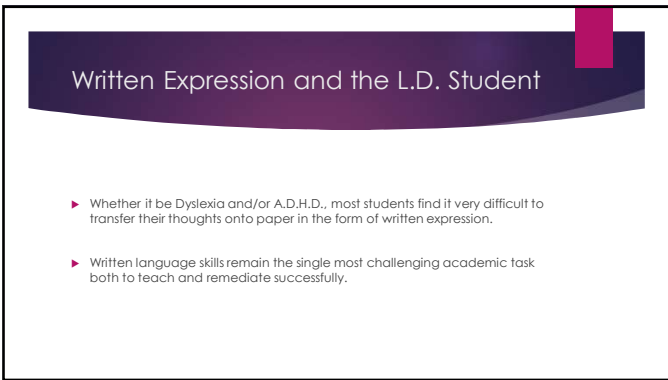


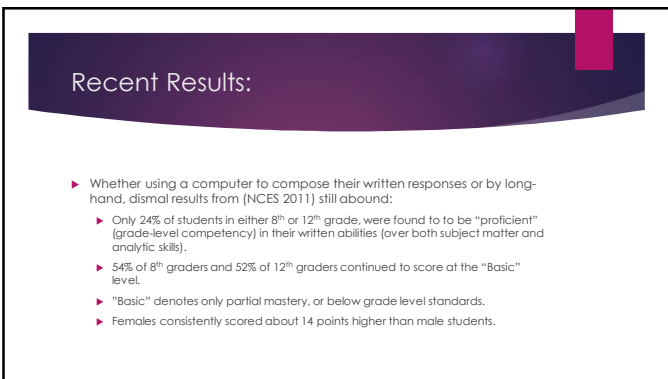


P.O.W.E.R. Your Way to Writing!



Written Expression and the L.D. Student

- ▶ Whether it be Dyslexia and/or A.D.H.D., most students find it very difficult to transfer their thoughts onto paper in the form of written expression.
- ▶ Written language skills remain the single most challenging academic task both to teach and remediate successfully.



Recent Results:

- ▶ Whether using a computer to compose their written responses or by long-hand, dismal results from (NCES 2011) still abound:
 - ▶ Only 24% of students in either 8th or 12th grade, were found to be "proficient" (grade-level competency) in their written abilities (over both subject matter and analytic skills).
 - ▶ 54% of 8th graders and 52% of 12th graders continued to score at the "Basic" level.
 - ▶ "Basic" denotes only partial mastery, or below grade level standards.
 - ▶ Females consistently scored about 14 points higher than male students.

College Entrance Findings:

▶ 2005 American College Testing (ACT) reported that:

Almost 1/3 of high school students planning to attend college do not meet the basic readiness standards for college composition courses.

College Entrance Findings (con't):

Even though:

1. Common core requirements for written expression is emphasized at all grade levels in most curriculums for language arts.
2. Digitized culture emphasizes written communications in email and text messages over oral communication.
3. Students rely on social media to frequently engage with peers.

Why the Deficit?

- ▶ Society's preference for more and more information, but the information is parsed in miserly mediums such as Twitter:
 - ▶ Less emphasis on formal grammatical composition
 - ▶ While squeezing a message into 140 characters
 - ▶ Social Media is not going away anytime soon, so what can we do?

What is Expected in Written Expression:

- ▶ Students are expected to write:
 - ▶ In a variety of styles while simultaneously mastering the linguistic skills of:
 - ▶ Spelling
 - ▶ Syntax
 - ▶ Grammar
 - ▶ Capitalization
 - ▶ Punctuation and
 - ▶ Organization of Ideas

3 Types of Deficits: Motoric

- ▶ 1. Motoric – this is often called "Dysgraphia," or trouble with the fine motor skills of writing.
 - ▶ The malformation of letters may impede the output, or written production of the writer.
 - ▶ Remediation should include the proper instruction of penmanship, cursive writing in particular.
 - ▶ Accommodation would include the use of keyboarding and in extreme cases, speech-to-text technology.

