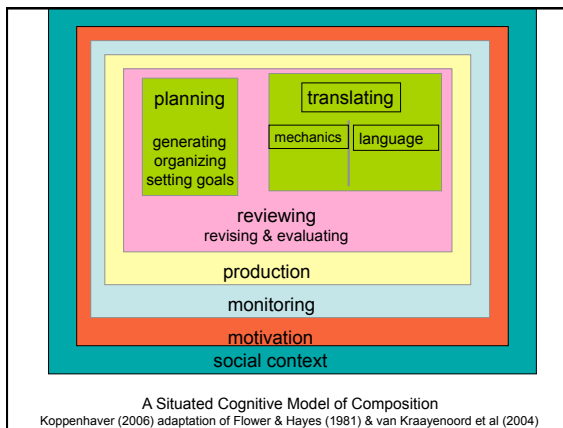


Writing Right:
Strategies and Technologies for
Supporting Written Language Growth in
Students with Disabilities

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Proficient Written Composition

*Composing a message that is
clearly understood by the
intended audience.*



A Sited Cognitive Model of Composition
Koppenhaver (2006) adaptation of Flower & Hayes (1981) & van Kraayenoord et al (2004)

Whole-to-Part Model of Written Composition

- In order to construct meaning in text, three processes must be working simultaneously:
 - Planning
 - Translating
 - Reviewing
- Each of these processes is a part of composition and a whole in itself.
- Each of these processes takes place in a social context.
- Text Production (handwriting, typing, word processing with word prediction, dictation) also plays role, but is addressed in a different manner.

Role of motivation and interest

- **Writing Attitude Survey**
- Kear, D.J., Coffman, G.A., McKenna, M.C., & Ambrosio, A.L. (2000). *Writing Attitude Survey*. From: "Measuring attitude toward writing: A new tool for teachers", *Reading Teacher*, 54 (1), 10-23.
 - 28 items, grades 1-12, percentile results by grade level

Sample Writing Attitude Items

1. How would you feel writing a letter to the author of a book you read?				
12. How would you feel about writing a story instead of doing homework?				
13. How would you feel about writing a story instead of watching TV?				

Writing Attitude Survey

- Complete
- Interpret

Assessment of Monitoring

- We do not need to assess monitoring in developing writers.
- We do need to encourage and support by:
 - creating and using rubrics addressing process and product
 - engaging students in entire writing process (i.e., planning, drafting, revision, editing, publication)
 - conferencing with students about their writing
 - modeling and think-alouds of our own thinking as writers.

Assessment of Reviewing

- Again, we don't need to assess reviewing in developing writers.
- We do need to encourage and support by:
 - Incorporating writing groups and author's chair and writing conferences
 - Writing multiple drafts based on peer and teacher response, as well as author self-selection
 - Rewriting first drafts in new voice (*The True Story of the Three Little Pigs*) or for a new audience
 - Engaging in whole class revision of a common text
 - Brainstorming re: audience's needs and understandings.

Assessing Translating and Planning

- Ask, as you read the child's writings:
 - "Does it look better than it sounds?" Then the need is:
 - language (word choice, syntax, cohesion, staging) or planning (overall meaning, main idea)
 - Examine multiple products in which you plan as a class prior to writing (to explore whether the problem is *planning* or *language*).
 - "Does it sound better than it looks?" Then the need is:
 - handwriting (or other means of production) or mechanics (spelling, punctuation, capitalization, formatting)

Production Assessment and Problem-Solving

- Comparison of:
 - legibility of the product
 - the rate at which text is produced (wpm)
 - the effort required by the writer
 - the affective response of the writer (e.g., "I don't want to wear a headstick to type. It makes me look different than my classmates.")
- Collaboration with OT, SLP, AT, SPED...

Assessment Questions

Where do you begin exploring if...

- Student fails to write much (anything) in allotted time.
 - Planning, pencils
- Student can tell wonderful story orally, but writes little.
 - Translating (both language and mechanics)
- Student writes grammatically correct sentences and says nothing.
 - Planning and Translating (language)
- Student can plan (e.g., Inspiration), but writes little.
 - Translating (language)

Follow-Up Assessment of Language Mechanics and Translation

- To explore further whether writing sounds better (mechanics/production problem) or looks better (language/planning problem).
 - Word Writing Cafe
 - QIWK

Strategies

- What words? From where?
 - food
 - categories (topical, grammatical)
 - theme (related)
 - conversation
 - rhymes,
 - opposites

Word Writing Cafe (Complexity, Accuracy, Fluency Evaluation) (Leal, 2005-2006)

- Measure of
 - word spelling accuracy (total words spelled correctly),
 - complexity (number of 3- thru 6-syllable words spelled correctly), and
 - fluency (number of total words written).

