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## Self-Regulated Strategy Development: An Evidence-based Practice for Improving Reading and Writing Outcomes for Students with EBD

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## Wednesday, February 21

- *Why are reading and writing difficult?*
- **Stage 1:** Develop Background Knowledge
- **Stage 2:** Discuss the Strategy
- **Stage 3:** Model the Strategy
- **Stage 4:** Memorize the Strategy
- **Stage 5:** Supported Practice
- **Stage 6:** Independent Practice

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## Why is reading important?

- ▶ Reading is a critical skill, required for success in multiple domains
  - ▶ Professional
  - ▶ Social
  - ▶ Recreational
- ▶ Reading comprehension is the most important academic skill students learn in school
- ▶ Proficient reading skills are necessary for all post-secondary endeavors, including higher-education, skilled worker positions, and the military.



(Biancarosa & Snow, 2006; Mastropleri & Scruggs, 1997; Sideridis, Mouzaki, Simos, & Protopoulos, 2006).

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### What do skilled readers do?

- ▶ Have good **phonological processing** skills
- ▶ **Fluently** coordinate the many strands that must be woven together to **comprehend** text
- ▶ Attend to nearly **all the words** on a page (and to the letters within them)
- ▶ Are **fast and accurate** at decoding and sight-reading individual words
- ▶ Are **strategic** and skillful at using contextual cues to a word's identity
- ▶ Can learn new words through **decoding** (of their pronunciations) and **contextual** guessing (of their meanings)
- ▶ Are usually **not consciously aware** of doing these things as they read

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### The 5 Big Ideas in Reading Instruction

1. **Phonemic Awareness:** Understanding that words contain speech sounds that can be manipulated.
2. **Phonics (Alphabetic Principle):** The relationship between a specific letter and its sound, only as it relates to the written word. (i.e., the letters in printed words stand for speech sounds).
3. **Fluency:** Automatically and accurately reading text with appropriate expression.
4. **Vocabulary:** word and phrase meaning
5. **Comprehension:** The interaction that happens between the readers and the text; it is an intentional thinking process.

(NRP, 2000)

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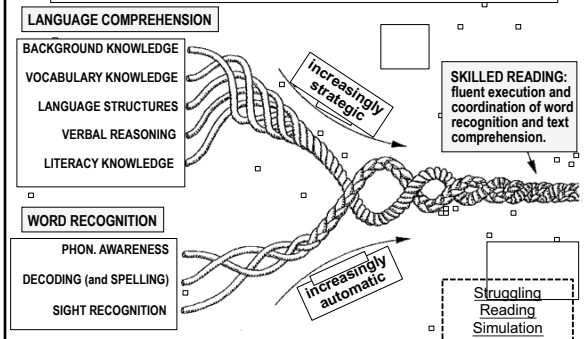
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### The Many Strands of Skilled Reading

(Scarborough, 2001)



Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

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### Why is writing important?

- ▶ Writing facilitates
  - ▶ Phonological awareness
  - ▶ Spelling knowledge
  - ▶ Vocabulary
  - ▶ Familiarity with the language, structures, and conventions of academic discourse
  - ▶ Thinking itself

Moats, 2005

- ▶ Writing is Required for most living-wage jobs with both public and private employers citing a need for writing proficiency for occupational success (*National Commission on Writing, 2004*)




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### Why is writing difficult?

- ▶ Written expression is
  - ▶ More complex than any other language skill
  - ▶ Learned over a longer period of time
  - ▶ Never mastered by many people
  - ▶ Dependent upon high level and low level cognitive skills

Struggling Writer Simulation

Moats, 2005




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### What are the components of writing?

| Lower-Level-Thinking Skills    | Higher-Level-Thinking Skills          |
|--------------------------------|---------------------------------------|
| Letter formation               | Generating ideas                      |
| Handwriting fluency            | Organizing a sequence/genre structure |
| Sound-spelling links           | Selecting a topic focus               |
| Spelling patterns              | Logical connections among ideas       |
| Recall of sight words          | Choosing the right/best word          |
| Punctuation and capitalization | Maintenance of a writing goal         |
| Retrieving words               | Keeping the reader's needs in mind    |

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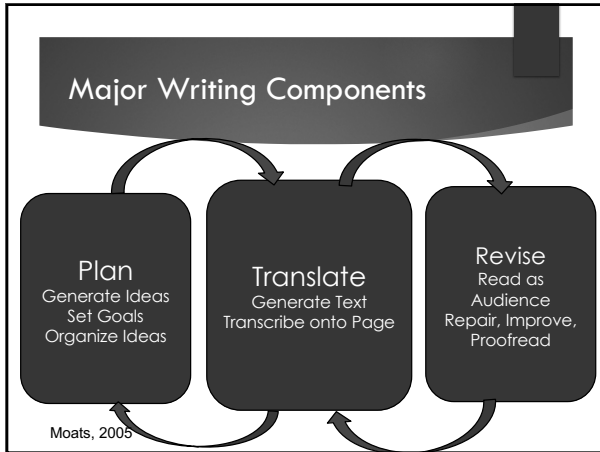
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**What can inhibit effective writing?**

- ▶ Students with difficulties in the area of writing struggle to:
  - ▶ generate and organize ideas
  - ▶ set personal writing goals
  - ▶ self-monitor written performance
  - ▶ revise written work

(Harris & Graham, 1996)

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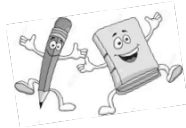
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**SRSD model has been used to....**

