oral lexicon)	*Texts with contrived or unfamiliar or unnatural vocabulary (ex. <i>suds</i> vs. <i>bubbles</i> ; <i>tam</i> vs. <i>hat</i> )	<ul style="list-style-type: none"> <li>*Texts with familiar, high utility vocabulary (ex. <i>hat</i>, <i>run</i>)</li> <li>*Texts include meaningful non-decodable words with picture support (ex. <i>ball</i>)</li> </ul>
	Limited Background Knowledge	*Texts with topics unfamiliar to students	*Texts with familiar topics
	Limited Syntax; Limited Working Memory	<ul style="list-style-type: none"> <li>*Some long sentences, with complex sentence structures;</li> <li>*Written language forms that are awkward and/or dissimilar from spoken language</li> </ul>	<ul style="list-style-type: none"> <li>*Texts include short sentences similar to oral language</li> <li>*Texts include more sight words; sentences more similar to spoken language (i.e. more natural)</li> </ul>
Strengths	Relative strength of sight word reading	*Limited number of sight words early in lessons/text	*Texts include a faster introduction of sight words
	Relative strength of letter-sound knowledge	*Limited consonants early in lessons/text	*Somewhat increased number of consonants during early bands (i.e. clusters of skills)



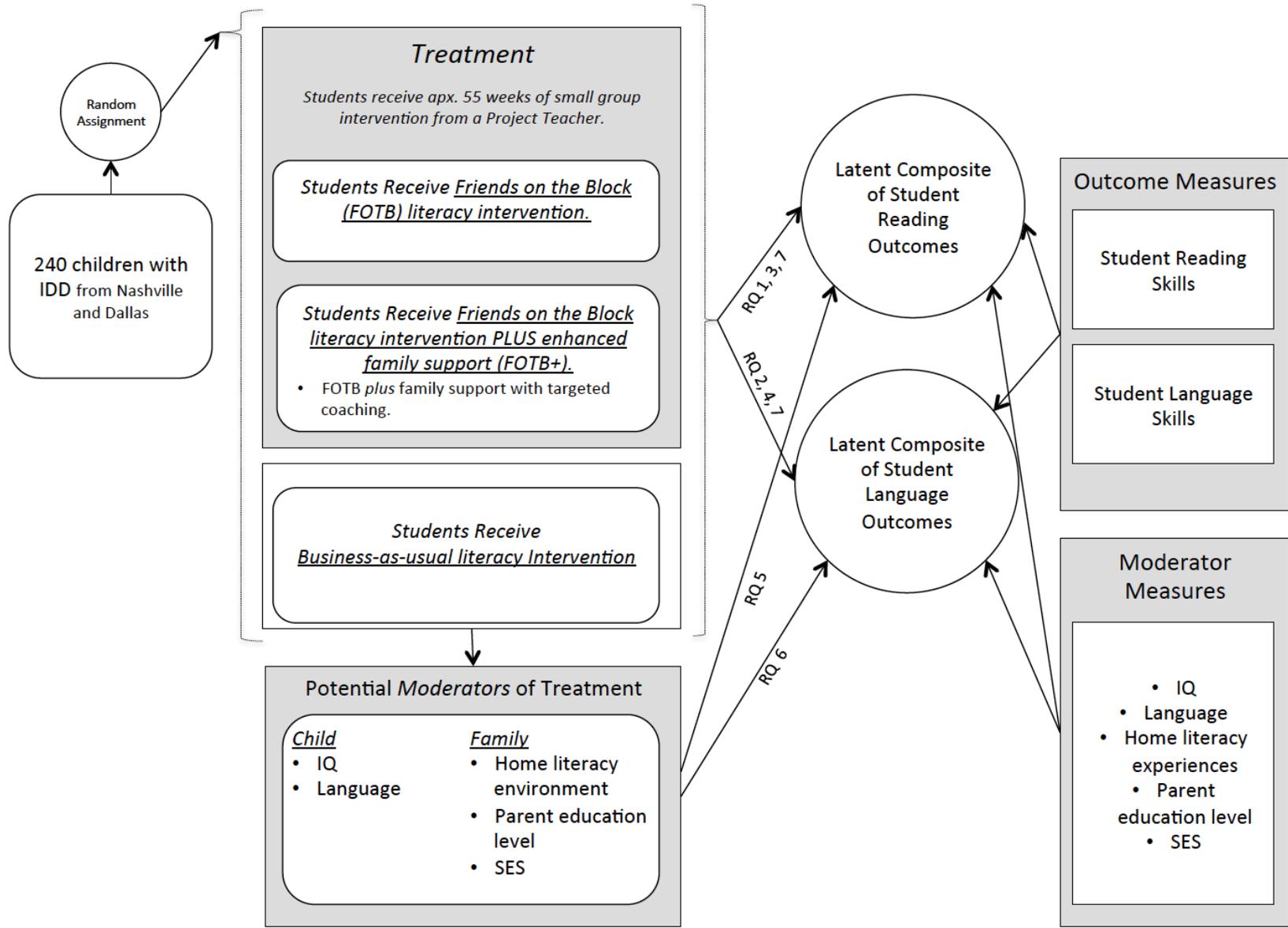


Fig. 3. Theory of Change

# Discussion: *Content and Scope*

- Do: Be careful about topics, information, and terms that people may disagree about.
- Do: Be innovative
- Don't: Be too innovative.
- Don't: Propose too much in one grant.
- Do: Keep it simple.

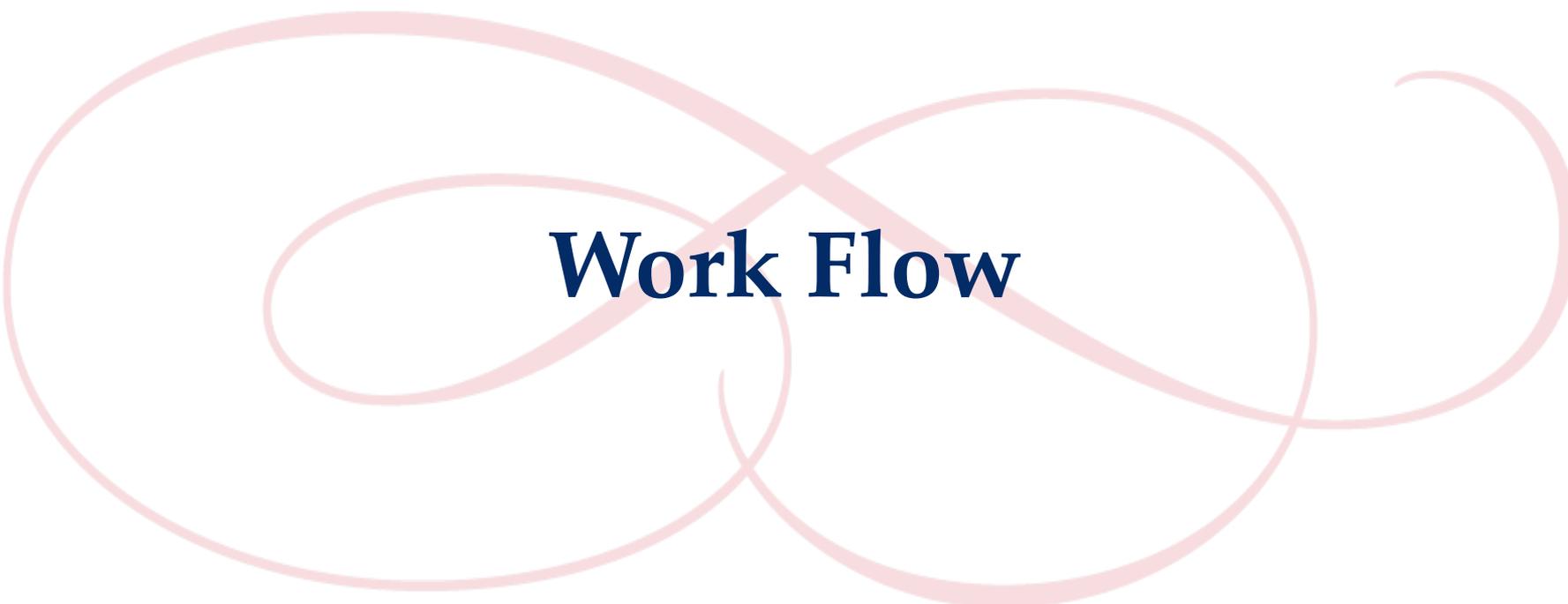
**Comments, questions, and other examples?**



