Using Expressive Writing Level 1 to Teach Writing Fluency

What is the evidence base?

This is a research-based practice for 9 students with disabilities (LD) based on two methodologically sound single-case studies across
- 9 students with LD

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

The best place to find out how to implement Expressive Writing Level 1 is through the following research to practice lesson plan starters:

- [Using Direct Instruction in Written Expression and Expressive Writing Program to Improve Writing (Viel-Ruma, et al. 2010; Walker, et al., 2005)](#)

With whom was it implemented?

- Students with
    - Disabilities (two single case studies; n=9)
- Ages ranged from 14 - 17
- Males (n=6), females (n=3), not specified (n=0)
- Ethnicity
    - African American (n= 3)
    - Latinx (n= 4)
    - White (n=2)
    - None reported (n=0)

What is the practice?

Expressive Writing 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. (a basic description of the practice in general).

In the studies used to establish the evidence base for using Expressive Writing to teach writing fluency included using a:

- Multiple probe design across participants (Viel-Ruma, Houchins, Jolivette, Fredrick, & Gama, 2010).
- "Multiple-probe across participants design to determine if there was a functional relation between implementation of the Expressive Writing program and participant writing performance". (Barlow & Herson, 1984) pg. 100).

Where has it been implemented?

- 6 classrooms (2 studies)

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.

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References used to establish this evidence base:

Barlow, D. H. 8r Hersen, M. (1984). Single case experimental designs.

Viel-Ruma, K., Houchins, D. E., Jolivette, K., Fredrick, L. D., & Gama, R. (2010). Direct instruction in written expression: The effects on English speakers and English language learners with disabilities. *Learning Disabilities Research & Practice*, *25*(2), 97-108.

Walker, B., Shippen, M. E., Alberto, P., Houchins, D. E., & Cihak, D. F. (2005). Using the expressive writing program to improve the writing skills of high school students with learning disabilities. *Learning Disabilities Research & Practice*, *20*(3), 175-183.

reprint this publication is not necessary, the citation should be: National Technical Assistance Center on Transition (2019). *Using Expressive Writing Level 1 to Teach Writing Fluency***.**

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