- ▶ **Teach reading, writing, and math**
- ▶ Teach reading comprehension strategies
  - ▶ Before, during, and after
  - ▶ Summarizing
  - ▶ Vocabulary




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**SRSD model has been used to....**

- ▶ Teach a variety of genres of writing
  - ▶ Expository
  - ▶ Narrative
  - ▶ Persuasive
- ▶ Teach specific writing skills
  - ▶ Planning
  - ▶ Goal setting
  - ▶ Revising
  - ▶ Writing for state competency tests

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**SRSD model has been used to....**

- ▶ Produce gains in writing process skills
  - ▶ Planning
  - ▶ Essay/story elements
  - ▶ Length
  - ▶ Quality
  - ▶ Revisions
  - ▶ Time engaged in planning, writing, and revisions

**SRSD is an evidence-based practice according to the WWC**

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**How much time does SRSD take?**

- ▶ Involves six instructional stages
- ▶ Presented over 8 to 12 lessons lasting 30-50 minutes each
- ▶ Administered at least three times per week in individual, small group, or whole class formats
- ▶ The number of lessons and time spent varies because each stage of the SRSD model is taught to **mastery**, a process that conforms based on the **needs of the student(s)** using the strategy (Harris et al., 2007)

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### Who is SRSD for?

- ▶ Initially designed to meet needs of students with severe learning problems, such as those with learning disabilities
- ▶ Now used with all students who struggles with reading and writing, as they share common difficulties:
  - ▶ Comprehending task demands
  - ▶ Producing effective task strategies
  - ▶ Using strategies to mediate performance

Harris, Graham, Mason, & Friedlander, 2008

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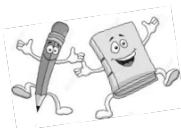
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### What is SRSD?

- SRSD is designed to address deficits as well as
  - Attitudes and beliefs
  - Motivation to read/write
  - Self-efficacy for reading/writing
- Six Characteristics of SRSD
  - Collaboration
  - Individualization
  - Mastery-based instruction
  - Anticipatory instruction
  - Enthusiastic teachers form support network
  - Developmental enhancement



*Harris, Graham, Mason, & Friedlander, 2007*

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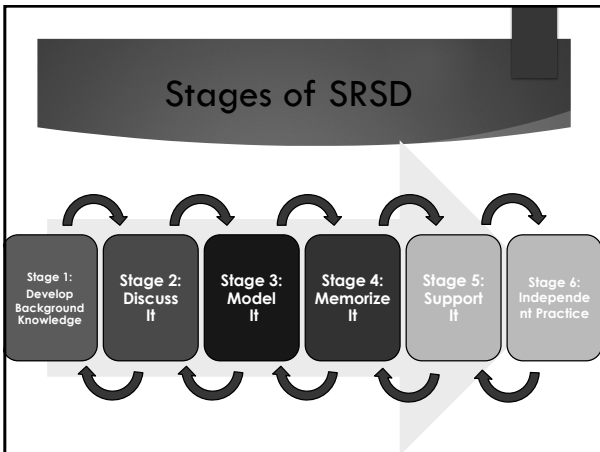
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## Stage 1: Develop Background Knowledge

Videos Sections 1 and 2

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### During Stage 1 you will....

- ▶ Identify the skills students will need to use a particular strategy
- ▶ Assess whether his students possess these skills
- ▶ Help students develop the necessary skills (e.g., vocabulary) they may need to learn the academic and self-regulation strategy

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## Stage 2: Discuss the Strategy

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During Stage 2 you will....
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- ▶ Help students understand the benefits of using a strategy
- ▶ Teach students to learn how and when to use a particular strategy
- ▶ Emphasize the importance of student effort, motivation, and self-talk
- ▶ Explain that once they learn a strategy, you can use it during different kinds of activities and in different situations
- ▶ Describe ways to measure self-monitoring, a skill that can be helpful in understanding goal setting

Discuss It Video

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STOP & DARE

- Suspend judgment
- Take a side
- Organize ideas
- Plan more as you write

- **D**evelop your topic sentence
- **A**dd supporting ideas
- **R**eject at least one argument for the other side
- **E**nd with a conclusion

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STOP & DARE Checklist

|   | Essay 1<br>Bedtime | Essay 2 | Essay 3 | Essay 4 | Essay 5 | Essay 6 |
|---|--------------------|---------|---------|---------|---------|---------|
| <b>Suspend Judgment</b><br><small>Did I list ideas for both sides?</small>  | √                  |         |         |         |         |         |
| <b>Take a Side</b><br><small>Place a "+" at the top of one box to show the side you will take in your essay.</small>        | √                  |         |         |         |         |         |
| <b>Organize Ideas</b><br><small>Put a "*" next to ideas you want to use. Choose at least 3 ideas that you will use.</small> | √                  |         |         |         |         |         |
| <b>Plan More as You Write</b>   | √                  |         |         |         |         |         |
| <b>Develop Your Topic Sentence</b>  | 1                  |         |         |         |         |         |
| <b>Add Supporting Ideas</b>   | 3                  |         |         |         |         |         |
| <b>Reject Arguments for the Other Side</b>  | 1                  |         |         |         |         |         |
| <b>End with a Conclusion</b>  | 1                  |         |         |         |         |         |
| <b>TOTAL</b>  | <b>10</b>          |         |         |         |         |         |