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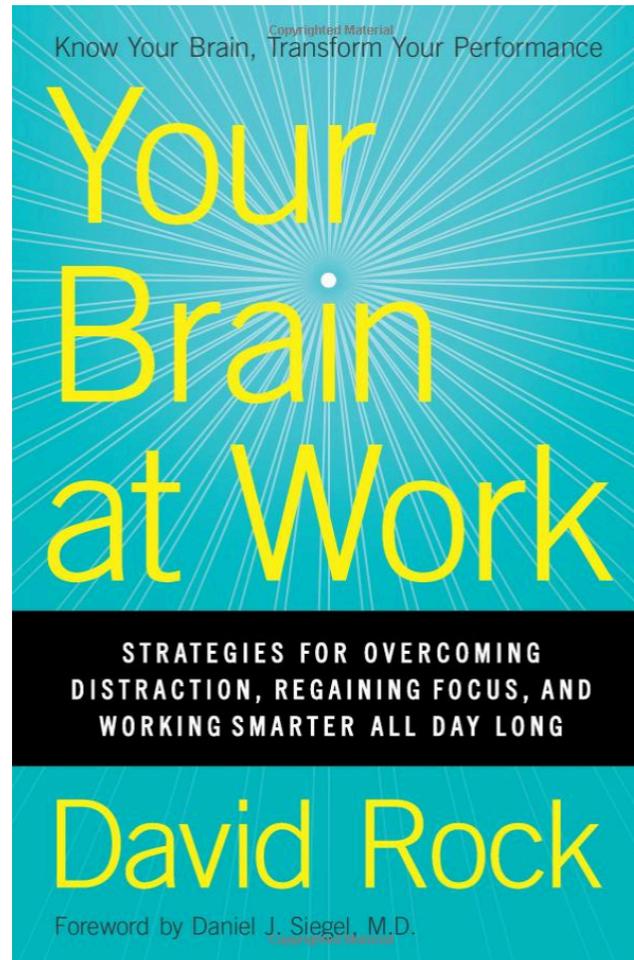
# Work Flow

# Do: Follow the directions

- As you work, keep referring back to the directions
- Use models to help you understand expectations
- Double-check requirements
- Have others double-check requirements

**Do: Work smarter. (Read this book 😊)**

Efficient and  
effective use  
of your brain  
power



**Do: Write out parts as you go.**

**Don't: Write out parts as you go.**

- As you make decisions, go ahead and begin putting those ideas into narrative form while they are fresh on your mind
- Be careful not to write too much before you finalize your plan (so you can avoid rewriting and errors)



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# Do: Make sure the grant connects to your other work

- Your other work should contribute to the grant
- Writing the grant should contribute to your other work (even if it doesn't get funded)

Figure 1 Meeting the Instructional Needs of Students with Intellectual Disability

	<b>Comprehensive Literacy Program</b>	<b>Instructional Delivery Strategies</b>	<b>DBI Tools</b>	<b>Professional Development</b>
<b>Solutions: Deliver</b>	Develop additional <b>spelling</b> and <b>writing</b> activities so the Intensity <i>supplemental</i> curriculum will be <i>comprehensive</i> and coordinated (e.g. spelling and writing linked to books/themes)	Develop: *student-led work *student-led work via technology (e.g. iPads, eBooks, computer) *paired reading procedures	Develop: * student-led routines *positive behavior supports *assessment tools (e.g. to aid grouping; prioritizing skills, pacing, and adaptations)	Develop: *broadcast quality video library (with students with ID) *online interactive training modules *systematic coaching procedures
<b>Strengths and Resources</b>	*Relatively high literacy engagement with new Intensity books, including connections to meaning *Students ready for paired reading fairly early	*Prevalence of technology in classrooms (5.4 students to 1 computer in elementary classroom)	*Better methods for integrating data within technology now available *NCII resources available for DBI	*Evidence-based behavior supports for students with ASD *Capabilities for <b>interactive</b> online training
<b>Remaining Needs</b>	Reading program usually: *not comprehensive and coordinated *inadequate intensity (dosage) [Intensity being used as comprehensive (i.e., core) program rather than supplement]	Low levels of engaged time: *Students generally only engaged in meaningful literacy practice with 1:1 adult support *Inefficient use of student-led instructional time (wait time)	*Need for more use of data-based decision making to promote intensification and individualization	Need for: *more modeling (e.g., video examples) *support in implementation of DBI *flexible delivery of PD
<b>Project Intensity current grant 3<sup>rd</sup> yr.</b>	Supplemental curriculum: *teacher-led lessons *tutor-led lessons * multi-criteria text (thematic; dialogic reading; social stories)	Teacher/Tutor-led instruction increased student engagement and decreased disruptive behavior	Feasible assessments linked to Intensity curriculum (CBA)	PD for practitioner use of supplemental <i>Intensity</i> curriculum

