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
  o 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:


