

How can using  
**Self-Regulated Strategy Development**  
help **students** with **disabilities**  
become more **competent writers**?

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EDUC 699: Professional Research Seminar  
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## Just what is Self-Regulated Strategy Development?

Created by Harris and Graham (1996), Self-Regulated Strategy Development is six strategic tactics to help students plan, set goals, and self-monitor themselves when writing. The ultimate goal is for the student to have the ability to achieve a goal independently.

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### Literature Review continued

#### The Six Strategies of SRSD

1. *Develop background knowledge.*
2. *Discuss it.*
3. *Model it.*
4. *Memorize it.*
5. *Support it.*
6. *Independent performance.*

The goal of the SRSD model is that the students can apply the writing steps independently across all academic settings (Santangelo et al., 2008, p. 82).

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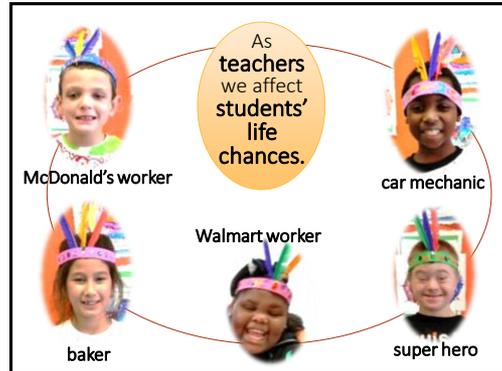
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### Introduction

- ▶ Writing is one of the more challenging academic endeavors

(Wallace & Bott, 2001; Schumaker & Deshler, 2003; Garcia-Sanchez & Fidalgo-Redondo, 2006; Saddler, 2006; Englert, Zhao, Dunsmore, Collings, & Wolbers, 2007; Santangelo, Harris, & Graham, 2007; Graham & Harris, 2013).

- ▶ “Significant challenges with writing may impede students from meeting their educational, occupational, and personal potential” (Harris & Graham, 2013, p. 66).



### Introduction continued

- ▶ SALEM COLLEGE: Learners construct their own understanding. Teachers are responsible for creating the conditions for all students.

- ▶ Social psychologist Lev Vygotsky believed that children learn from more advanced learners such as their teacher or a more knowledgeable peer, and their environment greatly influences their understanding (Snowman & McCown, 2013).

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### Introduction continued

- ▶ Social cognitive theorist Albert Bandura believed learners have ultimate control over their own behaviors through self-regulation and self-efficacy (Snowman & McCown, 2013)

### Literature Review continued

- ▶ Many students with disabilities have been unsuccessful in school.
- ▶ The Self-Regulated Strategy Development model encourages positive self-talk to increase the student's self-motivation in an effort to improve writing (Santangelo et al., 2008)

### Methodology

Design:

- ▶ This research study was designed to test the effect of the Self-Regulated Strategy Development on written expression of fourth-grade students with learning disabilities.

Setting:

- ▶ Title 1, 4<sup>th</sup>-grade self-contained ID-mild classroom in the Winston-Salem/Forsyth County school system
- ▶ Ward Elementary School, 3775 Fraternity Church Road, on the border of Clemmons and Winston-Salem

Participants:

- ▶ 5 fourth-grade students, all age 9 years old. I have six students in all; one student did return consent form.

Length:

- ▶ 6 weeks

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## What is ID-mild?

Students who are considered intellectually disabled-mild have been tested by a psychologist and measured between 50 and 70 on their intelligence-quotient test.

One hundred is the average IQ.

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### Methodology continued

Pre-Writing Interview Questions

1. Do you like to write?
2. If you could write about anything in the whole wide world what would you write about?
3. What kinds of stories do you like to read?
4. Do you know what punctuation is?
5. Do you know what a period is?
6. When writing a sentence, where do you put a period?
7. What type of letter goes at the beginning of a sentence? Uppercase or lowercase?
8. What helps you think when you begin to write?

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### Methodology continued

Pre-Interview

100%

All five students said they like to write!

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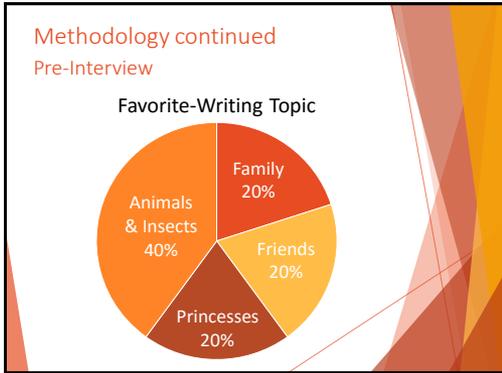
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- Methodology continued
- Data Collection and Analysis:
- ▶ Pre-writing sample was used to compare, average and measure growth to post-writing sample.
  - ▶ Writing began on Mondays.
  - ▶ Students wrote daily across the curriculum.
  - ▶ Orally presented writing samples on Friday.

