Session objectives

• Background information on SRSD instruction
• Practical implications for classroom instruction on how to teach written expression and self-determination skills concurrently,
• Information on supports, materials, and teacher training procedures that were required to make the interventions successful for teachers and students.

Background literature

Students with EBD
Poor academic achievement and lack of academic progress in all content areas and across all settings. (Anderson et al., 2001; Lane, Barton-Arwood, 2008; Nelson et al., 2004).

Writing performance of students with EBD/LD—mechanics of writing—ability to develop content—lack of knowledge about the writing process. (Anderson et al., 2001; Gregg & Mather, 2002)

Need to explore outcomes associated with written expression skills (Lane, 2004; Regan, Mastropieri, & Scruggs, 2009).

Embedding self-determination instruction into content areas has been a recommendation from experts in the field on how best to promote acquisition of this skill. Evidence-based predictor of improved post-school outcomes for students with disabilities (Dube et al., 2008; Muldawer, Polito, DeMatteo, Forni, & Cliburn, 2005).

Framework & Teaching Sequence

Self-Regulated Strategy Development (SRSD)

SRSD Instruction Highlights

<table>
<thead>
<tr>
<th>Stages</th>
<th>Process</th>
<th>Purpose</th>
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<tbody>
<tr>
<td>Stage 1</td>
<td>Develop and activate background knowledge</td>
<td>Discussion about self-determination/ What is persuasive writing? How is self-advocacy related to persuasive writing. POW+TREE strategy</td>
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<tr>
<td>Stage 2</td>
<td>Discuss the strategy including benefits and expectations</td>
<td>How and when to use the strategy. Self-regulation procedures are emphasized (i.e. goal setting, self-monitoring)</td>
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<tr>
<td>Stage 3</td>
<td>Model the strategy</td>
<td>Teachers model the strategy—inner thought process</td>
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<tr>
<td>Stage 4</td>
<td>Memorize the strategy</td>
<td>Practice steps of the process and memorize the strategy</td>
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<tr>
<td>Stage 5</td>
<td>Provide guided practice</td>
<td>Longest of the stages. Students practice writing with help</td>
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<tr>
<td>Stage 6</td>
<td>Independent practice</td>
<td>Students require little or no support. Write independently</td>
</tr>
</tbody>
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POW
Pick up ideas
Organize my notes
Write and say more

TREE
Picture narrative
Remember 3-5 main and include support questions
Explain more and more
Explain end and examine
Persuasive Writing

- Requires the ability to develop critical thinking skills (Kovalik & Kovalik, 2007; Nippold, Ward-Lonergan & Fanning, 2005)
- Can be related to self-advocacy skills
  - A skill that has been identified as important in preparing students with disabilities for future demands they will encounter in adulthood (Algozzine et al., 2001)

Self-determination Incorporated

- Make a good decision,
- Set a goal for your essay,
- Use problem solving strategies (POW+TREE),
- Be aware of your needs and wants,
- Self-advocate in a positive way through your writing,
- Monitor and evaluate your progress,
- Believe you can do it!

Two Local Research Studies

Study 1
- 9 middle school students with EBD in 3 groupings
- Three special education teachers
- Alternative non-public day school for students with severe behavioral problems
- Instruction occurred 4 days/wk for average of 40 min
- In press Behavioral Disorders (February 2014)

Study 2
- 10 high school students with EBD in 3 groupings
- 1 special ed teacher (2 groups), 1 paraprofessional
- Alternative, public separate school
- Instruction occurs 3 days/wk for average of 30 min
- Stronger focus/connection on linkage between IEP transition planning and self-advocacy

Teacher Training

- Three sessions, totaling 8 hours.
  - General orientation about research procedures
  - Research design and purpose
  - Threats to validity of the study
  - Lessons script, fidelity of treatment checklists, and materials overview
  - Researchers modeled teaching the lessons
  - While the teachers practiced completing fidelity of implementation checklists on the researchers.
  - Teachers modeled the lessons
  - While the researchers conducted fidelity of implementation checklists and gave feedback

