Case Study on Self-Regulated Strategy Development: SCOPE Strategy for a First Grade Struggling Writer

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Introduction

- Writing is a complex process which includes cognitive abilities in the domains of transcription, text generation, self-regulation, and memory. Students with Specific Learning Disabilities (SLD) need explicit instruction and scaffolding to engage in the writing process and to do so at multiple levels of language.
- According to Ritchey et al. (2016), the writing process centers around the Simple View of Writing (Berninger & Amtmann, 2003), and includes scaffolding and levels of language framework.
- One of the most evidence-based approaches to writing instruction is SRSD instruction whereby a student is taught six recursive phases : Develop background knowledge, Discuss it, Model it, Memorize it, Support it, and Independent performance (Harris et al. 2009).

Purpose

- The purpose of this case study was to provide an intensive intervention targeting mechanics and accuracy of writing in a first-grade student deemed a struggling writer using an SRSD.
- The SRSD model used was SCOPE, which stands for spelling, capitalization, organization, punctuation, and expressing a complete thought.
- SCOPE is a revision strategy that cues students to improve their writing by editing it for mechanics and accuracy.

Intervention

- **Intervention goal:** By the end of a six-session intervention, J.M. will demonstrate use of the SCOPE strategy to produce a written narrative that includes appropriate capitalization, organization, punctuation, spelling and expression in 4 out of 5 sentences.
- This Intervention was provided 1x per week for 30 minutes in an individual sessions from June to July, for a total of 6 weeks. The intervention took place using a fully remote platform.

Case History

Name	J.M.
Age	6 years
Gender	Female
Grade	1st Grade
Classroom Mandate	General Education Classroom

This student was deemed a struggling writer based on teacher and parent reports. She was selected for the study due to difficulty with spelling, sentence structure and overall organization of thoughts.

Materials

What is SCOPE?
We use this strategy to edit our work!

S	Spelling
C	Capitalization
O	Organization of Letters
P	Punctuation
E	Express a complete thought

Editing our Work

Results

Measures	Pre- Assessment	Post-Assessment
% Capitalization	25%	83%
% Letters accurately approximated at the line	85%	94%
% Complete Sentences	66%	80%
% Punctuation	12%	86%
% Spelling	68%	81%

Summary

- This case study demonstrated the feasibility of the SCOPE strategy to improve mechanics and accuracy for a struggling writer in first grade, using a remote instruction platform and interprofessional collaboration.
- The greatest improvements were seen in capitalization, and punctuation.
- Capitalization accuracy increased from 25% in the pre-assessment to 83.3% in the post-assessment and punctuation accuracy increased from 12.5% in the pre-assessment to 85% in the post-assessment.
- Improvement was also made in spelling and writing organization (complete sentences and letter sizing and positioning).