Word Writing Cafe Directions

- 10-minute time limit
- Distribute forms
 - students may have another if they fill the first completely
- Administer in print-poor environment
- Direct children to
 - write one word per box
 - write out numbers if they use them
 - don't use abbreviations
 - write any words they want
 - don't use words more than once
 - tell students to write as many interesting and different words as they can think of

Word Writing Cafe Prompts

- Write words that
 - tell what you like to do and where you like to go;
 - describe what you can see, hear, smell, taste, or feel;
 - describe what is in your house or school; or
 - any word that you know how to read or write.

Word Writing Coding Sheet Sample

TABLE 6
Steps in scoring the Word Writing CAFÉ (continued)

Coding sheet for recording number of words and syllables written

Teacher's name: _____ Grade: _____ Date: _____

Name	Gender	Total words	Words correct	Number of one-syllable words	Number of two-syllable words	Number of three-syllable words	Number of four-syllable words	Number of five-syllable words	Number of six-syllable (or more) words

Bridges to Learning 2009 Mississauga, Canada

Word Writing Cafe Means by Grade Level
(Leal, 2005-2006)

Grade	Number of students	Means						
		Total words	Words correct	Number of one-syllable words	Number of two-syllable words	Number of three-syllable words	Number of four-syllable words	Number of five-syllable words (or more)
First grade	60	44.13	37.25	34.25	2.90	0.1	0.02	0
Second grade	69	86.38	77.59	64.39	11.55	1.32	0.36	0.04
Third grade	44	93.45	78.93	59.93	15.70	2.52	0.50	0.05
Fourth grade	42	120.76	108.24	82.79	21.17	3.64	0.50	0.17
Fifth grade	49	128.45	118.63	87.29	26.71	4.90	0.55	0.14
Sixth grade	49	151.47	139.33	97.47	33.65	5.76	1.06	0.35
Total	313							0.02

Word Writing Cafe Means
by Gender and Grade Level
(Leal, 2005-2006)

Grade and gender	Number of students	Means							
		Total words	Words correct	Number of one-syllable words	Number of two-syllable words	Number of three-syllable words	Number of four-syllable words	Number of five-syllable words (or more)	Number of six-syllable words (or more)
First-grade girls	34	46.62	40.41	37.32	3.15	0.02	0.03	0	0
First-grade boys	26	40.88	33.12	30.50	2.58	0.08	0	0	0
Second-grade girls	37	96.81	89.73	74.08	13.73	1.51	0.43	0.05	0
Second-grade boys	32	74.31	63.56	53.89	9.03	1.09	0.28	0.03	0
Third-grade girls	26	94.77	77.88	59.04	16.35	2.77	0.62	0.04	0
Third-grade boys	18	91.56	79.00	61.22	14.78	2.17	0.33	0.06	0
Fourth-grade girls	16	149.00	140.31	104.75	30.38	4.56	0.96	0.13	0
Fourth-grade boys	26	103.38	88.5	69.27	15.5	3.08	0.46	0.19	0
Fifth-grade girls	26	139.81	131.00	96.92	27.35	5.77	0.54	0.23	0
Fifth-grade boys	23	115.61	104.65	76.39	26.00	3.91	0.57	0.04	0
Sixth-grade girls	27	168.52	155.22	105.07	39.07	7.19	1.26	0.59	0.04
Sixth-grade boys	22	130.55	119.82	88.14	27.00	4.00	0.82	0.05	0

Some Cafe Findings by Teachers

- Strong correlation between fluent writing and number of words written on Cafe.
- Ability to identify
 - digraphs, blends, other spelling pattern children choose to use and/or struggle with.
 - risk-takers (polysyllabic words) vs. strugglers (primarily 1- and 2-syllable words)
 - topic interests and strategy use
 - homophones, word families, initial consonant repetition (e.g., r- words), opposites...
- Efficient progress monitoring

Spellings (representations of words, sounds, and syllables) offer a window into the writer's understanding of print at the word level.