3 Types of Deficits: Orthographic

- ▶ 2. Orthographic – this pertains to the phoneme-to-grapheme relationship as well as the application of the rules of spelling.
 - ▶ Orton-Gillingham teaches reading and spelling at the same time using a **structured, sequential, phonics** based approach.
 - ▶ The Visual, Auditory, Kinesthetic, and Tactile (**VAKT**) learning pathways are engaged simultaneously (also known as multisensory).
 - ▶ This is a comprehensive approach to the mastery of language. (cite P. Hutson)

3 Types of Deficits: Executive Functioning

- ▶ 3. Executive Functions (EF)– directs, sequences, organizes, self-monitors, and cues information in a seamless fashion.
- ▶ EFs are a complex set of directive processes that cue other brain regions to carry out specific duties and guide us when engaged in goal-directed tasks.
- ▶ Deficits in EF, located in the frontal lobes of the brain, are expressed as:
 - ▶ Impulsive reactions
 - ▶ Lack of forethought or planning
 - ▶ Loss of sequential thought
 - ▶ Poor sense of timing

4 Cognitive Components of EF:

- ▶ As EF attributes to the writing process, Robbins (1996) summarized 4 cognitive components of particular importance:
- ▶ 1. The ability to hold information in **working memory** long enough to allow for planning and implementation of such.
- ▶ 2. The marshalling of **attention** resources to appropriate decision making channels.
- ▶ 3. The ability to **inhibit** inappropriate or maladaptive **responses**.
- ▶ 4. **Self-monitoring** of a behavioral response.

The Most Demanding of Academic Pursuits:

- ▶ Written Expression (WE) places the greatest demand on EF than any other academic requirement.
- ▶ Paper and pencil transcription requires self-regulatory skills:
 - ▶ A. Motor
 - ▶ B. Cognitive
 - ▶ C. Attention

EF Requirements of Writing:

- ▶ Writing Requires:
 - ▶ Planning
 - ▶ Sentence Generation
 - ▶ Revision Skills
 - ▶ All done so in a manner that allows the student to **switch attention effortlessly** between these functions.
 - ▶ Skilled writing is an intentional task that is often **self-planned** and **self-sustained** (Zimmerman & Riesemberg, 1997).

Proficient Writing:

- ▶ Graham and Harris (2000) noted that proficient writers spend more time:
 - ▶ Planning
 - ▶ Focusing their attention on text-level concerns
 - ▶ Making revisions
- ▶ Overall WE can be improved with direct instruction in executive processing (even if just a single self-regulatory strategy, such as goal setting is applied).
Graham, MacArthur, & Schwartz, 1995; Page-Voth & Grahm, 1999)

Multiple Components of EF:

- ▶ Research suggests that to improve WE performance we must teach:
 - ▶ 1. An array of strategies aimed at increased executive control
- And
- ▶ 2. Strategies to better self-organize their thoughts and ideas

Albert Einstein Strikes Again:

- ▶ Albert Einstein has famously been misquoted about the definition of insanity (it's so good, I'm going to use it anyway!):
- ▶ "The definition of insanity is doing the same thing over and over and expecting different results."
- ▶ It is time that we use *different approaches* to **empower** our L.D. students to write on paper (so to speak) what their beautiful minds are concocting!

Sentence Structure:

- ▶ As a prewriting instruction, you may need to give instruction on proper sentence structure and syntax.
- ▶ Grammatical parts of speech and sentence analysis with diagramming is a great way to teach proper sentence structure.
 - ▶ By understanding the function of words within a sentence, exemplary written work can be constructed.
 - ▶ "The Essentials of Grammar Instruction: Keeping it Structured, Sequential and Multisensory," by Phyllis C. Hutson, Mdiv, F/AOGPE is an excellent resource for teaching students sentence structure.

Welcome to P.O.W.E.R.

- ▶ The most effective tools for struggling writers includes:
- ▶ Targeting executive function skills that involve **planning** and **drafting**.
- ▶ Introducing the overarching theme or "**big picture**" of the text.
- ▶ In summary, strategies that emphasize the executive components of the WE language process.

Instructional Strategies:

- ▶ WE is a process, therefore, instructional strategies must be taught in a certain manner (to maximize their effectiveness):
- ▶ 1. Pre-skills and content background knowledge
- ▶ 2. Discuss the specific strategy.
- ▶ 3. Model the specific strategy.
- ▶ 4. Memorize the specific strategy (therefore, the acronym P.O.W.E.R.)
- ▶ 5. Guided practice.
- ▶ 6. Independent practice.

What is P.O.W.E.R.?

