



WRITING

Writing is probably the topic that has the most research surrounding it. Teachers of students with learning disabilities are often presented with the difficult task of balancing skill instruction for areas like spelling or punctuation with teaching form and content. Self regulation strategies can be employed in both of these areas.

A Few Notes About Writing

Most common forms of writing in school are:

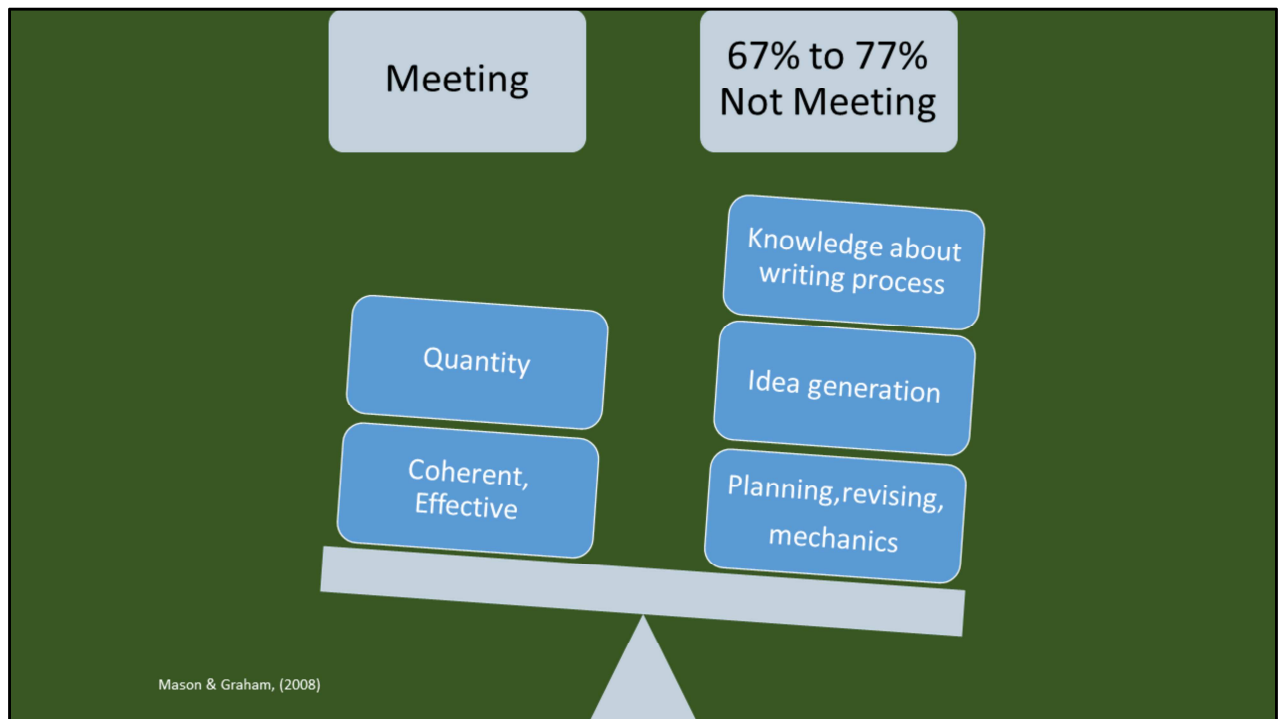
Writing to learn

To persuade, to explain, or to convey experience

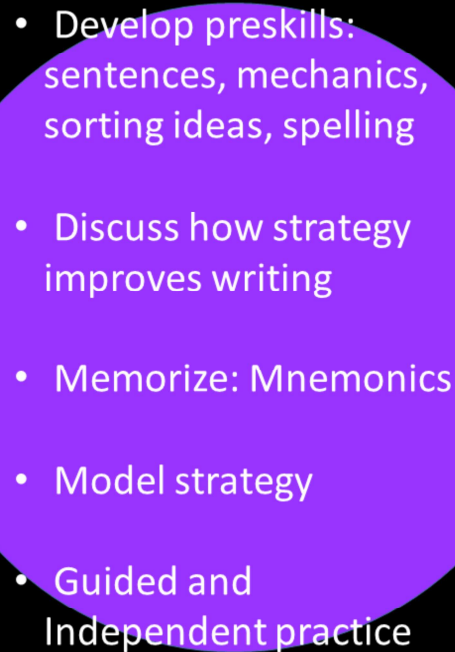
- Kids with LD focus on revising mechanics rather than analysing content
- Handwriting about text involves more skills than writing about personal experience
- Handwriting fluency and spelling accounts for 1/4 to 1/3 of the variance in quality

Mason & Graham, (2008)

Here are a few interesting thoughts to consider when you are teaching writing. I know I often get stuck in creating interventions for fluency, spelling, or legibility because these are the most visible issues in writing and the conundrum with this is that it can create in the minds of my students the understanding that this is more important than the content of what they are writing. So I have to be very careful to always emphasize the content while working with my students.



A report by the National Assessment of Educational Progress in 2002 found that 67 to 77 percent of students in grades 4, 8 and 12 were not meeting writing performance standards. The difficulties that these students struggle with were intensified with students with LD. Therefore strategies targeting planning generating ideas, and editing would benefit all students.

- 
- Develop preskills: sentences, mechanics, sorting ideas, spelling
 - Discuss how strategy improves writing
 - Memorize: Mnemonics
 - Model strategy
 - Guided and Independent practice

MacArthur et al. in Wong & Butler (2012)

The steps for teaching strategy interventions for writing and for reading and math for that matter are all the same. Teaching preskills in the case of writing sentence structure, mechanics, and how to generate and sort ideas. Next discuss how the strategy will improve writing. This step is critical because research has show that students will often attribute their success to luck unless they are explicitly shown that the strategy they have used has improved their writing. This is important for their feeling of self efficacy which also effects their work but that is a whole different presentation. Have students memorize the steps in the strategy and using a mnemonic is a great way. One method is to have them write the steps on cards and sort them in order. Next model the strategy while thinking through it out loud. We have to remember that we are teaching the students how to regulate their thinking so we have to demonstrate what this internal dialogue should sound like. Last provide guided practice and independent practice with a variety of topics, settings etc.. to ensure generalization.

Proofreading Strategies



COPS

- Capitalization
- Organization
- Punctuation
- Spelling

C-SOOP

- Capitalization
- Sentence Structure
- Organization
- Overall format
- Punctuation

STOPS

- Sentence Structure
- Tenses
- Organization
- Punctuation
- Spelling

Here are some sample proof reading strategies that you are probably all familiar with. The point in showing these is to look at them in a new light. They are research based, have been proven effective and more importantly our students need our help to provide a framework for editing their work.

Metacognitive Strategies

P - Pick my topic
O - Organize My Notes
W - Write and Say More

P - Plan the paper
O - Organize the ideas and elaborations
W - Write the draft
E - Edit the draft: look for errors
R - Revise the paper & enhance

(Mason & Graham, 2008)



Here are two examples of metacognitive strategies that address the higher level thinking in writing.

Powerful Writing Strategies for All Students

by
Harris, Graham,
Mason, Friedlander

TOPIC Sentence
Tell what you believe!

Yes _____

No _____

POW + TREE

Transition Words	R Reasons -3 or More Why do I believe this? Will my readers believe this?	E EXPLAIN Reasons Say more about each reason

E ENDING
Wrap it up right! DID YOU? _____

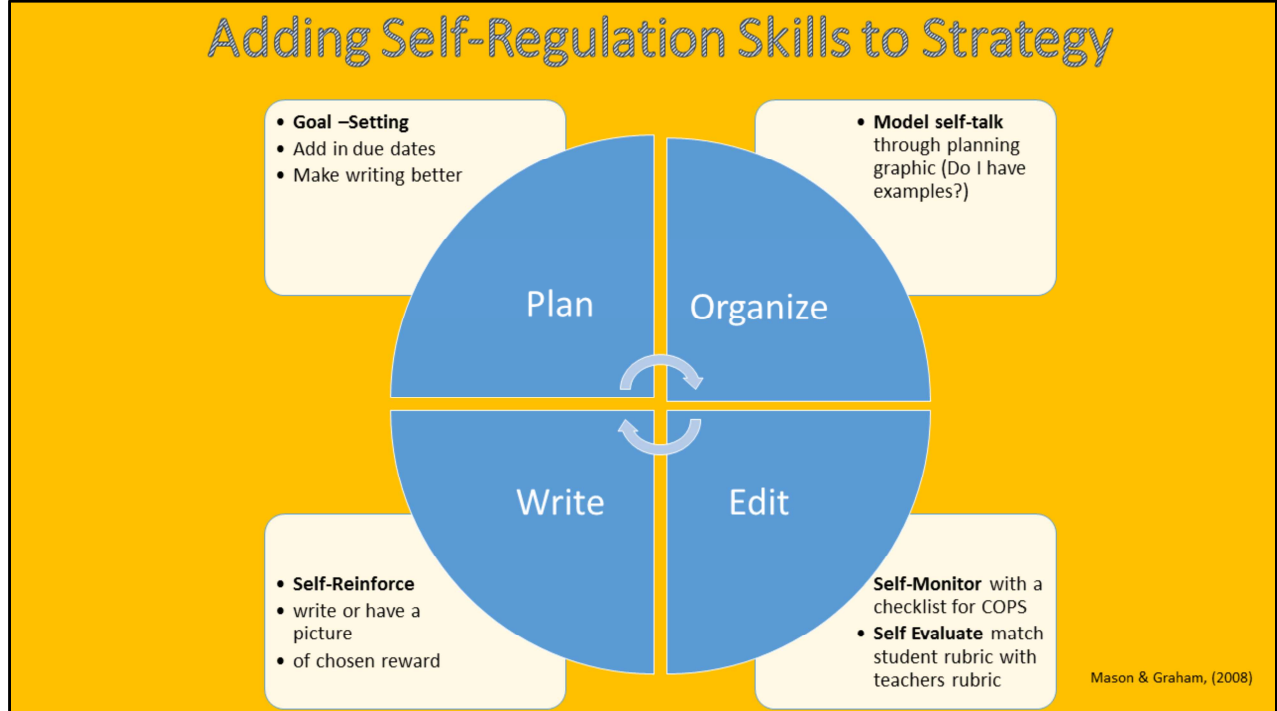
E EXAMINE DID YOU? _____

Here is another example and I am sure you all have used others. I got some of these samples from a book called *Powerful Writing Strategies for All Students*. To individualize a student's self-regulated learning you may teach this strategy to the whole class but help individual students apply self-reinforcement or model self-talk while using this strategy to ensure that they connect their use of the strategy to their improvement in writing.



Here is an example of a teacher modelling writing strategies using the self regulation strategy of “self talk.”

Adding Self-Regulation Skills to Strategy



Here is a sample of a writing strategy in the middle with a variety of self-regulation strategies surrounding it. Each of these self-regulation steps can be adapted to meet the needs of the student. Typically the writing strategy can be taught as a Tier One intervention in a whole class setting and the self-regulation pieces are taught in a tier two setting. Often students with LD will also need extra teaching and reinforcement of the initial strategy.