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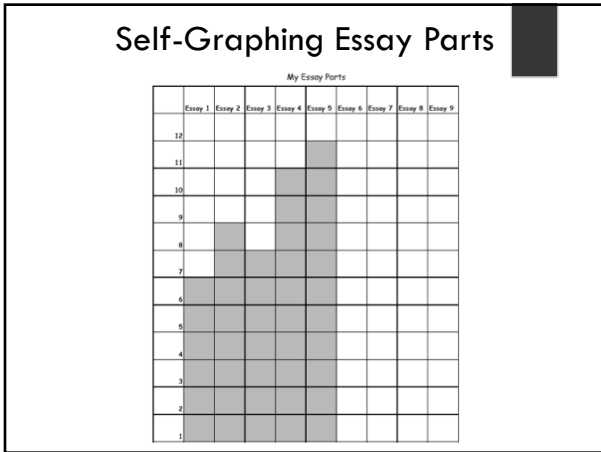
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### Stage 3: Model the Strategy

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### During Stage 3 you will....

- ▶ Expose students to the thought processes used by skilled learners
- ▶ Show students how to perform the steps in a strategy
- ▶ Demonstrate to students the reasons the steps in a strategy are necessary

Model It Video

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### Types of Self-Questioning to Model

- ▶ What am I being asked to do?
- ▶ What strategies do I know that can help me?
- ▶ What do I need to do first?
- ▶ Am I using all my strategy steps?
- ▶ Have I checked my work?
- ▶ Have I met all my goals?

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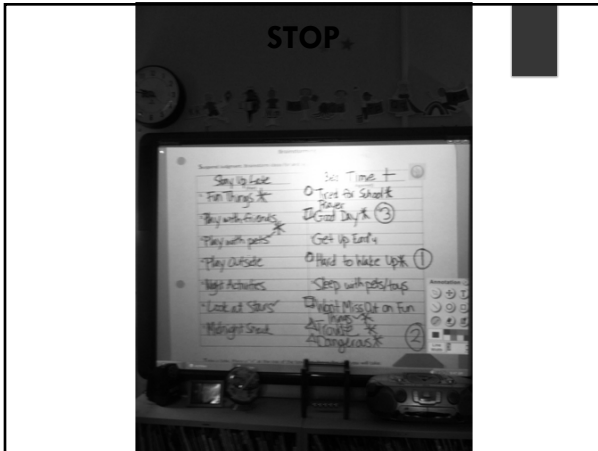
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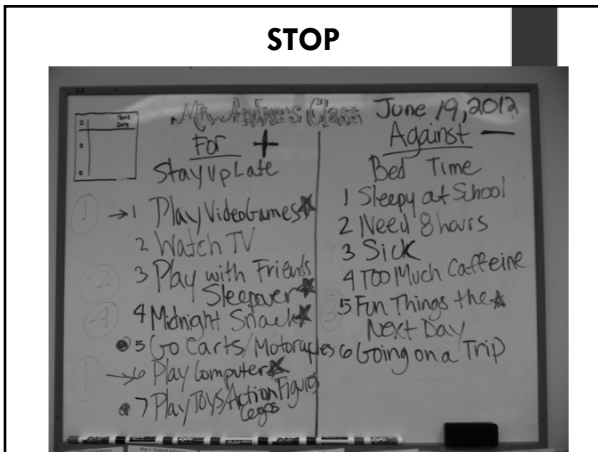
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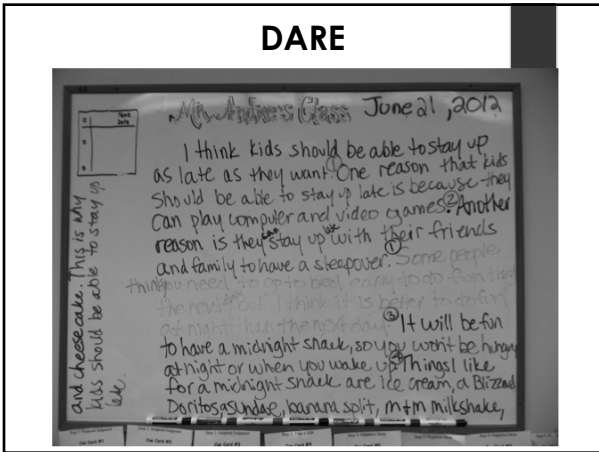
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### DARE




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### Self-Statement Stop Signs




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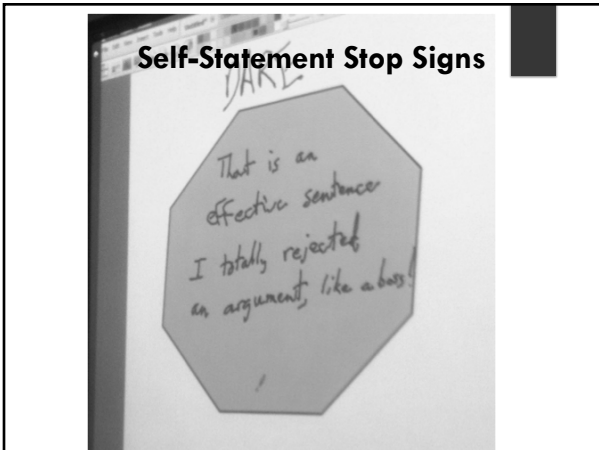
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### Self-Statement Stop Signs