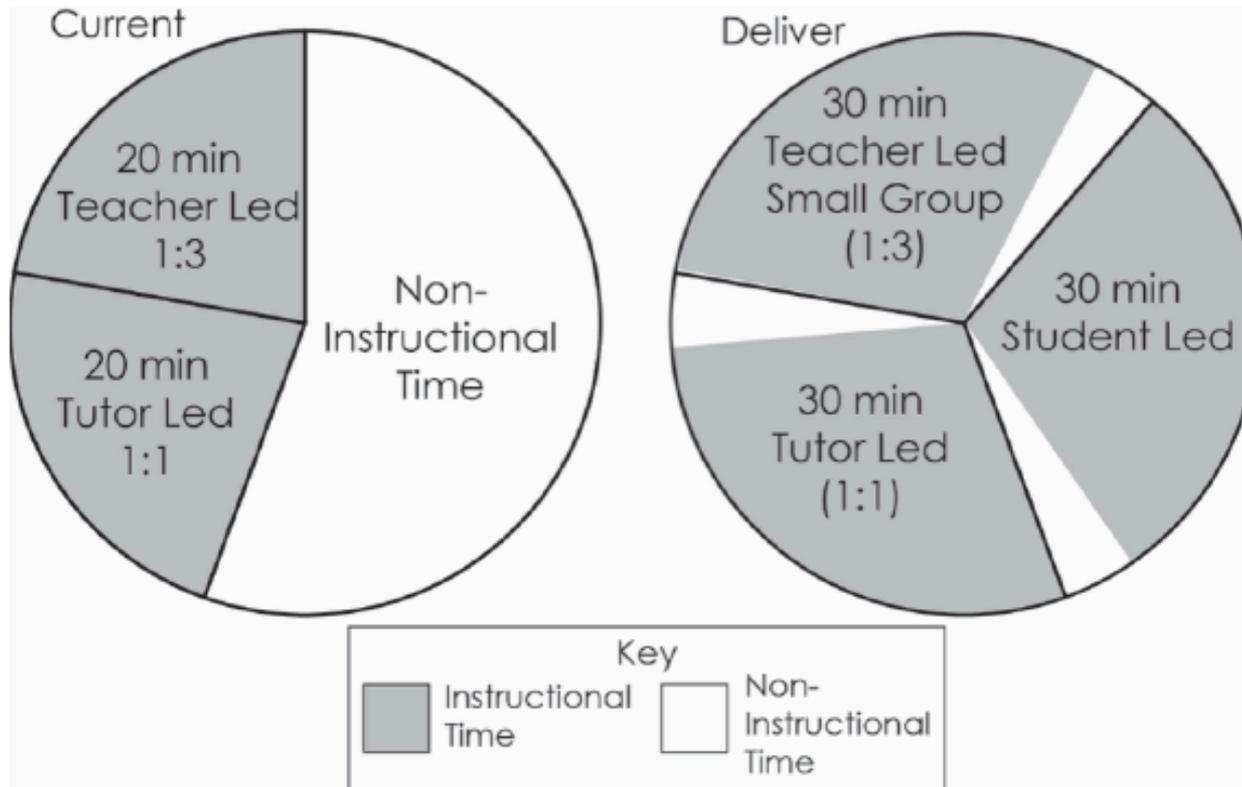


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## Figure 2 Hypothesized Changes in Grouping



# Discussion: *Work Flow*

- Do: Follow the directions.
- Do: Work smarter.
- Do: Write out parts as you go.
- Don't: Write out parts as you go.
- Do: Make sure your grant connects to your other work.

**Comments, questions, and other examples?**



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# Writing the Proposal

(Being kind to reviewers)

# Do: Be explicit about how you followed the directions

- Organize information according to directions, even if you think it's not the most efficient way to discuss
- Use terminology from directions (e.g., active ingredients, theory of change, treatment fidelity not treatment integrity)
- Explain how you are following directions



# Example: Handout “Theory of Change”

**Figure 4. Theory of Change**

<b>Active Ingredients</b>	<b>When implemented as intended...</b>
<ul style="list-style-type: none"> <li>• Carefully designed, meaningful, themed <b>books</b> in instructional bands</li> <li>• <b>Application lessons</b> (including high frequency and decodable patterns)</li> <li>• <b>Practice materials</b> and games to be implemented by a paraprofessional, monitored by teachers</li> <li>• <b>Implementation tools</b> (Professional development, scripts, assessments, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers report feasibility and usability of intervention</li> <li>• Teachers implement application lessons and text reading activities with fidelity</li> <li>• Paraprofessionals and tutors implement practice activities and text reading activities with fidelity</li> <li>• Students are provided with lesson/practice time according to guidelines and resulting in improved outcomes on assessments</li> </ul>

