



Case Study on Self-Regulated Strategy Development: SAW and LINE Strategies for a Third Grade Student with SLD

Giovanni Paul, Janina Alzate, Jacqueline Murdocca, Erica Learning, and Anthony D. Koutsoftas
Seton Hall University



Introduction

• Writing is a complex process which includes cognitive-linguistic skills such as transcription, text generation, self-regulation, and memory. Students with Specific Learning Disabilities (SLD) can exhibit difficulty with any combination of these skills requiring intervention that includes explicit instruction and scaffolding at multiple levels of language to improve writing skills.

• According to Ritchey et al. (2016), development of the writing process in children centers around the Simple View of Writing (Berninger & Amtmann, 2003) and includes instructional scaffolds and a levels of language framework.

• One evidence-based approach to writing instruction is Self Regulated Strategy Development (SRSD) whereby a student is taught a writing strategy through six recursive phases: (1) Develop background knowledge, (2) Discuss it, (3) Model it, (4) Memorize it, (5) Support it, and (6) Independent performance (Graham & Harris 2009).

Purpose

- The purpose of this case study was to provide an intensive intervention targeting sentence structure and mechanics of writing in a third-grade student with SLD using a mnemonic device following the SRSD phases.
- Previous research has shown the benefit of direct instruction for sentence construction to improve accuracy and fluency in constructing complete sentences (Furey et al. 2017).
- We developed the mnemonics SAW and LINE to directly meet the student's sentence level transcription and text generation needs. See figures to the right.

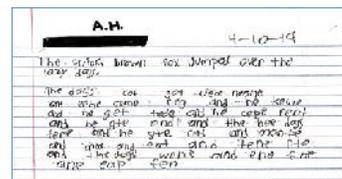
References:

- Berninger, V.W., & Amtmann, D. (2003). Preventing written expression disabilities through early and continuing assessment and intervention for handwriting and/or spelling problems: research into practice. In H.L. Swanson, K. Harris, and S. Graham (Eds.) *Handbook of Learning Difficulties* (pp. 345-363). New York, NY: Guilford Press.
- Furey, W. M., Marzotta, A. M., Wells, C. S., & Hintze, J. M. (2017). The effects of supplemental sentence-level instruction for fourth-grade students identified as struggling writers. *Reading & Writing Quarterly*, 33(6), 563-578.
- Graham, S. & Harris, K.R. (2005). *Writing better: Effective strategies for teaching students with learning difficulties*. Baltimore, MD: Brookes Publishing.
- Ritchey, K. D., McMaster, K. L., Al Otaiba, S., Purnani, C. S., Kim, Y.-S., Parker, D. C., & Ortiz, M. (2016). Indicators of fluency in beginning writers. In K. Cummings, & V. Fletcher (Eds.), *The fluency construct* (pp. 23-46). Paul H. Brookes Publishing Co.

Case Study

Student Descriptors

Name	A.H. (pseudonym)
Age	9 years
Gender	Male
Grade	3rd Grade
IEP Qualifying Category	Specific Learning Disability
Classroom Mandate	Inclusion Classroom
Related Services	
Speech-Language Therapy	Individual session 2x a week for 30 min

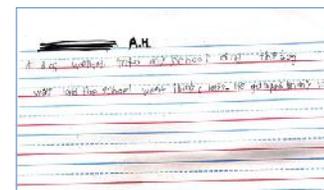


Intervention

- This Intervention was provided 2x per week for 30 minutes for a total of 6 sessions in May and June of the school year. The intervention was individual (1:1) and took place in a speech therapy classroom.

Goals Targeted for Intervention

- 1 When responding to a story prompt, A.H. will produce a written narrative that includes appropriate subject-verb-object organization in 4 out of 5 sentences.
- 2 When responding to a story prompt, A.H. will use appropriate letter sizing and positioning in 80% of total letters.
- 3 When responding to a story prompt, A.H. will use appropriate punctuation in 4 out of 5 sentences.



Results

Measures	Pre-Assessment	Session 1	Session 2	Session 3	Session 4	Post-Assessment
Type Token Ratio	0.31	--*	--*	0.81	0.76	0.73
Correct Word Sequence	0.25	--*	--*	1.00	0.86	0.82
Line Approximation Accuracy	0.70	0.75	0.85	0.88	0.78	0.86
Punctuation Accuracy	0.00	--*	0.80	1.00	1.00	1.00

* = Data was unable to be calculated due to task provided during session

Summary

- As a result of the intervention, the following changes were observed:
 - Correct word sequence accuracy increased from 25% in the pre-assessment to 82% in the post-assessment and punctuation accuracy increased from 0% in the pre-assessment to 100% in the post-assessment.
 - A 16% improvement was also made in line approximation
 - Number of different words varied throughout the intervention due to different levels of prompting used to elicit sentences.

Conclusion

- This case study demonstrated the effectiveness of using SRSD to improve sentence composition and accuracy of the writing of a third-grade student with SLD.
- Overall, the mnemonics of SAW and LINE using the SRSD phases was effective in improving the composition and accuracy of A.H.'s writing, with the greatest improvements demonstrated in correct word sequence and punctuation. This is important because these strategies promote more substantial writing while targeting the varying levels of language.

Limitations and Future Directions:

- To improve this intervention, it is recommended that direct instruction sentence revision strategies occur during all sessions to improve correct word sequence.
- At the end of the intervention, at least one session should be held in the classroom in order to promote generalization and carryover into multiple settings.

Acknowledgements:

- We thank the student, teacher, supervising SLP (Taylor Greenstein), and the school district for allowing us the opportunity to conduct this intervention.
- Thanks to the Department of Speech-Language Pathology and the School of Health and Medical Sciences for continued support of this project.
- This presentation is available for download at the following website: <http://blogs.shu.edu/projectwritetolearn>

Disclosures:

- This project was funded by a personnel training grant from the Office of Special Education Programs (OSEP) for which the first four authors received an academic stipend to support educational expenses, U.S. Department of Education, H235K170064.
- The authors have no other financial or nonfinancial relationships to disclose.