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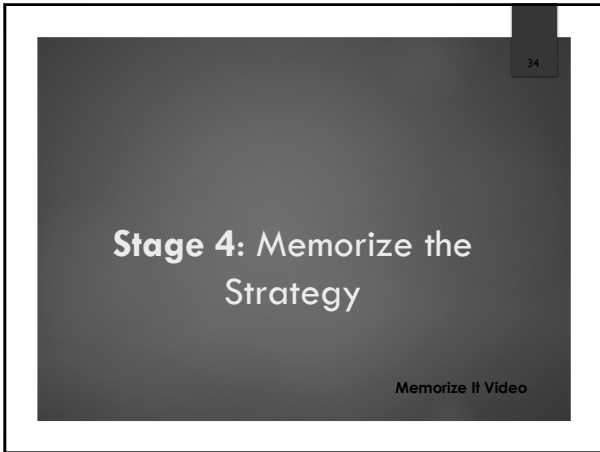
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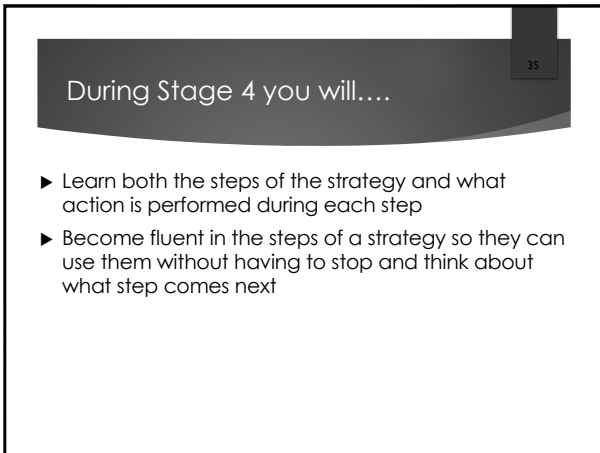
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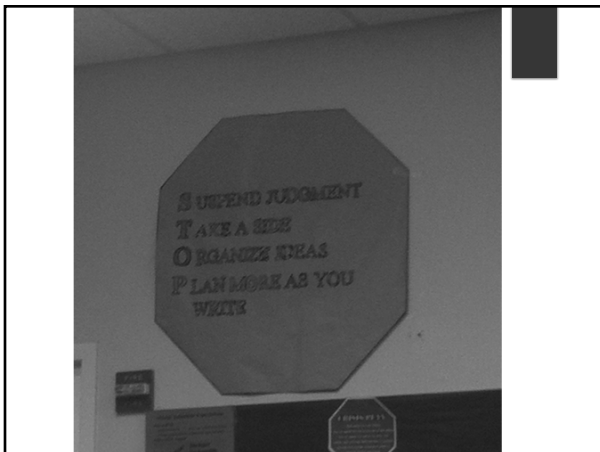
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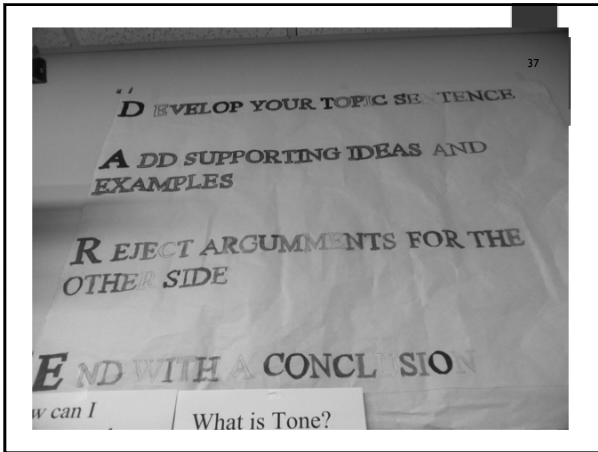
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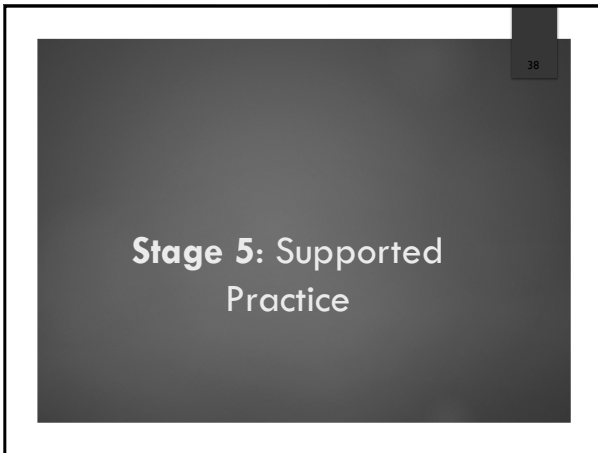
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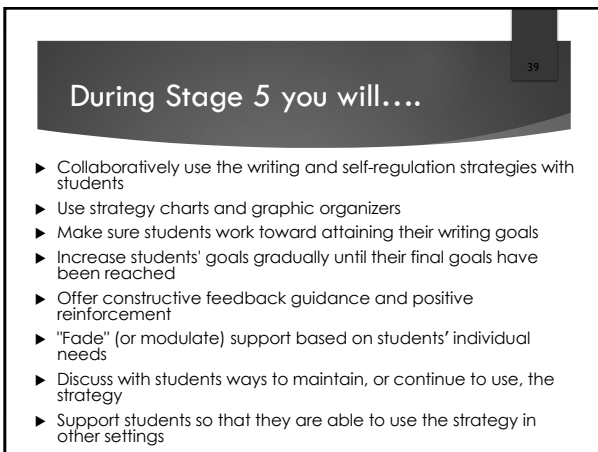
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**Peer Revision**

**Peer Revision Checklist**

- Does my essay have all the parts?
  - Introduction
  - Supporting Ideas (at least 3)
  - Counterargument
  - Conclusion
- What do you like about my essay?
  - Put a ● by the best part.
  - Underline two good transition words.
- How can I make my essay better?
  - Put a ▲ by a part I should change.
  - Circle any misspelled words.