- Methodology continued
- Instructional Strategies:
- ▶ SRSD strategies including teacher modeling and scaffolding
  - ▶ Explicit teaching strategies
  - ▶ Note-taking
  - ▶ Checklist/Rubric
  - ▶ Videos
  - ▶ Mnemonics

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## Mnemonics Using acronyms

### ▶ C-O-P-S-L

Capitalization – Order of Words – Punctuation –  
Spelling and Spacing – Letters on line

### ▶ S-T-R-E-T-C-H

Say more – Tell More – Reach out – Expand – Tell it all –  
Create it – Hear me

### ▶ L-I-S-T

List – Ideas – Sequence – Them

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## MRS. FRANKLIN'S WRITING RUBRIC

	☀️ 4	😊 3	😐 2	☹️ 1
<b>PUNCTUATION</b>	Every sentence ends in punctuation. • period ! exclamation mark ? question mark	All but one sentence ends in punctuation. • period ! exclamation mark ? question mark	All but two sentences end in punctuation. • period ! exclamation mark ? question mark	Three or more sentences do not end in punctuation. • period ! exclamation mark ? question mark
<b>SPELLING</b>	I have three or fewer spelling errors.	I have four to five spelling errors.	I have six to seven spelling errors.	I have eight or more spelling errors.
<b>WORD ORDER</b>	My writing makes perfectly good sense.	My writing mostly makes sense.	My writing somewhat makes sense.	My writing is not clear to my readers.
<b>TOPIC FOCUS</b>	I have stayed on topic.	I have mostly stayed on topic.	I have somewhat stayed on topic.	I have not stayed on the same topic.
<b>CAPITALIZATION</b>	All words that should be capitalized are uppercase.	Two to three words are capitalized that should not be.	Four to five words are capitalized that should not be.	Six or more words are capitalized that should be.
<b>NEATNESS</b>	My writing is the best that I can do. I have left appropriate space between my words.	My writing is mostly neat. I have left appropriate space between my words.	My writing is somewhat neat. I have left appropriate space between my words.	My writing is not the best that I can do. I have not left appropriate space between my words.

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## Results

### Pre-writing Data:

- ▶ I compared similar writing samples at the beginning and end of the six-week writing study. The four weeks in between students wrote daily as SRSD strategies were provided.
- ▶ Four out of the five students started with no complete sentences.

### Post-writing Data:

- ▶ Three out of the five students in the study increased in actual number of words per writing activity.
- ▶ At the end of the study, four out of five students wrote three or more complete sentences.
- ▶ Goal: 5 to 7 words per sentence. Four out of five students had more words per sentence at the end of the study.

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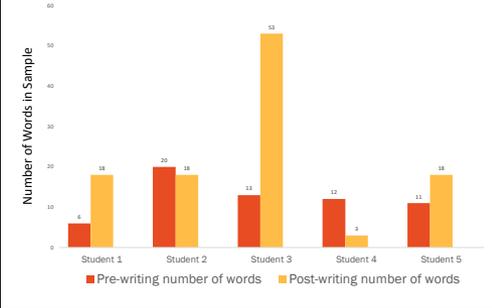
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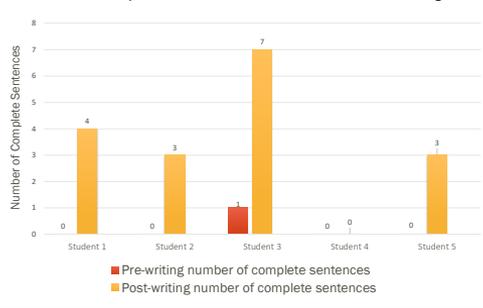
Results continued

Number of Words per Writing Sample Before and After SRSD Strategies



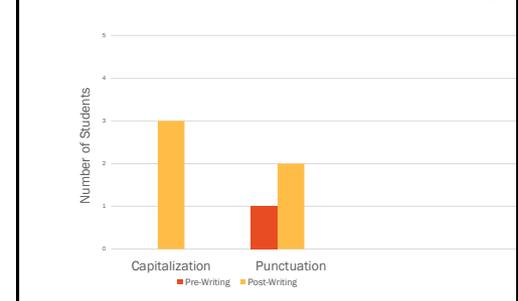
Results continued

Number of Complete Sentences Before and After SRSD Strategies



Results continued

Students' Use of Writing Mechanics Before and After SRSD Strategies




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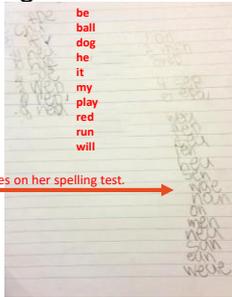
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### Writing Challenges - Student 2 Before SRSD

