

Interprofessional Remote Writing Instruction for a Child with Dyspraxia and Dysgraphia

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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 and Amtmann, 2003), and includes scaffolding and levels of language framework.
- One of the most evidence-based approaches to writing instruction is self-regulated strategy development (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 narrative generation to improve written expression in a third-grade student with dyspraxia and dysgraphia using an SRSD.
- The SRSD model used was a narrative generation strategy (e.g., organization of story grammar elements).
- Story elements were used to improve overall narrative complexity and organization, which are impacted by dyspraxia. (Dionne et al., 2023) (Green et al., 2012).

Intervention

- **Intervention goal:** By the end of a six-session intervention, John will use a story elements strategy to produce a written narrative of 3-5 sentences when given a photo prompt.
- This intervention was provided 1x per week for 35-40 minutes in individual sessions from May to July, for a total of 6 weeks. An SLP/OT dyad provided the intervention using video-conferencing software (Microsoft Teams).

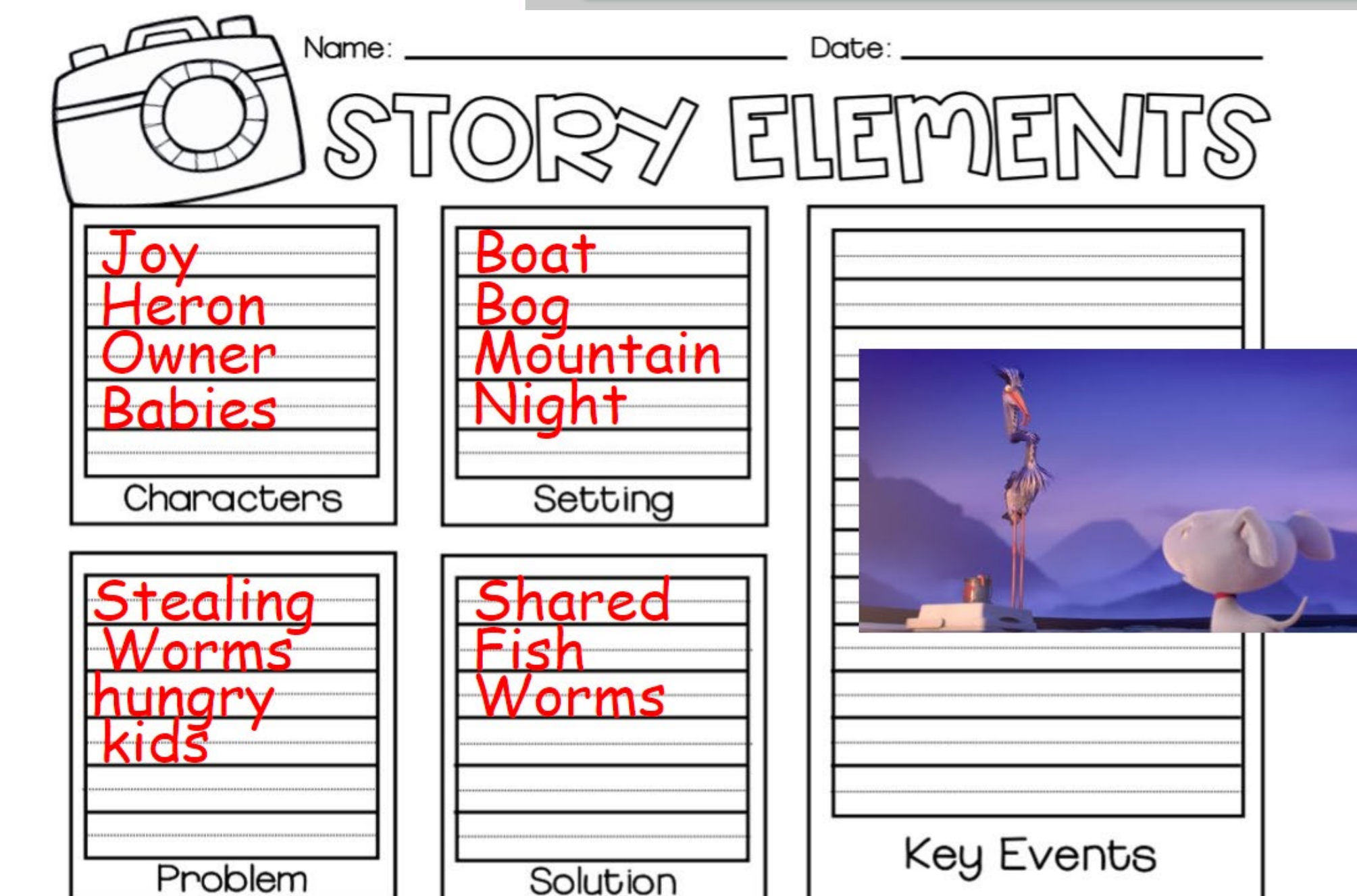
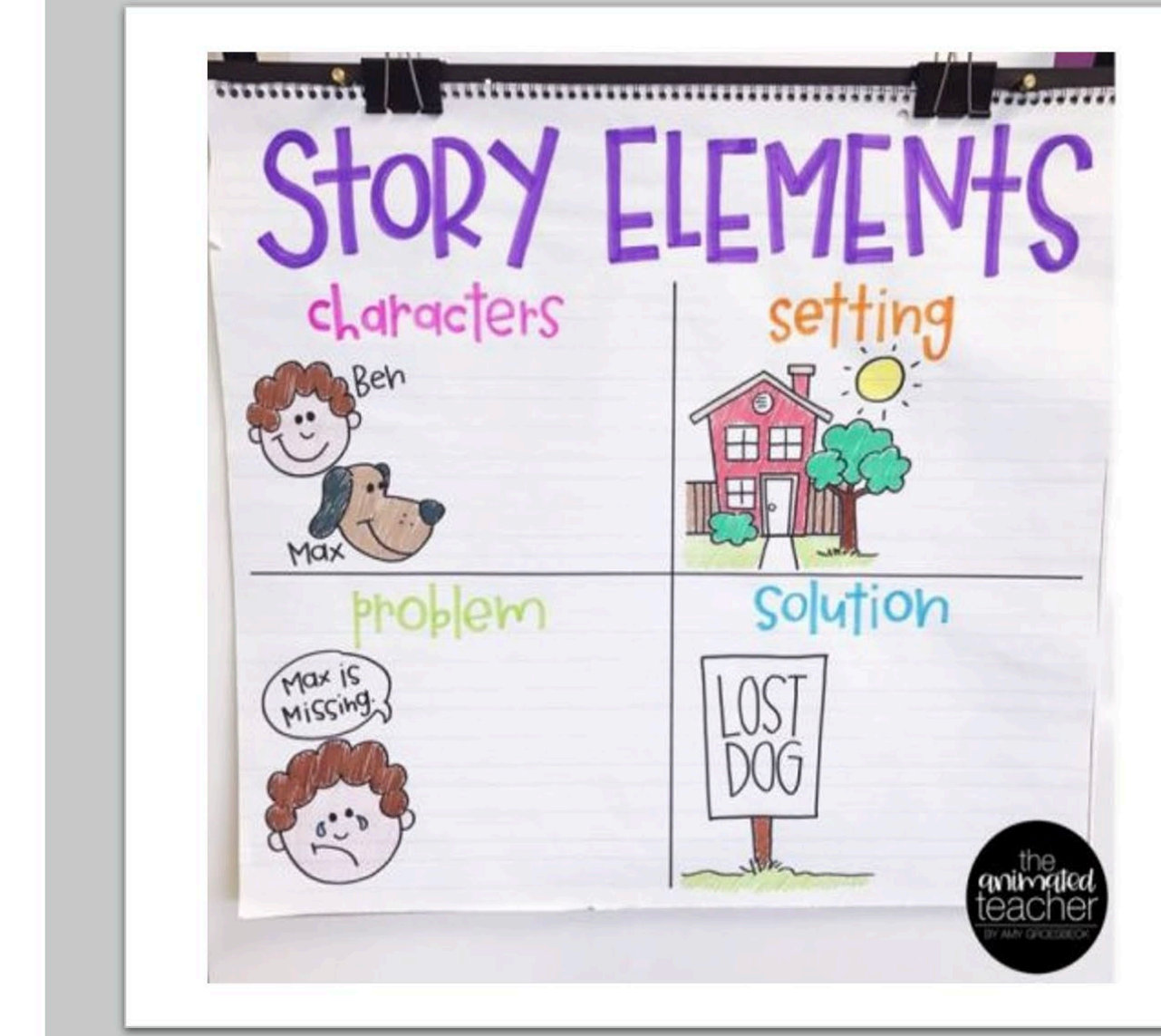
Case History

