



## Introduction

- Research shows that writing is an integral part of a student's ability to succeed academically, and some children struggle with writing. Students with Specific Learning Disabilities (SLD) require explicit instruction and tiered support to encourage their writing skills
- According to Reid et al. (2009), students who had received strategy-based instruction, wrote stories that were schematically stronger, and qualitatively better writing pieces.
- McMaster et al (2018), found writing interventions that teach self-regulation, particularly ones that incorporate instruction focusing on planning, organization, and details show promise in assisting children across various types of writing such as short stories and essays.

## Purpose

- This case study was conducted to demonstrate the feasibility of providing strategy-based writing support to a fourth-grader with SLD using Self-Regulated Strategy Development (SRSD; Graham & Harris, 2005).
- Two graduate students, speech-language pathology and occupational therapy, conducted a remote writing intervention to target the revising skills of a student with an IEP.
- The mnemonic S.C.O.P.E. was used to target spelling, capitalization, organization, punctuation, and the ability to express a complete thought.

## Intervention

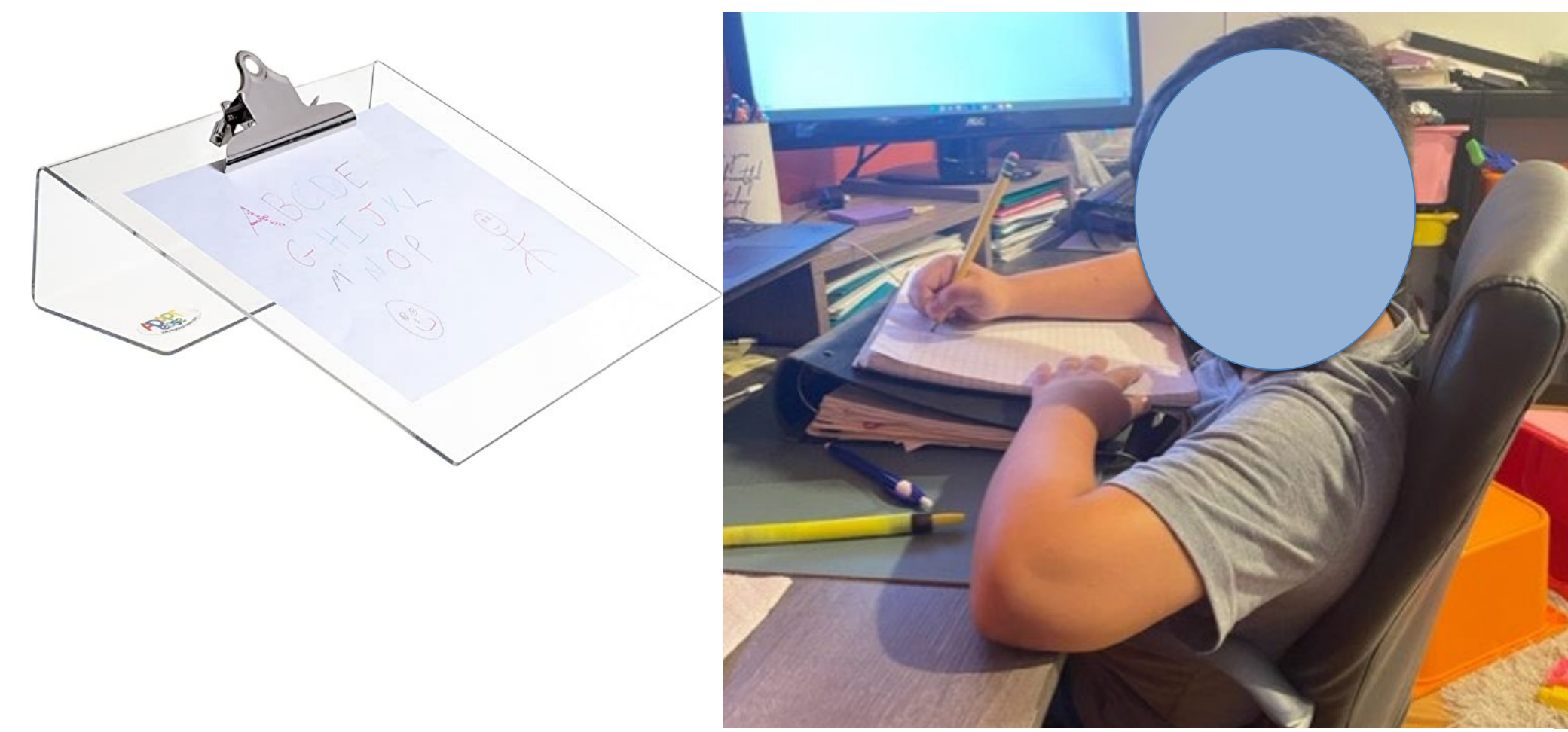
- Intervention goal:** By the end of a six-session intervention, Carter will demonstrate use of SCOPE to produce a written narrative that includes appropriate capitalization, organization, punctuation, spelling and expression of a complete thought in 85% of sentences
- This Intervention was provided over the course of six weeks for 30-minute sessions from June to July, for a total of 6 weeks. The intervention took place using a fully remote platform.

