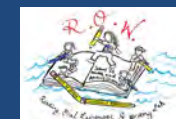




# Remote Instruction For Struggling Writers

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## Introduction

- Secondary to the COVID-19 pandemic, an educational crisis ensued requiring research that informs the knowledge base for remote instruction. While writing is a complex process which includes cognitive linguistic skills, there is limited research to inform remote intervention for writing in elementary school children (e.g., Verhoeven et al. 2020; Voogt & McKenney, 2007).
- This study addresses the need for further research by evaluating the use of already accepted educational practice for writing (e.g., SRSD) and implementing it through a remote learning approach.
- According to Ritchey et al. (2016), the writing process involves four cognitive linguistic skills such as transcription, text generation, self-regulation, and memory. A breakdown in any of these areas will impact a student's ability to produce a well-written final product.
- One evidence-based approach to writing instruction is SRSDs (Self-Regulated Strategy Development), where a student is taught a writing strategy targeting a specific deficit in five consecutive phases: 1. Discuss It, 2. Model It, 3. Memorize It, 4. Support It, 5. Independent Performance. (Graham & Perin, 2007; Graham & Harris, 2005).

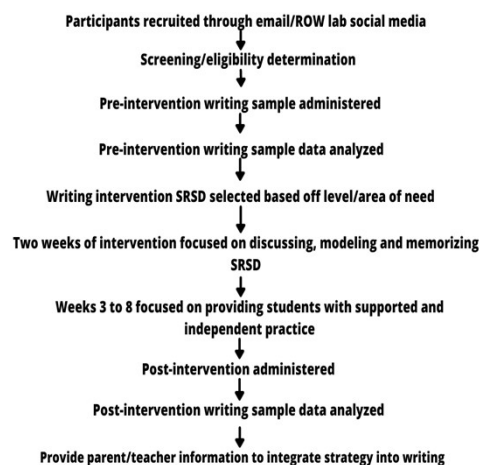
## Purpose

- The purpose of this study was to validate the use of remote instruction approaches to improve writing in struggling writers. Students participate in a pre-intervention assessment whereby strengths and weaknesses in writing measures along with parent and teacher report were used to identify an SRSD to teach using an intensive intervention approach (4 to 8 weeks).

## Intervention

- Intervention goal:** By the end of a six-session intervention, \_\_\_\_ will demonstrate use of the SRSD to produce a written narrative that includes \_\_\_\_ with 90% accuracy.
- This Intervention was provided 1x per week for 45 minutes in an individual sessions for a total of 6-8 weeks. The intervention took place over MS teams with a recurring meeting every week.

## Methods



## Participants

#	Age / Gender	SRSD	Parental/Teacher Concerns
1	9 years; 1 month Female	COPS	Grammar, spelling, text generation
2	10 years, 0 months Male	SCOPE	Grammar, spelling, attention
3	10 years, 11 months Male	STOP and LIST	ADHD, text generation, handwriting, elaboration
4	9 years, 7 months Male	SAW and LINE	Handwriting, organization, elaboration of thoughts
5	8 years, 6 months Male	LIST and Foundations	Attention, text generation, grammar, spelling, handwriting

## Summary

- This study examined the use of remote instruction activities for struggling writers in light of current hybrid and remote learning secondary to the COVID pandemic. Our goal was simply to assess the feasibility of using remote instructional approaches to teach validated writing strategies such as Self-Regulated Strategies (Graham & Perin, 2007).
- The assessment protocol was effectively implemented by graduate research assistants, parents, and children and allowed for a representative writing sample to be obtained under similar conditions from pre-test to post-test.
- The intervention was effective for improving writing skills differentially by students based on the strategy taught. For example, the intervention for participant 1 focused on mechanical and spelling skills and measures indicated improvements from pretest to posttest.
- Future Directions for this research include strategies for generalization writing strategies from remote instruction to classroom and other academic writing activities.

## Results

#	Pre test	Post test
1	Prop. of Spelling Errors to Words: = .088 Clauses/Sentence = .91 Total Number of Words = 101 Mechanical Accuracy Score = 1.73	Prop. Of Spelling Errors to Words: = .085 Clauses/Sentences: = 1.3 Total Number of Words: = 47 Mechanical Accuracy Score: = .042
2	Prop. Of Spelling Errors to Words = .17 Clauses/Sentence = 2 Total Number of Words = 36	Prop. Of Spelling Errors to Words: .05 Clauses/Sentence: 1.4 Total Number of Words: 53
3	Prop. Of Spelling Errors to Words = .07 Clauses/Sentence: = 1.1 Total Number of Words = 128	Prop. Of Spelling Errors to Words: .007 Clauses/Sentence: 1.5 Total Number of Words: 132
4	Prop. Of Spelling Errors to Words = .07 Clauses/Sentence = 2.6 Total Number of Words = 59	Prop. Of Spelling Errors to Words: <i>in progress</i> Clauses/Sentence: <i>in progress</i> Total Number of Words: <i>in progress</i>
5	Prop. Of Spelling Errors to Words = .05 Clauses/Sentence = 1.2 Total Number of Words = 40	Prop. Of Spelling Errors to Words: <i>in progress</i> Clauses/Sentence: <i>in progress</i> Total Number of Words: <i>in progress</i>

## Clinical Reflection

- It takes time to adjust to conducting therapy over a remote platform.
- Utilize different elements within virtual interventions to keep children engaged. For example, using comedic pictures, videos, or applying material to the child's interests.
- Use the initial sessions of remote instruction to determine baseline and also build rapport. Rapport increases child participation and comfort to take risks in their writing.
- Use the parents as resources to take pictures of student work and help with implementing intervention.

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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](mailto:anthony.koutsoftas@shu.edu)

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