- ▶ P - Planning
- ▶ O - Organizing or Outlining
- ▶ W - Write the rough draft
- ▶ E - Edit
- ▶ R - Revise and Rewrite

Planning

- ▶ 1. Choose a clear topic – know exactly what you want to write about.
 - ▶ You may want to brainstorm different topics before choosing one.
 - ▶ What do my students question; what fascinates them; what do they talk about?
- ▶ 2. Brainstorm and list all the ideas you have about this topic.
 - ▶ Circle those ideas that will **support** this topic.
- ▶ 3. If necessary, gather all the information that you will need for your paper.
 - ▶ (KWL – What I Know, What I Want to Learn, What I Have Learned)
 - ▶ Include complete references to use for bibliography later (if necessary).

Organize/Outline:

- ▶ 1. Once you have selected your supporting details, find 3 – 5 of the most pertinent supporting details (also known as developing the topic).
 - ▶ Graphic Organizers such as Web Maps or mapping may be used for this.
 - ▶ Teach the outlining format as another means of organizing.
 - ▶ Place them in order from most to least importance.
- ▶ 2. Select from the remaining details and place them under the appropriate supporting details (structuring the body).
- ▶ 3. If any research was done, place pertinent information under the appropriate supporting details.

Creating the Lead:

- ▶ Often times, a "hook" is a fun way to introduce and lead the reader into the topic:
 - ▶ Quotes that are related to the topic
 - ▶ An excerpt from a book, article, or text book
 - ▶ A personal story that relates to the topic

Write a Rough Draft: Write the topic sentence

- ▶ Writing a topic sentence does not have to allude our L.D. students.
- ▶ 1. The topic sentence is a general statement while the supporting details state more comprehensive information.
 - ▶ Begin with the Who, What, Where, When, Why, and How questions:
 - ▶ Turn the sentence into a verbal question first, then write the answer in a complete sentence.
 - ▶ Write 1 sentence for each and choose the one the student likes best.
- ▶ 2. The second choice can be used as the concluding topic sentence in the final paragraph.

Use of Transition Words:

- ▶ Transition words that lead the reader to the following supporting detail can be as simple as:
 - ▶ First, Second, Third
 - ▶ Most Important, Next, Finally
- ▶ The concluding paragraph can be introduced simply by:
 - ▶ In conclusion,
 - ▶ In summary,

Editing:

- ▶ While most WE programs suggest that students self-monitor and edit throughout the writing process...
 - ▶ For our L.D. students, this is perhaps their weakest link.
 - ▶ It is best to have an experienced editor walk the writer through this process:
 - ▶ Not making the corrections for the student, but during an editing meeting as a discovery process together.
 - ▶ Then have the student make the corrections themselves.
- ▶ Editing includes:
 - ▶ Spelling
 - ▶ Writing Conventions (Capitalization, Punctuation, verb tense, matching nouns to verbs)

Revising: "When you think you're done, you've just begun!"

- ▶ James Thurbin, humorist, author, cartoonist, wrote the short story, "The Secret Life of Walter Mitty."
 - ▶ Only 4,000 words
 - ▶ Two weeks to complete 1st draft
 - ▶ A total of 15 revisions before he had his final copy.
- ▶ Most of our students think it's "one and done!"

Revising: (Con't)

- ▶ Introduce how to properly use a thesaurus:
 - ▶ Look for "juicy vocabulary" and "Million Dollar" Words.
- ▶ Develop interesting sentences:
 - ▶ Infuse sentences with powerful adjectives and explosive adverbs.
 - ▶ Move dependent clauses around.
 - ▶ Rewrite run-on and fractured sentences.
 - ▶ Take out any repeating information.
 - ▶ Try new transitional words.

Editing/Revising

- ▶ This is a process that continues until a well-thought out paper is composed and no editing mistakes remain.
- ▶ Final Note:
 - ▶ As part of the planning process, you may have to walk your student through their calendar "backwards" in order plan how much time needs to be devoted daily to this process.
 - ▶ Procrastination is usually evident when someone is either reluctant to begin
 - ▶ Or they are unsure of the process.
- ▶ emP.O.W.E.R. your students with Written Expression skills!

Written Expression Workshop:

- ▶ I will be presenting a hands-on workshop going into full detail of each step this coming Spring.
- ▶ Leave me your contact information for further details.
- ▶ THANK YOU! And remember:
 - Stay Calm
 - and
 - Write On!