**Supported Practice Video**

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**What if we encounter negative self-statements?**

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- ▶ With a partner turn the following negative statements into positive self-statements
  - ▶ I am going to get this done as quickly as I can so I can go to the free time center.
  - ▶ My essays will never be as good as everyone else's.
  - ▶ I'll never be able to do this.
  - ▶ I am a really bad speller.

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**Stage 6: Independent Practice**

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**During Stage 6 you will....**

- ▶ Monitor and support student's performance, as needed
- ▶ Incorporate activities in lesson plans to allow students to maintain and generalize their new writing strategy skills in various settings and across several tasks

**Maintenance Video**

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**Genres of Writing**

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**Narrative**

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**POW**

- ▶ Pick my idea.
- ▶ Organize my notes.
- ▶ Write and say more.

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**WWW What=2 How=2**

- **Who** is the main character?
- **When** does the story take place?
- **Where** does the story take place?
- **What** does the main character do or want to do; what do the other characters do?
- **What** happens then? What happens with other characters?
- **How** does the story end?
- **How** does the main character feel; how do other characters feel?

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**POW**

Pick my Idea  
Organize my Notes  
Write and Say More

**W-W-W What=2 How=2**


**Who?**

Who is the main character?



**When?**

When does the story happen?



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**POW + W-W-W**  
What=2  
How=2

| WHO | WHEN | WHERE |
|-----|------|-------|
|     |      |       |
|     |      |       |
|     |      |       |
|     |      |       |
|     |      |       |
|     |      |       |
|     |      |       |

**My Self-Statements**

To think of good ideas:

While I work:

To check my work:

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**POW + W-W-W**  
What=2  
How=2

**Congratulations**

to

From:

My Story

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**Comprehension/  
Expository**

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**TRAP**

- ▶ Think before you read
- ▶ Read a paragraph
- ▶ Ask "What is the paragraph mostly about? What is the important information?"
- ▶ Paraphrase the important information




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| TRAP Checklist |   |   |   |   |
|----------------|---|---|---|---|
| Paragraph      | T | R | A | P |
| 1              |   |   |   |   |
| 2              |   |   |   |   |
| 3              |   |   |   |   |
| 4              |   |   |   |   |
| 5              |   |   |   |   |
| 6              |   |   |   |   |



| How much can I remember?   |        |        |        |        |        |        |        |  |
|--|--------|--------|--------|--------|--------|--------|--------|--|
| Write your goal at the top. Draw a line to show your goal. After you read, fill in your chart to show how much you remembered. |        |        |        |        |        |        |        |  |
| Goal   |        |        |        |        |        |        |        |  |
| 100  |        |        |        |        |        |        |        |  |
| 90   |        |        |        |        |        |        |        |  |
| 80   |        |        |        |        |        |        |        |  |
| 70   |        |        |        |        |        |        |        |  |
| 60   |        |        |        |        |        |        |        |  |
| 50   |        |        |        |        |        |        |        |  |
| 40   |        |        |        |        |        |        |        |  |
| 30   |        |        |        |        |        |        |        |  |
| 20   |        |        |        |        |        |        |        |  |
| 10   |        |        |        |        |        |        |        |  |
| Quiz 1   | Quiz 2 | Quiz 3 | Quiz 4 | Quiz 5 | Quiz 6 | Quiz 7 | Quiz 8 |  |

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**TRAP IDEAS**

- ▶ Identify the important details to support the main idea
- ▶ Delete trivial details
- ▶ Eliminate redundant details
- ▶ Add a term for a list of words or concepts
- ▶ Summarize




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| IDEAS Checklist Worksheet   | Peer Checklist Summary Evaluation   |
|---|---|
| <p>After 1000 I need to use my IDEAS strategy to create a written summary.</p> <p>1. Go through your notes page</p> <p>2. Use IDEAS:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify important details to support the main idea</li> <li><input type="checkbox"/> Highlight or put a star next to the important details</li> <li><input type="checkbox"/> Delete trivial details</li> <li><input type="checkbox"/> Cross out trivial details on your notes outline</li> <li><input type="checkbox"/> Remove redundant details</li> <li><input type="checkbox"/> Cross out redundant details on your notes outline</li> <li><input type="checkbox"/> Add a term for a list of words or concepts</li> <li><input type="checkbox"/> If there are lists, combine them. Add this to your notes outline</li> <li><input type="checkbox"/> Summarize</li> </ul> | <p><input type="checkbox"/> Listen to your partner read their summary or read your partner's summary</p> <p>Questions to evaluate your partner's summary</p> <p>1. Was the summary written in his or her own words?<br/><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2. Was the whole chapter/page summarized?<br/><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Give your partner two positive comments about the summary</p> <p><input type="checkbox"/> Give your partner feedback/ways to improve their summary</p> <p><input type="checkbox"/> Switch! Now it's your turn to read your summary!</p> <div data-bbox="609 514 722 640" style="text-align: center;">  </div> |