Developmental Spelling Stages

- Print has meaning
 - "graphic elements can represent ideas"
 - scribble, numbers, letter-like strings, letters...
- Visual Cue
 - read/spell broadly and contextually
 - letter choices based on visual features
- Phonetic Cue
 - learning letter/sound correspondences
 - phonetic spellings
- Transitional
 - rule-based, though not always conventional
- Conventional

K/Early 1 List

- | | |
|-----------|----------|
| • feet | • chin |
| • step | • side |
| • back | • dress |
| • junk | • peeked |
| • picking | • lamp |
| • mail | • road |

K/Early 1

(11-year-old boy with cerebral palsy)

BECA	[back]	SCRVL	[sink]
ML	[mail]	SOUA	[dress]
LCA	[lake]	PATP	[peeked]
SK	[stick]	D	[side]
FT	[feet]	TS	[test]

Interpreting K/Early 1: Print Has Meaning and Visual Cue

- Emergent reading and writing opportunities
 - Name wall and sign-in
- Writing without standards
- Talking word processors with speech feedback at the letter and word level
- Reading talking books
- Alphabet instruction
 - Foods, actions, mnemonics, familiar anything)
- Being read with where they can see text
 - Level 1-4 Reading Recovery Books incorporated)

Interpreting K/Early 1: Phonetic Cue

- Early
 - Talking word processors set to word level feedback
 - The vowel rule in English
 - The more writing the better (child reading aloud)
 - Language experience texts (teacher as scribe)
- Later
 - Word wall
 - personal responsibility in final drafts
 - Making words
 - Talking books, books on tape, big books
 - see and hear text simultaneously
 - Rhyming texts and songs as texts

Interpreting K/Early 1: Transitional

- Nifty Thrifty Fifty
- Making Big Words and Making More Big Words
- Self-correction
- Use of dictionary and spellcheckers learning to “know when you don’t know”
- Peer editing
- Wide reading
- Reading-writing inquiry projects
- Non-fiction reading

QIWK (Schlagal, 2003)

- Administered to children reading at or above 1st grade level.
- 4 or fewer correct = frustration; 5-10 instructional; 11-12 independent level
- More important than level:
 - What is the nature of the child's misspellings?
 - Problems with doubling final consonant, digraphs, particular rimes, morphemes...

Sample Spelling Progression

- feet
 - WVPOK F/T FT/FES FET/FIT FETE
- mail
 - J MIETEPAD/MITB/L/LO/GL/M ML/NL
 - MUL/MEL/MEEL/MELL
- picking
 - O PN/PG/PLE PCG/PNG PCNG/PIKG
 - PCKNG/PICAG/PICKN PICKENG

Schlagal (2003) QIWK Short Form

Level I	Level II	Level III	Level IV	Level V
plane	train	scream	popped	explosion
drop	thick	noise	plastic	justice
trap	chase	stepping	cable	compare
wish	trapped	count	gazed	settlement
ship	dress	careful	cozy	measure
bump	queen	chasing	scurry	suffering
bed	cloud	batter	preparing	needle
sister	short	caught	stared	preserve
bike	year	thirsty	slammed	honorable
drive	shopping	trust	cabbage	lunar
girl	cool	knock	gravel	offered
when	stuff	send	sudden	normal

2nd grade spelling samples

- train
 - tran thrane trian trine nart
- year
 - yer yeyer yru your yaer
- cloud
 - clod clord clad claud clowd clawd klad woalc
- queen
 - qen qeen queene aing cren

Directions

- K & Early 1
 - Model *mat* and *lip* demo (mmmmm-aaaaa-ttttt)
 - 1st semester K, give 1st 6 words
 - 2nd semester K, give all 12 words on K/Early 1 list
 - 1st semester 1st grade, give K/Early 1 list
 - 2nd semester 1st grade, level 1
 - Grade 2, level 1 & 2
 - Grade 3, level 1, 2, & 3
 - Grade 4, level 2, 3, & 4

Spelling Interventions

- Consulting with teacher and family
 - Spelling intervention is not best use of SLP skills.
- Making words
- Word sorts
- Wide reading

Assessment Process Recap

- Gather writing sample(s) from student(s).
 - “Does it look better (i.e., language translation/ planning problems) or sound better (i.e., language mechanics/production problem)?”
- Administer Word Writing Cafe for further confirmation/ clarification of your interpretation.
 - Fluency difficulties = language problem unless change of “pencils” results in immediate improvement.
 - Complexity difficulties = language problems
 - Accuracy difficulties = spelling problems (mechanics)
- If spelling problems administer the QIWK at appropriate level.
 - Reveals specific word level knowledge