## Case History

Name	Carter (pseudonym)
Age	10 years
Gender	Male
Grade	4 <sup>th</sup> Grade
Classroom Mandate	General Education Classroom

Based on teacher and parent reports, this student was deemed a struggling writer. This student qualified for this study due to difficulty with spelling, planning, and written organization

## Materials

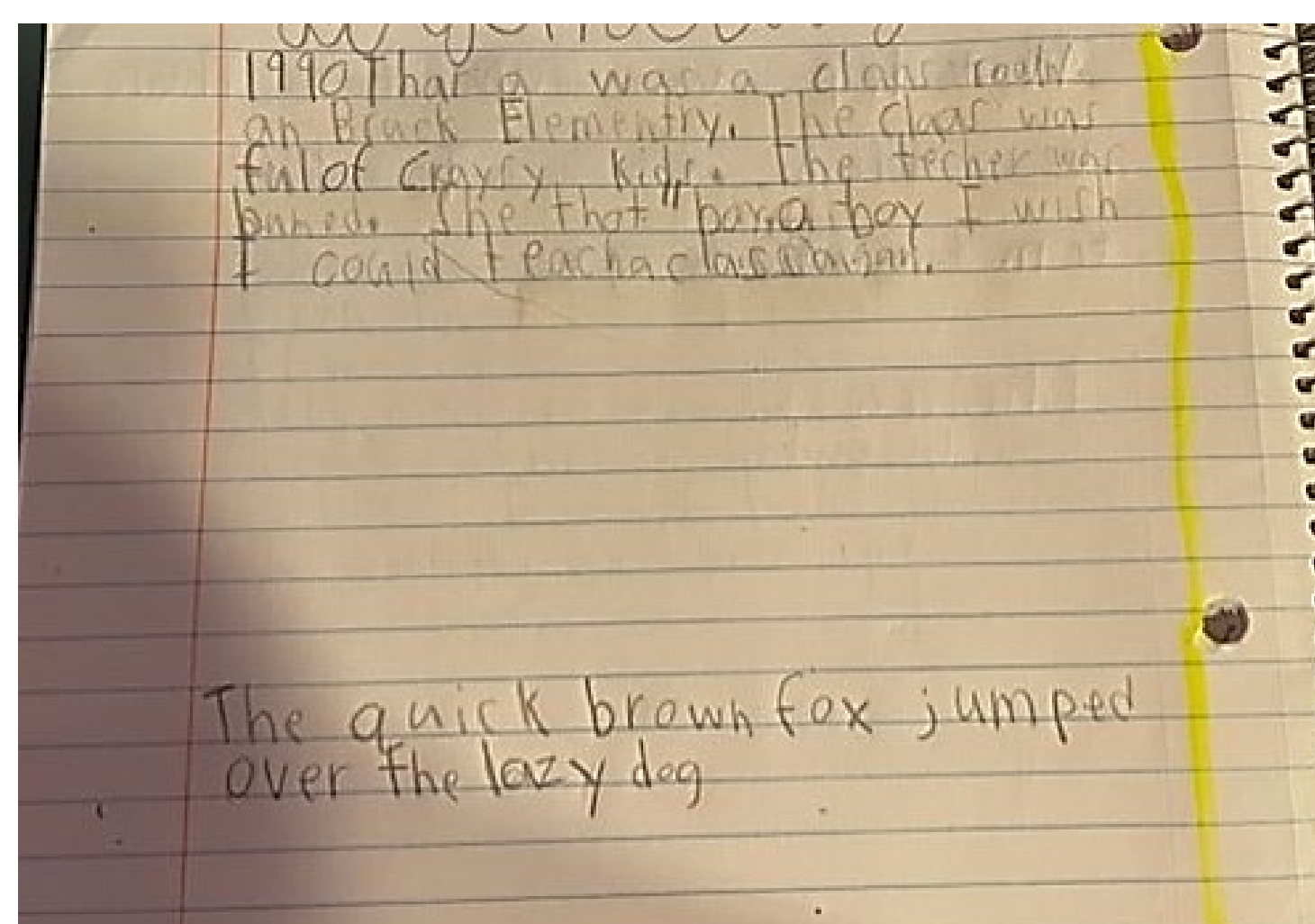
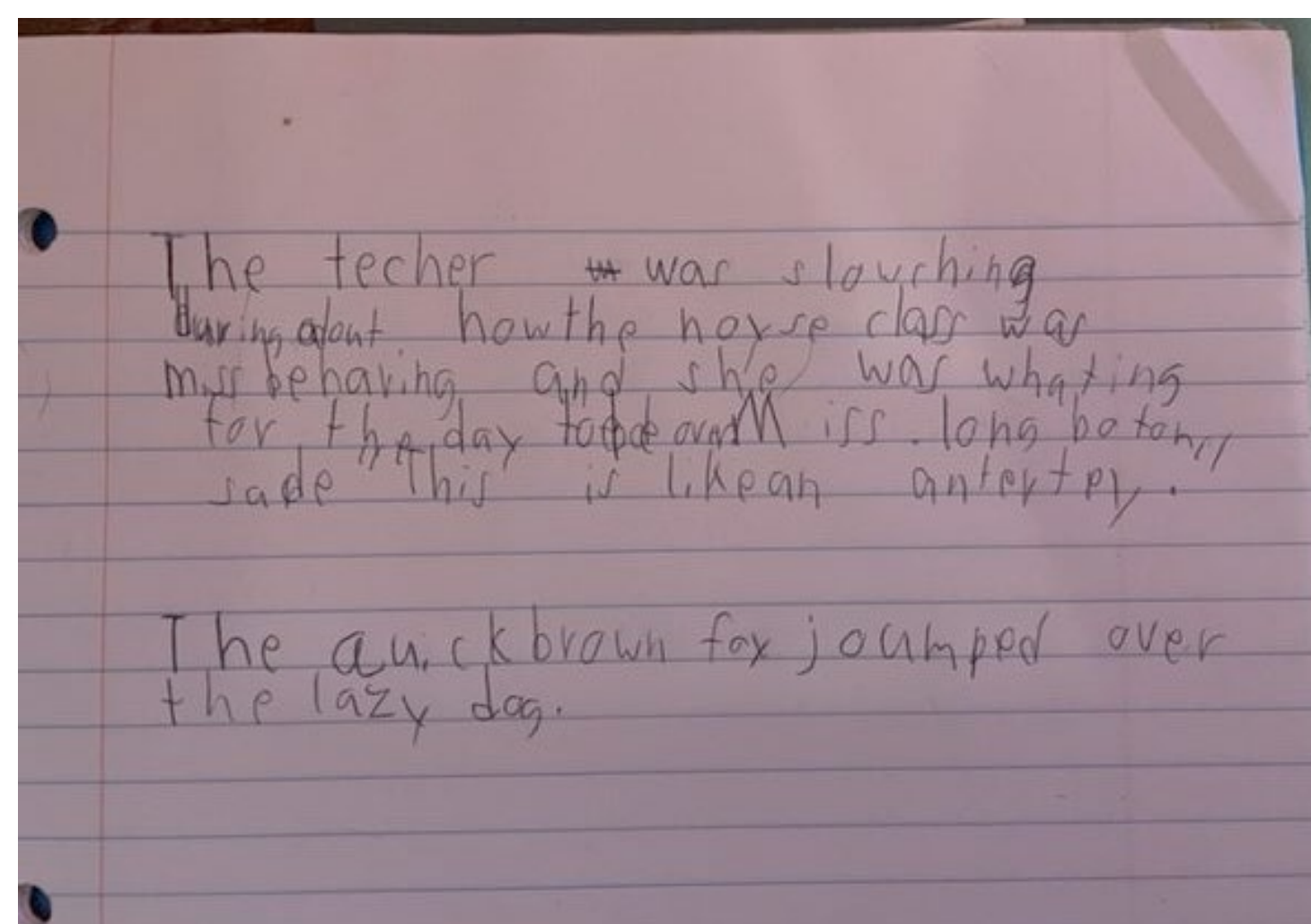