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## TWA

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- ▶ **Think Before Reading**
  - ▶ Author's Purpose
  - ▶ What You Know
  - ▶ What You Want to Learn
- ▶ **While Reading**
  - ▶ Reading Speed
  - ▶ Linking Knowledge
  - ▶ Rereading
- ▶ **After Reading**
  - ▶ Main Idea
  - ▶ Summarizing
  - ▶ What You Learned



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## PLANS

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- ▶ **P**ick Goals
- ▶ **L**ist Ways to Meet Goals
- ▶ **A**nd
- ▶ **M**ake *N*otes
- ▶ **S**equence Notes



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**TWA**  **LEARNING STRATEGIES CONTRACT**

STRATEGY: \_\_\_\_\_

**T Think Before Reading**  
Think about:  
The Author's Purpose \_\_\_\_\_  
What You Know \_\_\_\_\_  
What You Want to Learn \_\_\_\_\_

**W While Reading**  
Think about:  
Reading Speed \_\_\_\_\_  
Linking Knowledge \_\_\_\_\_  
Rereading Parts \_\_\_\_\_

**A After Reading**  
Think about:  
The Main Idea \_\_\_\_\_  
Summarizing Information \_\_\_\_\_  
What You Learned \_\_\_\_\_

Student \_\_\_\_\_ Date \_\_\_\_\_  
Teacher \_\_\_\_\_ Target Completion Date \_\_\_\_\_

Goal: \_\_\_\_\_  
\_\_\_\_\_

How to meet this goal: \_\_\_\_\_  
\_\_\_\_\_

Signatures: Student \_\_\_\_\_  
Teacher \_\_\_\_\_

\_\_\_\_\_ has successfully completed instruction in  
the \_\_\_\_\_ Strategy and agrees to use it in \_\_\_\_\_  
Date \_\_\_\_\_ Student \_\_\_\_\_  
Teacher \_\_\_\_\_

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**Books**

The best thing about going to school is learning to read books. Books can be great companions to people of all ages. They can help you to learn about anything you want to know. They can give you information about things you can read about and help you learn more about them.

**The Teddy Bear**

Have you ever wondered where the cute little teddy bears came from? They were named for President Theodore Roosevelt in 1902. President Roosevelt was on a hunting trip in Mississippi.

**Living Things**

All living things need some basic things to live. These things are shelter, food, and water. These things are very important for all living things; changes in any of these things can be very important to the living thing.

**Yellowstone**

Yellowstone was the first national park named by the United States government. In 1872, more than two million acres were set aside for the park. The new park covered 7,967 square miles.

**Gum**

Sometimes things are discovered by accident. For example, chewing gum was accidentally discovered in the 1860's by workers in the United States. A company was searching for materials to use as rubber when they found chicle. The basic material used for the first chewing gum was chicle. Chicle comes from a tree that grows in Central America. The park

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**TWA**  **60**

**T Think Before Reading**  
Think about:  
The Author's Purpose \_\_\_\_\_  
What You Know \_\_\_\_\_  
What You Want to Learn \_\_\_\_\_

**W While Reading**  
Think about:  
Reading Speed \_\_\_\_\_  
Linking What You Know \_\_\_\_\_  
Rereading Parts \_\_\_\_\_

**A After Reading**  
Think about:  
The Main Idea \_\_\_\_\_  
Summarizing Information \_\_\_\_\_  
What You Learned \_\_\_\_\_

**My Self-Statements**

Think Before Reading: \_\_\_\_\_  
\_\_\_\_\_

While Reading: \_\_\_\_\_  
\_\_\_\_\_

After Reading: \_\_\_\_\_  
\_\_\_\_\_

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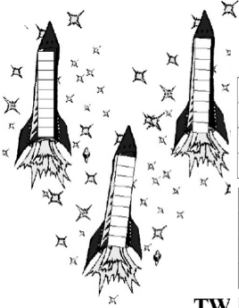
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Name: \_\_\_\_\_

61



**TWA Outline**

|           |  |
|-----------|--|
| Main Idea |  |
| Detail    |  |
| Detail    |  |
| Detail    |  |

**TW**

|           |  |
|-----------|--|
| Main Idea |  |
| Detail    |  |
| Detail    |  |
| Detail    |  |

|           |  |
|-----------|--|
| Main Idea |  |
| Detail    |  |
| Detail    |  |
| Detail    |  |

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3 Steps for Planning and Writing

62

**PLANS**



1. Do P Pick Goals  
List ways to meet Goals  
And  
NMake Notes  
SAnd Sequence Notes
2. Write and Say More
3. Test Goals

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GOAL SUGGESTIONS

63

- A. Write a paper that has main ideas for each paragraph I read.
- B. Write a paper that has important details for each main idea.
- C. Write a paper that has 3 or more paragraphs.
- D. Write an essay that has a beginning sentence.
- E. Write an essay that has sentences that link knowledge.
- F. Write an essay that has an ending sentence.



Worksheet for Completing PLANS

PICK GOALS:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

LIST WAYS OF MEETING GOALS:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

AND, ADD NOTES TO TWA OUTLINE  
SEQUENCE NOTES ON TWA OUTLINE

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64

## Persuasive

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### STOP & DARE

- Suspend judgment
- Take a side
- Organize ideas
- Plan more as you write

- Develop your topic sentence
- Add supporting ideas
- Reject at least one argument for the other side
- End with a conclusion

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### POW

- ▶ Pick my idea.
- ▶ Organize my notes.
- ▶ Write and say more.