**...Result in Improved Assessment Scores**

<b>Constructs</b>	<b>Proximal Measures<sup>a</sup></b>	<b>Distal Progress Monitoring Measures<sup>b</sup></b>	<b>Distal Pre/Post Measures<sup>c</sup></b>
Phonemic Awareness	Phoneme Segmentation Fluency	Phoneme Segmentation Fluency	Blending Real Words
Phonics	Real Word Fluency	Nonsense Word Fluency	Letter-Word identification
Unitization of Target Words	Taught Word List	--	Word Attack
Fluency	Oral Reading Fluency	Oral Reading Fluency	Fluency
Expressive Vocabulary	--	--	Picture Vocabulary
Vocabulary/ Comprehension	Cloze Test	--	Passage Comprehension

<sup>a</sup>Proximal measures include exact words and/or passages from unit text

<sup>b</sup>Distal progress monitoring measures are *Dynamic Indicators of Basic Early Literacy Skills*

<sup>c</sup>Distal pre/post are *Comprehensive Tests of Phonological Processing* or *Woodcock Johnson III*



# “Fully developed and ready for implementation”

## Evidence that Models are Fully Developed and Ready for Implementation

### Previous Experimental Work

Initial empirical work on FOTB was a single-case design study of an early version of four books and accompanying lessons (Allor, Gifford, Al Otaiba, Miller, & Cheatham, 2013). This study was conducted with students in the mild or moderate range of ID who were struggling to

### Summary

Initial evidence indicates that the curriculum design features of FOTB represent a feasible, promising intensification of beginning literacy intervention for students with IDD. Further, the FOTB intervention (books, e-books, instructional materials, PD, fidelity of implementation measure, and coaching procedures) is fully developed and ready for implementation. This is critical as practitioners and family members need early literacy



being read by peers.

*Why do we anticipate greater outcomes for FOTB compared to BAU?* We theorize that FOTB will result in greater outcomes than BAU because the intervention combines evidence-based early literacy practices with evidence-based instructional practices for students with IDD, while addressing the relative strengths and challenges common in students with IDD. In other words, the intervention enables teachers: (a) to provide instruction that is consistent with principles of effective instruction and theoretical models of skilled readers and how reading develops, and (b) to adapt that instruction to better address the specific needs of students with IDD. The intervention differs from typical practice in two specific ways that provide an



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**Don't: Use too many acronyms.**  
**Do: Choose meaningful labels.**



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## **Description of *Friends on the Block Plus* (FOTB+)**

In the FOTB plus enhanced family support condition, family members will repeat the same *Reinforcement Activity* lessons (i.e., Story Reading and Learning Games) described above. We will train and support family members (e.g., parent, sibling, grandparent) to engage the target student in the repeated activities in the home environment. Family members will be instructed to repeat the Reinforcement Activity three times per week. Thus, the FOTB+ condition extends



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# Do: Organize information for the reader

- Put information in categories
- Explain how categories relate to one another

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**Do: Focus on main points.**

**Do: Be specific and give examples.**

- Give specific examples in the narrative to support main points
- Use the appendix for information that the reviewers need to know you have or that only some reviewers will want to see
- Use the appendix for specific examples to show that you have thought through the details (examples, not everything)



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## Appendix B

Draft Scope and Sequence		Band			
	Objective	1	2	3	4
Phonemic Awareness/Phonics	Orally blend 2-5 phonemes into a word and orally segment words with 2-5 phonemes into individual phonemes				
	Say the most common sound for featured letters or letter patterns				
	Pronounce short vowel words in which each letter represents its most common sound, including VC/CVC/CVCC				
	Pronounce short vowel words in which each letter represents its most common sound, including VC/CVC/CVCC and CCVC pattern beginning with continuous initial sounds and single-syllable open-syllable type words				
	Pronounce words made up of letter patterns taught and short vowel words in which each letter represents its most common sound, including CCVC pattern				
	Pronounce words made up of letter patterns taught and short vowel words in which each letter represents its most common sound, including CCVCC pattern				
Word Recognition	Fluently pronounce taught sight words				
	Pronounce words formed by combining words made up of taught patterns with <u>-s</u> , <u>-ed</u> , and/or <u>-ing</u> (not <u>CVCe</u> words)				
	Pronounce words formed by combining <u>CVCe</u> words with <u>-s</u> , <u>-ed</u> , and <u>-ing</u> and words formed by combining words made up of taught patterns, including <u>CVCe</u> words, with <u>-s</u> , <u>-ed</u> , and <u>-ing</u>				
	Pronounce common contractions				
	Pronounce words formed by combining words made up of taught patterns with <u>-er</u> and <u>-est</u>				
	Pronounce CVC-CVC multisyllabic words				
	Pronounce CVC-le and CV-CVC multisyllabic words				
	Pronounce multisyllabic words made up of taught spelling patterns and syllable types				



