NTACT
National Technical Assistance Center on Transition

Using Self-Regulated Strategy Development + Graphic Organizers + Mnemonics to Teach Writing Fluency + Increase Writing Quality

What is the evidence base?

This is a research-based practice for 22 students with disabilities (ADHD, ED, EBD, LD, ASD, SLD, DD, and SL) based on three methodologically sound single-case studies across
- o   8 students with LD
- o   3 students with ADHD
- o   1 student with ED
- o   2 students with SLD
- o   4 students with EBD
- o   3 students with ASD
- o   1 student with DD

Where is the best place to find out how to do this practice?

The best place to find out how to implement Computer-Based graphic organizers for writing, using Mnemonics in Writing, and the implementation of Self-Regulated Strategy Development through the following research to practice lesson plan starters:

- • *Using Computer-Based Graphic Organizer and STOP, AIMS, and DARE for Planning and Drafting Persuasive Text and using Strategies for Compare-Contrast Writing.* (Kiuhara, S., O'Neill, R., Hawken, L., & Graham, S., 2012; Evmenova, A., et al., 2016; Macarthur, C. & Philippakos, Z., 2010

With whom was it implemented?

- • Students with
  - o   Disabilities (three single case studies; n=22)
- • Ages ranged from 12 - 17
- • Males (n= 17), females (n=5), not specified (n=0_)
- • Ethnicity
  - o   African American (n= 3)
  - o   Latinx (n= 3)

- White (n=15)
- Asian (n= 1)
- None reported (n=0)

What is the practice?

Self-Regulated Strategy Development, SRSD, has been defined as "a writing program designed to provide an introductory approach with many opportunities for practice and review over time" (Engelmann & Silbert, 1983, p. 176).   Other related terms may include Direct Instruction (DI) in written expression, Curriculum Based Measures (CBM), or Correct Word Sequences CWS). Writing Expressive Writing always includes the basic strands of mechanics, sentence writing, paragraph and story writing, and editing. Instruction was guided by using the SRSD model and writing was guided by using the IBC model which included (Instruction, Body, and Conclusion.) SRSD was used to examine the effects of computer-based graphic organizers (CBGO) and the writing mnemonics DARE, Stop, and AIMS to increase writing planning and fluency.

Where has it been implemented?

- 1 general education classroom in public high school (1 study)
- 1 resource classrooms in a public middle school (1 study)
- 1 class in a private school for children with LD (1 study)

How does this practice relate to Common Core Standards?

- Broad standards from www.corestandards.org ELA

- CCSS.ELA-LITERACY.W-2
  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing:

- CCSS.ELA-LITERACY.W-4
  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- CCSS.ELA-LITERACY.W-5
  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language)

- CCSS.ELA-LITERACY.W-10
  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- Specific Literacy standards from www.corestandards.org

- CCSS.ELA-LITERACY. W-1 C Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- CCSS.ELA-LITERACY.W-3 B
  Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

- CCSS.ELA-LITERACY.W-3 C
  Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

- CCSS.ELA-LITERACY.W-3 D
  Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

How does this practice relate to the Common Career Technical Core?

- www.careertech.org/CCTC
- Communicate clearly, effectively, and with reason.
- Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods.
- They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments.
- Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

Develop an education and career plan aligned with personal goals such as IEPs.

References used to establish this evidence base:

Barlow, D. H. & Hersen, M. (1984). Single case experimental designs.
Evmenova, A., Regan, K., Boykin, A., Good, K., Hughes, M., Macvittie, N., … Chirinos, D. (2016). Emphasizing planning for essay writing with a computer-based graphic organizer. *Exceptional Children*, *82*(2), 170–191. https://doi.org/10.1177/0014402915591697

Kiuhara, S., O'Neill, R., Hawken, L., & Graham, S. (2012). The effectiveness of teaching 10th-grade students STOP, AIMS, and DARE for planning and drafting persuasive text. *Exceptional Children*, *78*(3), 335–355. https://doi.org/10.1177/001440291207800305

Macarthur, C., & Philippakos, Z. (2010). Instruction in a strategy for compare–contrast writing. *Exceptional Children*, *76*(4), 438–456. https://doi.org/10.1177/001440291007600404

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