### SCOPE

To help proofread papers for spelling, punctuation, capitalization, and sentences.

- S pelling.
- C apitalization.
- O rganization.
- P unctuation.
- E xpress a complete thought.

## Results



Measures	Pre- Assessment	Post-Assessment
% Spelling Errors	35%	33%
% Capitalization & Punctuation Errors	0	0
% Letters accurately approximated at the line	88%	100%
% of lines that stayed within the margin	40%	100%
Total number of complete sentences	2	4

## Summary

- This case study demonstrated the feasibility of the SCOPE strategy on the mechanics and accuracy of the writing of a fourth-grade student deemed a struggling writer.
- The greatest improvements were seen in written organization. Improvement was also made in spelling and total amount of complete thoughts written.
- The interprofessional nature of this study supported student growth from pre-test to post-test. The complex processes of writing were targeted from the lens of two fields and aided in overall progress.

## Reflection

### Conclusions:

- Through the use of the SRSD SCOPE, the student was given the tools necessary to independently and successfully complete revisions on their writing sample.

### Limitations and Future Directions:

- To improve this intervention, it is recommended that direct instruction on spelling strategies occur for 2 full sessions to ensure the student understands how to use the strategies appropriately.
- 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.

### References:

- Graham, S. & Harris, K.R. (2005). *Writing better: Effective strategies for teaching students with learning difficulties*. Baltimore, MD: Brookes Publishing.
- Tracy, B., Reid, R., & Graham, S. (2009). Teaching Young Students Strategies for Planning and Drafting Stories: The Impact of Self-Regulated Strategy Development. *The Journal of Educational Research*, 102(5), 323-331. <https://doi.org/10.3200/JOER.102.5.323-332>
- McMaster, K. L., Kunkel, A., Shin, J., Jung, P.-G., & Lembke, E. (2018). Early writing intervention: A best evidence synthesis. *Journal of Learning Disabilities*, 51(4), 363-380. <https://doi.org/10.1177/0022219417708169>

### Acknowledgements:

- We thank the student and family for partnering in this study.
- Thanks to the Department of Speech-Language Pathology and the School of Health and Medical Sciences for continued support of the ROW-Lab and this project.
- This work was partially funded by a U.S. Department of Education, Office of Special Education Programs Personnel Training grant, H235K170064.
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