Name	John (pseudonym)
Age	8 years
Gender	Male
Grade	3rd Grade
IEP Qualifying Category	Specific Learning Disability
Classroom Mandate	Inclusion Classroom
Related Services	
Speech-Language Therapy	School services
Occupational Therapy	School and private practice services

Materials

Story Elements

- Characters – who the story is about
- Setting – when and where the story takes place
- Problem – what's wrong in the story
- Solution – how the problem is solved



Summary

- This case study demonstrated the effectiveness of story grammar instruction to improve overall narrative complexity and organization.
- This narrative generation strategy supported the student in planning and organization of writing which improved his writing productivity and overall writing quality. Secondary to transcription difficulties associated with dysgraphia, story element organization helped the student manage the other complex cognitive processes of writing.
- Although spelling performance was not directly targeted in the intervention, percent of spelling errors decreased from 69% in the pre-assessment to 56% in the post-assessment.
- This study promoted interprofessional collaboration between SLP and OT graduate students that ultimately yielded positive results for the child.

Reflection

Conclusions:

- Overall, SRSD of story elements was effective in improving both the quality and productivity of John's writing, with the greatest improvements demonstrated in story grammar and TNW.

Limitations and Future Directions:

- To improve this intervention, it is recommended to teach a spelling strategy during session one to promote focus on narrative generation rather than spelling errors.
- It is also recommended to explore strategies to accommodate children with dysgraphia and/or dyspraxia during the intervention.
- At the end of the intervention, collect a writing sample from school or a related service to assess generalization and carryover into multiple settings.

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- ROW-Lab: <http://blogs.shu.edu/row-lab/>
- Project Write to Learn: <http://blogs.shu.edu/projectwritetolearn>
- Correspondence about this project should be directed to anthony.koutsoftas@shu.edu

Results

Measures	Pre-Assessment	Post-Assessment
% Spelling Errors	69%	56%
Clauses per Sentence	1.0	1.5
Total Number of Words (TNW)	16	28
Total Number of Sentences (TNS)	2	4
Story Grammar Elements	2	4
Complete Episodes	0	1

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