Remote Writing Instruction to Support Story Grammar in Students with SLD

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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 & Graham, 2009).

Purpose

- The purpose of this case study was to demonstrate the feasibility of providing strategy-based writing support to struggling writers through remote instruction practices. This fifth-grade student focused on narrative generation to improve overall organization, complexity, and quality of writing.
- The aim was for a narrative to include the story grammar elements: 1) Characters 2) Setting 3) Problem, and 4) Solution.

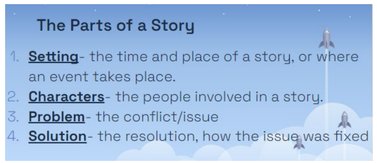
Intervention

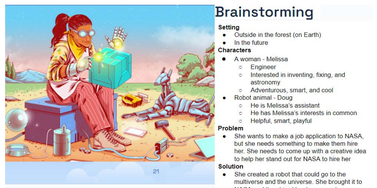
- **Intervention goal:** By the end of a six-session intervention, the student will utilize skills built from a story elements strategy to produce a 4-6 sentence written narrative that includes all four elements, given a picture prompt.
- This intervention was provided at a frequency of one 30-minute session per week spanning six weeks across May and June. The intervention took place using a fully remote platform via Microsoft Teams and involved cotreatment with a graduate student in OT.

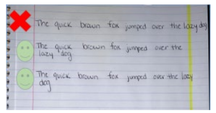
Case History

Student Descriptors	
Age	10 years
Gender	Female
Grade	5th Grade
Classroom Mandate	General Education Classroom + Pull-out Speech Services
This student was deemed a struggling writer based on parent reports. She was selected for the study due to overall difficulty regarding organization of thoughts in her speech and writing.	

Materials





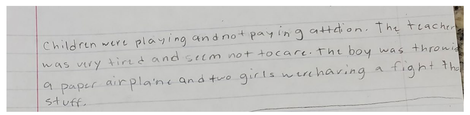


Summary

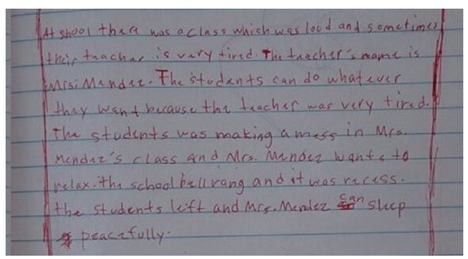
- This case study demonstrated the feasibility of individualized, and remote story grammar instruction for a struggling fifth grade writer.
- The greatest improvements were seen in use of story grammar elements, total number of words, and total number of sentences.
  - The student increased her total number of words and sentences from her pre-assessment count of 33 words and 3 sentences, to her post-assessment count of 66 words and 6 sentences.
  - The post-assessment revealed use of all four story elements, as well as an increase in total clauses.
- Improvement was also made in appropriate use of margins.
- The interprofessional and remote approach is believed to have proven successful for the student.

Results

Pre-Assessment



Post-Assessment



Measures	Pre- Assessment	Post-Assessment
Story Grammar Elements	2	4
Total Clauses/Total Sentences	1.33	1.5
Number of Sentences	3	6
Number of Words	33	68
% Spelling Errors	9%	1%
Number of Margin Errors	3	0

Reflection

Conclusions:

- Overall, the story elements strategy was effective in improving the quality and complexity of this student's writing, with the greatest improvements demonstrated in use of elements, number of words, and number of sentences.

Limitations and Future Directions:

- To continue progress, the next step would be direct instruction on editing, utilizing a SCOPE strategy.
- 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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