**Sample Text from Two Books: From Single Subject Study (Allor, Gifford, Al Otaiba, Miller, & Cheatham, 2012)**

*Fun with Friends*

- (p.1) I can dig. I like to dig in the sand. It is a lot of fun to dig. It is fun to dig in the sand.  
(p.2) I like to go up the ladder. It is fund to go up the ladder. I can go to the top of the ladder.  
(p.3) It is fun to slide. I will go back up to the top. I can go very fast. It is a lot of fun to go fast!  
(p.4) I can swing. I can swing up, up, up! I like to sit in the swing. I like to swing in the sun.  
(p.5) I will sit very still. Will she see me? No! She will not see me. She will not see me if I sit still.  
(p.6) I can run very fast. I like to run in the sun. It is fun to run fast. I do not want to stop.  
(p.7) I like to play a lot. I do not want to stop, but we will come back. It was a lot of fun.

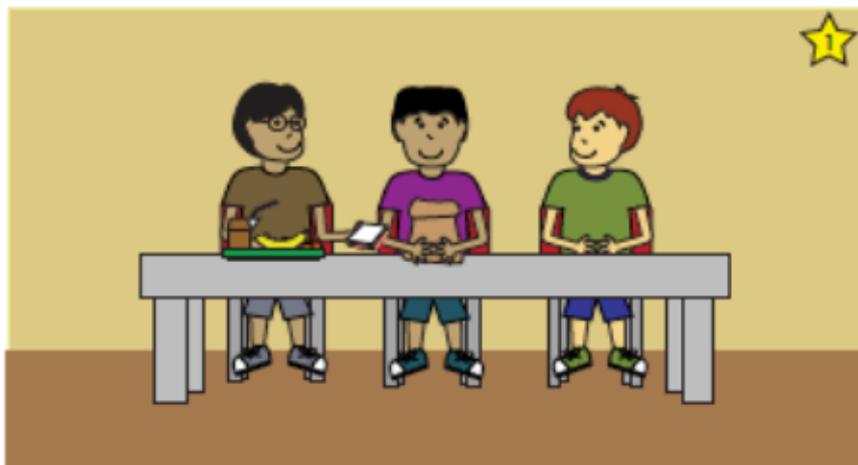
*Up at Bat*

Sam likes to play ball. Sam is up at bat. He likes to bat.  
“It is fun to bat,” said Sam. “Jack will pitch the ball to me. I will hit the ball with the bat.”  
“You can do it, Sam!” said Tom.  
Will Sam hit the ball?  
  
Bam! Sam hits the ball.  
“I hit the ball!” said Sam.  
“Look at the ball go!” said Jack.

Sam is still up at bat.  
“I will hit the ball,” said Sam. “I will not miss it. I will not hit it in the lake. I will not hit it in the tree.”  
“Come on, Sam!” said Tom. “You can do it!”  
  
Bam! Sam hits the ball.  
“I did it,” said Sam. “I hit the ball!”  
“Look at that ball go!” said Jack.  
Where will it go? Where will it land?



## Level 1 Sample Book Pages



Sam's Lunch

Written and illustrated by Jennifer Cheatham

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Read It					
a	do	I	like	not	want
Picture Words					
apples	banana	cake			
					
cookies	ham	muffin			
					
Story Starter					
This is a story about when Sam forgot to take his lunch to school.					