Measures Examined

- Implementation fidelity
  - Did the teachers carry out the intervention as intended and designed?
- Student writing performance
  - Essay length, quality, included persuasive essay components
- Self-determination/self-efficacy
  - Knowledge of self-determination skills
  - Perceptions of self-efficacy in writing
- Interviews
  - Student and teacher interviews
Scripted lessons

Support

- Feedback and support provided throughout study by researchers on implementation fidelity
- Video taped all the lessons
- Constant communication via email or in person

Results of Study 1

- Fidelity checks during intervention indicated teachers delivered instruction with a high degree of fidelity (Mean = 96%).
- Students’ knowledge about the parts of a persuasive essay, about self-determination (z = -2.692, p<.05, z = -2.079, p<.05) and perceived self-efficacy (z = -2.554, p<.05) as writers increased from pre- to post-intervention.

Descriptive Statistics Writing Measure

<table>
<thead>
<tr>
<th></th>
<th>Baseline Mean (SD) (n=9)</th>
<th>Post SRSD Intervention Mean (SD) (n=9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Words</td>
<td>51.59 (40.23)</td>
<td>175.68 (131.30)*</td>
</tr>
<tr>
<td>Total Sentences</td>
<td>3.45 (1.26)</td>
<td>15.44 (4.34)*</td>
</tr>
<tr>
<td>Total Paragraphs</td>
<td>4.1 (4.53)</td>
<td>3.1 (1.73)*</td>
</tr>
<tr>
<td>Total Transition Words</td>
<td>2.6 (4.45)</td>
<td>9.1 (3.86)*</td>
</tr>
<tr>
<td>Total Essay Parts</td>
<td>2.89 (1.76)</td>
<td>10.00 (3.66)*</td>
</tr>
<tr>
<td>Holistic Quality Scores</td>
<td>2.31 (1.96)</td>
<td>8.45 (1.12)*</td>
</tr>
</tbody>
</table>

Note: *Significantly greater than baseline, p < .05, according to Wilcoxon Matched-Pairs, Signed Ranks Test.
Social Validity

- Students reported that the SRSD strategy was effective in improving their writing skills and were able to express benefits about self-determination.

Social Validity - Teachers

- Teachers expressed satisfaction with SRSD training, teaching procedures, and results.
  - “The program holds a lot of value in terms of writing...and the acrostics worked well,” Linda
  - “I think the hardest thing to teach for all of us is writing and I personally was not taught when I was a student how to teach these things. This strategy is already put together and it tells you what to say,” Mary

Teacher’s opinions about the self-determination component/self-advocacy components of the study

- “I think they need to be able to advocate and speak up for themselves, especially as they move towards junior high where they are just beginning to come to their IEPs. By high school they want students to drive their IEPs. They want students to speak up for themselves and this helps them to express their opinions in a positive way...they are learning to give their justification and points.” Linda
  - “Kids just don’t know how to advocate appropriately. That’s a way for them to do it appropriately and respectfully and to step in someone else shoes with the counter reasons.” Mary
Study 2

- Data are still being collected
- All three groups are now receiving intervention (staggered)
- Expected to be finished by late Spring

Implications for classroom practice

- SRSD provides structure, helps students organize their thoughts prior to writing, and increases confidence and independence when writing.
- This type of writing (argumentative) is heavily emphasized in the Common Core Standards for Language Arts.
- Self-determination and self-efficacy emphasis make the concepts more concrete.

Implications for future research and classroom implementation

- Teachers should be encouraged to train students to routinely use this strategy and their learned self-determination skills in future classroom application.
- Students should practice persuasive writing to self-advocate in school (i.e. changing classes, going to field trips, participating in special activities, asking for accommodations).

Limitations

Study 1:
- Other curricular demands limited the amount of time that was able to be spent on this study in the classroom; due to those demands, maintenance and generalization data were unable to be collected
- Did not address the mechanics of writing

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References


References


