



Using Self-Regulated Strategy Development + POW to Teach Writing

What is the evidence base?

This is a research-based practice for **Students with disabilities** based on one methodologically sound group experimental study with random assignment across 11 participants with disabilities or low reading ability, and three methodological sound single-case study across 26 participants with disabilities.

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

The best place to find out how to implement self-regulated strategy development + POW to teach writing is through the following research to practice lesson plan starters:

- [Using Self-Regulated Strategy Development & POW Tree to Teach Writing \(Cuenca-Sanchez, Mastropieri, Scruggs, & Kidd, 2012\)](#)

With who was it implemented?

- Students with
 - **Emotional disabilities (4 studies, n=31)**
 - **Learning disabilities (2 studies, n=6)**
 - **Other health impairment (3 studies, n=13)**
 - **Autism (1 study, n=2)**
 - **Hearing impairment (1 study, n=1)**
- Ages ranged from 12 - 20
- Males (n=29), females (n=8)
- Ethnicity
 - White (n=27)
 - Black (n=8)
 - Hispanic (n=1)
 - Asian (n=1)

What is the practice?

Self-Regulated Strategy Development (SRSD) is research-based six-stage writing instruction. The six stages include: (a) develop and activate background knowledge, (b) discuss it, (c) model it, (d) memorize it, & support it, and (f) independent performance. Through the instruction, students can learn to plan, organize, write, and monitor their progress while developing self-regulatory behaviors for each stage of the writing process (Cuenca-Carlino, Mustian, Allen, & Whiteley, 2019).

Where has it been implemented?

- A public day middle school only for students with severe emotional disabilities (1 study)
- A Midwestern nonpublic day school for students with severe behavioral and mental health needs (1 study)
- A small classroom setting within a public middle school building (1 study)
- Adjoining classrooms. Once classroom had single desks in rows with a Smartboard at the front of the room. The second classroom had single desks with partitions around each one; there was also a Smartboard at the front of the room (1 study)

How does this practice relate to Common Core Standards?

- CCSS.ELA-LITERACY.W.9-10.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-LITERACY.W.9-10.2
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.
- CCSS.ELA-LITERACY.W.9-10.8
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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

- Communicate clearly, effectively and with reason
 - Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice and organization and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and

with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

References used to establish this evidence base:

- Cuenca-Carlino, Y., Mustian, A. L., Allen, R. D., & Whiteley, S. F. (2019). Writing for my future: Transition-focused secondary students with emotional/behavioral disorders. *Remedial and Special Education, 40*(2), 83-96.
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- Cuenca-Sanchez, Y., Mastropieri, M. A., Scruggs, T. E., & Kidd, J. K. (2012). Teaching students with emotional and behavioral disorders to self-advocate through persuasive writing. *Exceptionality, 20*(2), 71-93.
- Hauth, C., Mastropieri, M., Scruggs, T., & Regan, K. (2013). Can students with emotional and/or behavioral disabilities improve on planning and writing in the content areas of civics and mathematics? *Behavioral Disorders, 38*(3), 154-170.

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