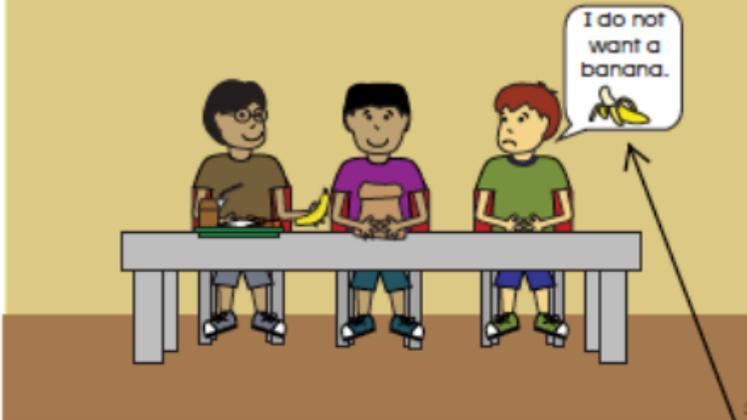
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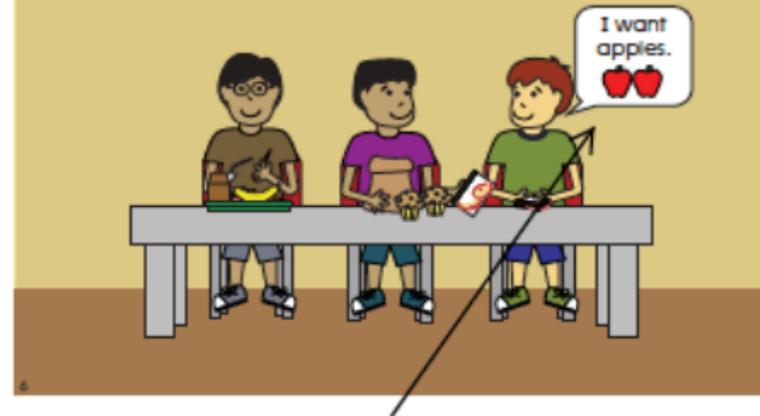
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Teacher or Tutor reads the Helper Text

It was time for lunch. Sam looked, but he didn't have a lunch! He forgot his lunch at home! Tom said, "I will share my lunch with you." "Me, too," said Will. "Do you want a banana?"



Tom said, "I also have some apple slices. Do you want some apples?"



Child reads text in conversation bubbles. Words that have been taught and picture words that enhance the story line.



# Do: Make your grant skimmable.

- Start each paragraph with a clear topic sentence and/or bold main points
- Be sure your transitions from paragraph to paragraph and section to section are clear
- Use graphics, charts, tables, figures, headings, etc.

# From the significance section..

language outcomes and moderators of treatment.

**Students with intellectual and developmental disability (IDD) demonstrate lower levels of reading achievement than students with other disabilities** (e.g., Wei, Blackorby, & Schiller, 2011). Historically, there has been limited research on teaching reading to students with

important to emphasize that this emerging research base supports the efficacy of comprehensive literacy instruction for students with IDD. *Unfortunately, current evidence-based literacy interventions lack the intensity needed to adequately and efficiently prepare students with IDD to be independent readers and place them on a path for post-secondary success.*

development, consistent with Scarborough's theoretical model of reading development (Scarborough, 2001).

**The aim of this proposal, Project Intensity, is to examine the efficacy of two approaches to intensifying early literacy instruction for students with IDD, thereby enhancing students' response to the intervention.** The first approach was addressed in Allor and colleagues' Goal 2 Development grant in which the FOTB intervention was developed. The second approach we propose to explore in Project Intensity is enhanced family support (EOTB) (p. 5). In this



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Outcome Measures		Purpose	Estimated Time	Administration Schedule (Repeated for each Cohort)				
				Fall Y1 (Pretest)	Ongoing	Spring Y1 (Midtest)	Spring Y2 (Posttest)	Spring Y3/Y4 (Maintenance)*
<b>STUDENT ADMINISTERED MEASURES</b>								
READING MEASURES	<b>Test of Word Reading Efficiency, 2nd Ed. (TOWRE-2)</b>	Reading Ability	20 min.					
	Sight Word Efficiency			⊙		⊙	⊙	
	Phonemic Decoding Efficiency			⊙		⊙	⊙	
	<b>Woodcock Reading Mastery Test, 3rd Ed. (WRMT-III)</b>	Reading Ability	35 min.					
	Phonological Awareness			⊙		⊙	⊙	
	Letter Identification			⊙		⊙	⊙	
	Word Identification			⊙		⊙	⊙	
	Word Attack			⊙		⊙	⊙	
	Passage Comprehension					⊙	⊙	
	<b>Reading Curriculum-Based Measurement</b>	Reading Ability	10 min.					
	Letter Sound Fluency			⊙	⊙		⊙	⊙
	Phoneme Segmentation Fluency			⊙	⊙		⊙	⊙
	Nonsense Word Reading Fluency			⊙	⊙		⊙	⊙
	Oral Reading Fluency			⊙	⊙		⊙	⊙
	Word Reading Fluency			⊙	⊙		⊙	⊙
<b>Intervention-Aligned Scope-and-Sequence Assessment</b>	Reading Ability	15 min. [Screening at Pretest]	⊙	⊙		⊙	⊙	
LANGUAGE MEASURES	<b>Expressive Vocabulary Test, 2nd Ed. (EVT-2)</b>	Vocabulary	30 min.					
	Expressive Vocabulary			⊙		⊙	⊙	
	<b>Peabody Picture Vocabulary Test, 4th Ed. (PPVT-4)</b>	Vocabulary	30 min.					
	Receptive Vocabulary			⊙		⊙	⊙	
	<b>Goldman Frisbee Test of Articulation (GFTA-3)</b>	Speech/Articulation	20 min.					
	Sounds in Words			⊙		⊙	⊙	
Intelligibility			⊙		⊙	⊙		
MODERATOR MEASURE	<b>Kaufmann Brief Intelligence Test, 2nd Ed. (KBIT-2)</b>	Cognitive Ability	30 min.					
	Verbal Knowledge and Riddles					⊙		
	Matrices					⊙		