Reflection

Conclusions:
- Overall, the SCOPE strategy SRSD was effective in improving the mechanics and accuracy of J.M.'s writing, with the greatest improvements demonstrated in capitalization and punctuation.
- Interprofessional practice and the use of an online remote platform were also effective in improving this student's writing. Both disciplines collaborated and created engaging and effective lessons using a strictly remote platform.
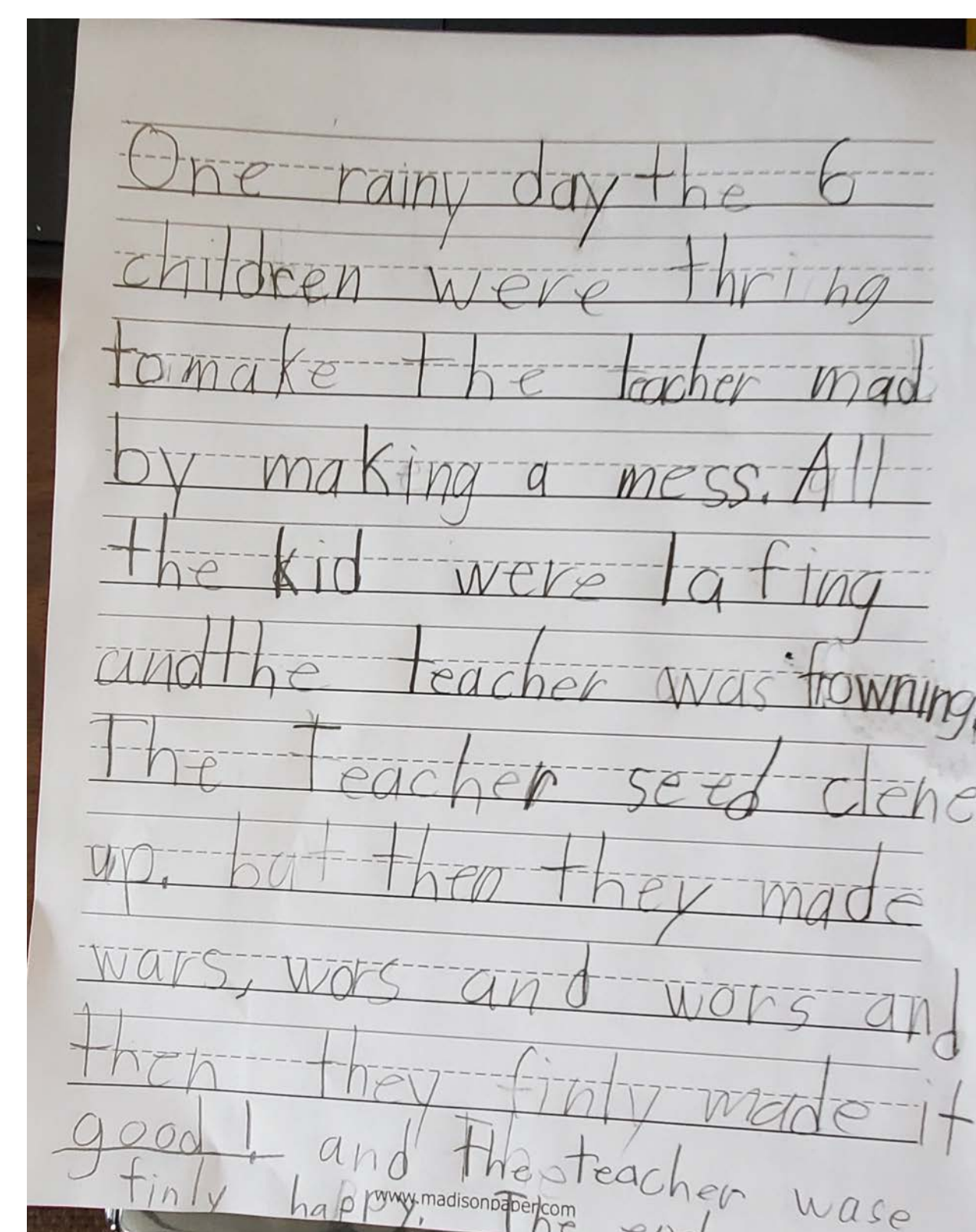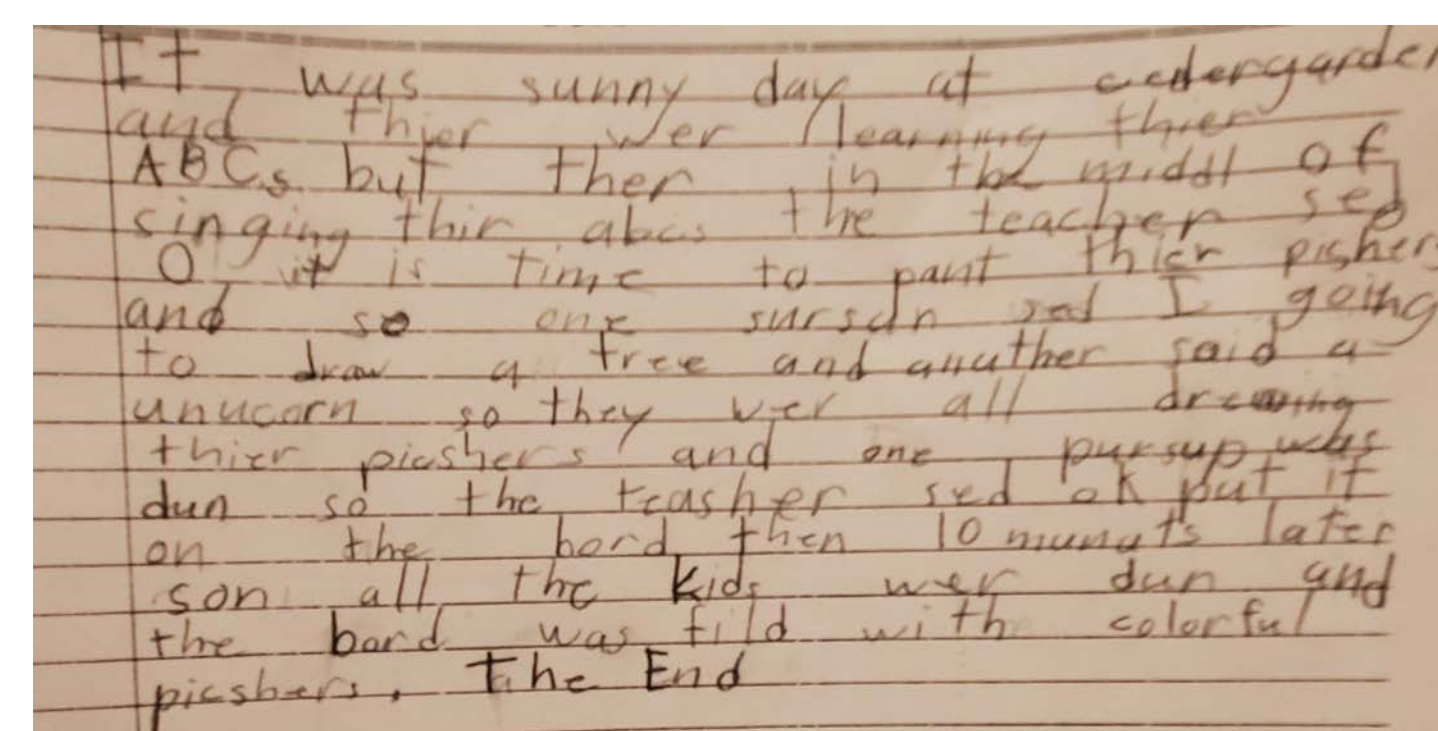
Limitations and Future Directions:
- To improve this intervention, it is recommended that direct instruction on spelling strategies occur for 2 full sessions to ensure the student understands how to use the strategies appropriately.
- At the end of the intervention, at least one session should be held in the classroom in order to promote generalization and carryover into multiple settings.

References

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