



Case Study on Self-Regulated Strategy Development: STOP & LIST Strategy for Two Fourth Grade Students with Writing Difficulties

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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) or Communication Impairments (CI) 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, 2005).

Purpose

- The purpose of this case study was to provide an intensive intervention targeting planning and organization in 2 students with writing difficulties using an SRSD.
- The self-regulated strategy was STOP and LIST, which stands for **Stop Think Of Purpose and List Ideas Sequence Them** (Graham & Harris, 2005).
- STOP and LIST is a planning strategy, which encourages students to generate and organize ideas as part of the writing process.

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- Project Write to Learn Website: <http://blogs.shu.edu/projectwritetolearn>

Disclosures:

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- The authors have no other financial or nonfinancial relationships to disclose.

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Case History

To protect the identity of students, the pseudonyms A.B. and C.D. are used throughout.

	Age	Gender	Grade	IEP Qualifying Mandate	Classroom Mandate
Student A.B.	11 years	Male	4 th Grade	Communication Impairment	Inclusion Classroom
Student C.D.	10 years	Female	4 th Grade	Communication Impairment	Inclusion Classroom

Intervention

This Intervention was provided 2x per week for 30 minutes to the pair of students, resulting in 6 sessions across 3 weeks. The intervention took place in a speech therapy classroom.



Goals Targeted for Intervention

- The students will independently list the components of the STOP and LIST strategy verbally and in the written monthly with 100% accuracy across 6 sessions.
- When given a grade-level paragraph, the students will verbally explain the author's purpose with 80% accuracy using visual aids.
- When given a series of prompts, the students will apply the STOP method to identify the author's purpose with 80% accuracy and use the prompts to write a paragraph.
- When given the narrative prompt, "The boy was on his way to see the dinosaurs in the museum when..." the students will write the purpose (STOP) for at least 5 ideas, and arrange them in the (LIST) on a graphic organizer with visual prompting (color, line, grid, or other) to help the students write a narrative paragraph (5-6 sentences) with 80% accuracy and minimal prompting.
- When given the narrative prompt, "I lost a pet dog and I don't know what to do," the students will independently list the purpose, list at least 5 ideas, and arrange them in order on a graphic organizer with minimal prompting. Using their graphic organizers, the students will compose a narrative paragraph using complete sentences.
- When given the prompt, "Today I woke up and found out there was no school," the students will compose a narrative written response using the STOP and LIST strategy independently with 5 to 10 coherent, organized sentences.



Results

A.B.; C.D.	Complexity		Productivity		Accuracy	
	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
Word Level	90%; 90%	100%; 100%	n/a	n/a	92.4%; 97.5%	98.8%; 99.8%
Sentence Level	3.3; 3.2	2.6; 3.25	n/a	n/a	98.4%, 99%	98.8%, 99.8%
Discourse Level	100%; 89%	100%; 95%	38; 78	78; 70	3; 3.75	3.5; 4.0

• **Complexity** was determined at the word level by the *Type-Token Ratio of the first 10 words*; at the sentence level by *Clauses per Sentence*, and at the discourse level by *Percent of Completed Cohesive Ties*.

• **Productivity** was determined at the discourse level only in the *Total Number of Words (TNW)*.

• **Accuracy** was determined at the word level by *Proportion of Spelling Errors to Total Number of Words*, at the sentence level by *Grammatical Errors per Sentence*, and at the discourse level by *Quality Ratings (1 to 4)*.

• A measure of **global and local coherence** was applied to writing samples as an indicator of discourse level coherence to the topic (global) and between sentences (local).

Coherence (A.B.; C.D.)	Pre-Test	Post-Test
Global	3.7; 1.8	3.0; 2.0
Local	4.0; 1.6	2.5; 2.5

Summary

- This case study demonstrated the effectiveness of the STOP and LIST strategy on the planning and organization of the writing process for two 4th grade students in a short period of time.
- Improvements were observed in:
 - Complexity**- Both students wrote more unique words, fewer clauses per sentence (removed excessive or run-on sentences), and increased total cohesive ties used from pre- to post-test.
 - Productivity**- Both students increased the length of sample in total number of words on post-test.
 - Accuracy**- Both students had fewer spelling and grammatical errors from pre- to post-test.
 - Coherence** - Both students transcribed more coherent samples, resulting in more focused, on-topic writing between sentences and to the topic.

Conclusions

- Overall, the SRSD used, STOP and LIST, proved to be successful in helping two students with writing difficulties better plan and organize their writing. Once they mastered the skill using the SRSD strategy, their writing became more complex, accurate, lengthy, and coherent.
- It was important to target these goals in speech language therapy because writing is a modality of language, and the students will need these skills to achieve academic success in writing.

Limitations and Future Directions:

- To improve this intervention, it is recommended to provide explicit instruction and modeling on how to outline ideas when planning, using a bullet-point or other strategy, and then later turn these ideas into complete and elaborated sentences. This was a missed step in the current study as the students lacked this skill. This skill should be taught as a separate data-based intervention before teaching the STOP & LIST strategy.
- At the end of the intervention, the clinician must support classroom carryover of the skill in order to promote generalization.