Table 5. Detailed Project Timeline

Annual Project Activities (Years 1-4, 2018-2022)	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Hiring of project staff	X											
Meeting of Co-PIs, Advisor, and Project Coordinators	X											
Training of project teachers		X	X									
Engagement with Participants (detailed by year below)	X	X	X	X	X	X	X	X	X	X	X	
Preliminary analysis and data review (Years 1-3)												X
Maintenance testing for Cohort 1 (Years 3-4)										X	X	
Final data analysis (Year 4)												X
Dissemination activities (annually)											X	X
<b>Annual Activities for Each Cohort's First Year (Cohort 1: 2018-19, Cohort 2: 2020-21)</b>												
Recruitment of participants	X	X	X									
Screening and pretest		X	X									
Random assignment to treatment			X									
Project teachers deliver intervention with ongoing support from Project Coordinators				X	X	X	X	X	X	X	X	
Family member training in the FOTB+ condition.				X				X				
On-going support to family members in FOTB+ condition.				X	X	X	X	X	X	X	X	
Observations of business-as-usual instruction to document program differentiation				X	X	X	X	X	X	X	X	
Midpoint testing										X	X	
<b>Annual Activities for Each Cohort's Second Year (Cohort 1: 2019-20, Cohort 2: 2021-22)</b>												
Project teachers deliver intervention with ongoing support from Project Coordinators		X	X	X	X	X	X	X	X	X	X	
Family member booster training in the FOTB+ condition.		X						X				
On-going support to family members in FOTB+ condition.		X	X	X	X	X	X	X	X	X	X	
Observations of business-as-usual instruction to document program differentiation			X	X	X	X	X	X	X	X	X	
End-of-year testing										X	X	
Progress reports to schools and parents										X	X	



# Do: Remind the reader of key information throughout proposal.

- Briefly define terms (again).
- Repeat key points (respectfully).
  - As described above
  - As mentioned on page X
  - Well-placed figures or tables (that they can turn back to and find quickly)

would have developed the skills necessary to place into higher levels. In Year One, 18 students will be identified to participate in **exploratory field testing** during development activities that will take place primarily in **Years One and Two**. These students will not participate in the pilot study. Our goal is to select students to represent the IQ ranges provided in Table 1 and who place into one of the first two bands. As these students progress, our expectation is that many of these students will develop enough skills to move into Band 3 and Band 4. If students drop out of the study for any reason, we will select a student to replace them.

**Table 1**  
*Number of Students to be Selected for Exploratory Field Testing*

<b>IQ Range</b>	<b><u><sup>a</sup>Band 1</u></b>	<b>Band 2</b>	<b>Band 3</b>	<b>Band 4</b>
70-79	3	3	0	0
56-69	3	3	0	0
40-55	3	3	0	0

<sup>a</sup>Bands are clusters of instructional skills.

In Years Two and Three, 36 additional students will be identified to participate in **pilot testing**. The first cohort (n=18) will begin pilot testing in the fall of Year Two; the second cohort (n=9)

# “Fully developed and ready for implementation”

## Evidence that Models are Fully Developed and Ready for Implementation

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# Discussion: *Writing the Proposal*

- Do: Be explicit about how you followed the directions.
- Don't: Use too many acronyms.
- Do: Choose meaningful labels.
- Do: Organize information for the reader.
- Do: Focus on your main points
- Do: Be specific and give examples.
- Do: Make your grant skimmable.
- Do: Remind the reader of key information throughout the proposal.

**Comments, questions, and other examples?**

**Do: Listen to others and do what you want.**



**SMU**

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**CHANGING MINDS**