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**TREE**

- ▶ **T**opic Sentence – Tell me what you believe
- ▶ **R**easons 3 or more – Why do you believe this? Will my readers believe this?
- ▶ **E**xpand (Facts)
- ▶ **E**nding – Wrap it up right?

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**POW**

**P** Pick my Idea  
**O** Organize my Notes  
**W** Write and Say More

**POW + TREE**

**T** TOPIC Sentence  
Tell what you believe!

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**R** REASONS - 3 or More  
Why do I believe that? Will my readers believe that?

**E** EXPLAIN Reasons  
Say more about each reason.

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**E** ENDING  
Wrap it up right!

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**TREE**

**T** TOPIC Sentence  
Tell what you believe!

**R** REASONS - 3 or More  
Why do I believe that? Will my readers believe that?

**E** EXPLAIN Reasons  
Say more about each reason.

**E** ENDING  
Wrap it up right!

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SHOULD CHILDREN HAVE TO GO OUTSIDE FOR RECESS?

Everyone should have to go outside for recess (TOPIC SENTENCE - WHAT YOU BELIEVE). One reason why everyone should go outside is because children need to move their bodies (REASON). When kids are outside for recess, they are doing a lot of running, jumping, and climbing (EXPAND). Another reason for going outside is to get out of the classroom. Is it better to live in the city or the country? (Country)

day, Kids need to get up and go outside is that you get to play games that you can't play inside (REASON). I think that it is better to live in the country than the city (TOPIC SENTENCE - WHAT YOU BELIEVE). First, country living is fun (REASON). You can play in the fields and woods. You can play and hide in the wheat and the corn. You can play hide-and-go-seek in the trees (EXPAND). Second, when you live in the country you get to work with the animals (REASON). While working on the farm, you feed all the horses, cows, and chickens (EXPAND). Third, you feel better when you live in the country (REASON). The city is dirty and noisy. The country has clean air and it is so quiet at night that you can hear the crickets and other bugs sing (EXPAND). The country is where I would like to live. I am ready to move there now! Then I would have more fun, feel better, and get to be with the animals (ENDING).

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**Should all children learn to use a computer?**

**Topic**  
I think that everyone should learn to how to use a computer. The main reason why I think that kids should learn to use the computer is **Reason** because it can help them at school.. **Reason** Another good reason for learning to use the computer is to play games. Some **Counterargument** people might think that kids will only play games on computers, but there are many educational program that kids can learn to use. My final **Reason** reason is that the computer is a good way to send messages and write to other kids. So if you ask me, everyone needs to learn how to use the computer. The sooner they **Conclusion** start, the better.

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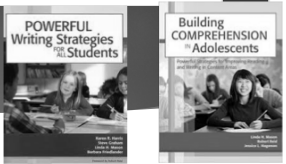
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**SRSD Resources**



- ▶ Websites
- ▶ Dropbox
- ▶ **Harris, K. R., Graham, S., Mason, L. H., & Friedlander, B. (2007).** *Powerful writing strategies for all students.* Baltimore, MD: Paul H. Brookes.
- ▶ **Mason, L. H., Reid, R., & Haganan, J. L. (2012).** *Building comprehension in adolescents: Powerful strategies for improving reading and writing in content areas.* Baltimore, MD: Paul H. Brookes.

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72

**Self-Regulated Strategy Development:  
An Evidence-based Practice for  
Improving Reading and Writing  
Outcomes for Students with EBD**

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## SIMULATION: DECODING

Adapted from: Horizon Academy

<http://www.horizon-academy.org/SiteResources/Data/Templates/t1.asp?docid=619&DocName=Virtual%20LD%20Simulation>

**Decoding Difficulties: When a person cannot hear or has trouble differentiating phonemes within a word.**

### Recognizing Phonemes

**Phonemes** are the building blocks of language. Represented by letters of the alphabet, they are the component sounds of spoken words. Most people automatically hear, for example, that the word "goat" is made up of three sounds: "guh," "oh," and "tuh." Reading requires the ability to map the phonemes we hear to letters on a page, and vice versa. But what happens when this basic skill, called **decoding**, doesn't come automatically? Imagine struggling to sound out every word because you can't distinguish among phonemes.

Take a few moments to familiarize yourself with this phoneme translation key. Then use it to read the passage. Read the passage aloud to yourself -- or to a roomful of your peers!

| <u>Phoneme Translation Key</u> |                     |
|--------------------------------|---------------------|
| <u>When you see</u>            | <u>Pronounce as</u> |
| q                              | d or t              |
| z                              | m                   |
| p                              | b                   |
| b                              | p                   |
| ys                             | er                  |
| a, as in bat                   | e, as in pet        |
| e, as in pet                   | a, as in bat        |

### Passage

We pegin our qrib eq a faziliar blace, a poqy like yours enq zine.

lq conqains a hunqraq qrillion calls qheq work qogaqhys py qasign.

Enq wiqhin each one of qhese zany calls, each one qheq hes QNA,

Qhe QNA coqe is axecqly qhe saze, a zess-broquceq rasuze.

So qhe coqe in each call is iqanqical, a razarkaple puq veliq claiz.

Qhis zeans qheq qhe calls are nearly alike, puq noq axecqly qhe saze.

Qake, for insqence, qhe calls of qhe inqasqines; qheq qhey're viqal is cysqainly blain.

Now qhink apouq qhe way you woulq qhink if qhose calls wyse qhe calls in your prain.

So how did you do? Assuming you found the exercise difficult (that was our intention), consider that we disguised only eight of the forty-four known phonemes in the English language. And imagine if this weren't a game.