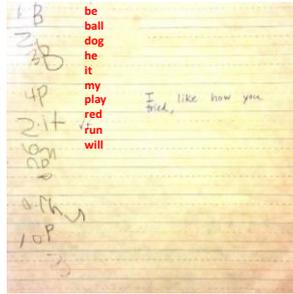


be  
ball  
dog  
he  
it  
my  
play  
red  
run  
will

\*These words are Student 2's sentences on her spelling test.

### Writing Challenges – Student 4 Before SRSD

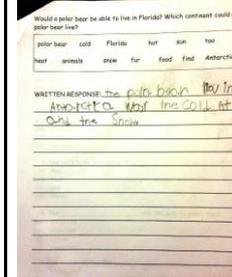
\*No attempt at writing sentences.



be  
ball  
dog  
he  
it  
my  
play  
red  
run  
will

I like how you

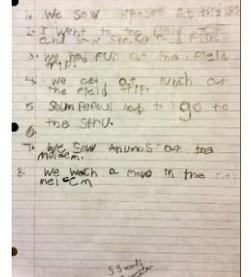
### Success Stories – Student 3 Before SRSD



Would a polar bear be able to live in Florida? Which continent could a polar bear live?  
polar bear cold Florida hot sun too  
heat animals snow fur food food Antarctica

WRITTEN RESPONSE to polar bear live in Antarctica  
I like the snow

### After SRSD



1. We saw a polar bear in Florida.
2. I went to the beach and saw a polar bear.
3. We saw a polar bear in Florida.
4. We saw a polar bear in Florida.
5. We saw a polar bear in Florida.
6. We saw a polar bear in Florida.
7. We saw a polar bear in Florida.
8. We saw a polar bear in Florida.

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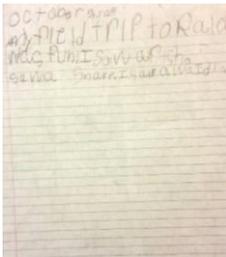
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### Success Stories – Student 1

Before SRSD

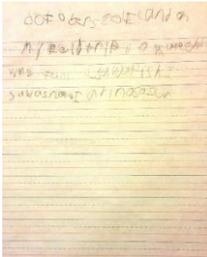
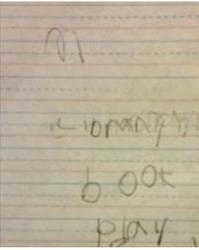
After SRSD



### Success Stories – Student 5

Before SRSD

After SRSD



### Conclusion

Now, ...  
Let's get back to the question ...

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Conclusion continued

How can using  
**Self-Regulated Strategy Development**  
help **students with disabilities**  
become more **competent writers**?

Conclusion continued

- ▶ Students begin to develop an understanding that as writers they must be able to relay information to the reader.
- ▶ Students learn to self-motivate themselves and use positive self-talk.
- ▶ I truly witnessed that my ID-mild students can learn, even my Student 4.

Limitations

- ▶ SRSD alone does not fully support the needs of students with disabilities.
- ▶ Small class size; diverse academic levels.
- ▶ Teachers must schedule time for writing.
- ▶ Different aspects to writing. My topic was broad.
- ▶ Length of the study.

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### Implications for Practice

- ▶ Teacher modeling and explicit teaching are a must.
- ▶ Teachers are conduits to student learning.

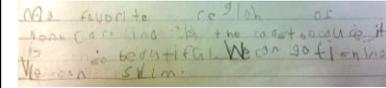
In fact, effective teacher instruction is a necessary component to help students with learning disabilities write better.

(Troia et al., 2002 & Troia et al. 1999).

### Impact for Future Teaching

- ▶ Teachers who teach writing need to be cognizant of what students in lower grades learn about writing, and what the next grade level needs to know.
- ▶ Need specialized training in how to teach writing across all content areas.
- ▶ Never give up on your students. Let's look at Student 4's improvement.

### NOW ...



- ▶ During the six-week research, I did not see Student 4 perform any significant growth in the writing process. But look at him now!
- ▶ He understands proper spacing and punctuation. He knows the difference between uppercase and lowercase letters.
- ▶ It just took him longer.

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