## **SIMULATION: DECODING**

Adapted from: Horizon Academy

<http://www.horizon-academy.org/SiteResources/Data/Templates/t1.asp?docid=619&DocName=Virtual%20LD%20Simulation>

### **Here is the translation:**

**We begin our trip at a familiar place, a body like yours and mine.  
It contains a hundred trillion cells that work together by design.  
And within each one of these many cells, each one that has DNA,  
The DNA code is exactly the same, a mass-produced resume.  
So the code in each cell is identical, a remarkable but valid claim.  
This means that the cells are nearly alike, but not exactly the same.  
Take, for instance, the cells of the intestines; that they're vital is certainly plain.  
Now think about the way you would think if those cells were the cells in your brain  
(Excerpt from "Journey into DNA" on the "Cracking the Code" Web site, NOVA Online.)**

## **SIMULATION: WRITING**

Adapted from: Horizon Academy

<http://www.horizon-academy.org/SiteResources/Data/Templates/t1.asp?docid=619&DocName=Virtual%20LD%20Simulation>

**Higher-Order Cognition Problem:**

**Trouble generating and/or organizing ideas.**

**Difficulty with critical thinking skills and/or creative expression.**

### **Composition Activity: Putting Ideas in Sequence**

*There is a lot more to writing than coming up with good ideas. Children with writing disabilities may have no trouble forming coherent and creative thoughts, but struggle endlessly to get those thoughts on paper. Even when they have written something, they may not be satisfied that the words on paper capture what they intended. For children with writing disabilities, the graphomotor, grammatical, and structural aspects of writing may require so much effort and concentration that their best ideas never make it onto paper. The following writing exercise is designed to simulate what a child with a writing disability might experience during a classroom writing assignment.*

*Write a short essay, description, or story based on the photograph below. Please limit what you write to the space provided -- three or four sentences; about 100 words. As you write, keep these important rules in mind:*

- *Place the three words with which you want to begin each sentence at the end of that sentence, without otherwise changing word order.*
- *Use "on" in place of "an" and "an" in place of "on" wherever you write those letter combinations (within words or alone).*
- *Place your concluding sentence at the top of the page.*
- *Without otherwise changing the spelling, place the letter "h" to the right of the letter "T" in all words that begin with "T" and to the left of the "t" in all words that end with "t."*



## **SIMULATION: WRITING**

Adapted from: Horizon Academy

<http://www.horizon-academy.org/SiteResources/Data/Templates/t1.asp?docid=619&DocName=Virtual%20LD%20Simulation>

*How did you do on this writing exercise? Didn't you remember the rule from last year, to always type two "i"s never just one? Does the passage above even resemble what you intended to write? Maybe you feel a little like so many kids with writing disabilities when they say, "I know what I want to say, it just never comes out right when I put it on paper." Even if you managed to write a fairly clean draft, there's a good chance you spent so much time worrying about our admittedly arbitrary rules that you couldn't concentrate fully on writing a very interesting story or description. What if you always felt puzzled by grammatical rules? Do you think you could ever write up to your potential?*

### **Also see online:**

**Automatization Problem:** Difficulty remembering all the rules of spelling and grammar, and the formation of letters which gets in the way of creativity and organizing one's thoughts and ideas.

- **Writing Video: Making Writing Automatic.** When writing requires conscious physical effort, it can be difficult to simultaneously remember grammar and spelling rules and keep up with classroom note-taking. Two students and a teacher talk to Dr. Mel Levine about their experiences. (From "Getting Thoughts on Paper," part of the Developing Minds Video Library.)

**Graphomotor Problem:** Trouble grasping a pencil because of difficulty with muscle coordination in one's fingers which causes problems with the formation of letters and makes writing a very slow and laborious process.

- **Graphomotor Activity: Tracing Letters.** Most people write without even thinking about what they're doing. Their pencils or keyboards function as an extension of their thoughts and ideas -- a means of sharing all that they know. Writing, for them, is not a tedious necessity but a tool. Some children, however, struggle endlessly to put thoughts on paper. The breakdown can occur at almost any stage of the writing process. In fact, many older children still have problems with basic letter formation -- problems that deeply affect their ability to learn. Every letter these kids write requires tremendous effort, at the expense of their creativity and advanced ideas. The following writing exercise is designed to simulate what a child with a graphomotor writing disability might experience every day.

## Online SRSD Resources

### Free Lesson Plans:

Project Write

POW+WWW

POW+TREE

<http://kc.vanderbilt.edu/projectwrite/index.html>

### Other Online SRSD Resources:

SRSD Writing to Learn

<https://srsdonline.org/>

Class website for SRSD

<https://sites.google.com/site/spe541summer2012/evidence-based-practices/self-regulated-strategy-development---jessica-m>

This link takes you to an interactive tutorial through IRIS:

<http://iris.peabody.vanderbilt.edu/srs/cresource.htm>

SRSD Modeling

<http://www.youtube.com/watch?v=4-zVG38kBcU>

POW+TREE Video

<http://www.youtube.com/watch?v=a82FRBRNrPA>

SRSD Presentation

<http://www.youtube.com/watch?v=czNaUbeAZnA>

Free Tutorials on SRSD – Need to request a login to access

<https://releasingwriters.matrixlms.com/>

### Writing Prompts:

<http://www.writingprompts.net/>

Narrative

<http://www.interventioncentral.org/teacher-resources/curriculum-based-measurement-probes-writing>