

Strategies to get reluctant writers writing

(and comprehending better, too!)

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Writing

- Reading and writing not hard-wired
 - spoken language probably dates back to changed larynx of homo sapien (Upper Paleolithic, about 50,000 years ago)
 - written language c. 3200 BC



The Evolution of Human Speech Its Anatomical and Neural Bases, Philip Lieberman, Current Anthropology Volume 48, Number 1, February 2007


Writing

- Demands integration of the most processes of any communication act



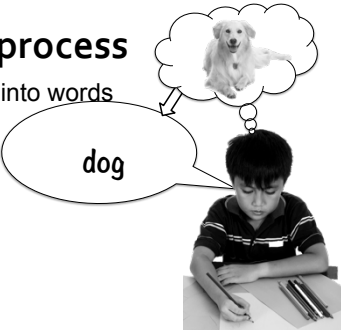
Writing process

1. Visualize
 - Right side of brain




Writing process

2. Change picture into words
 - Cross corpus callosum to left side of brain



Writing process


3. Change picture into **more** words
 - Cross corpus callosum back to right side, get more detail, cross back to left side



Writing process

4. Change picture into **more detailed** words


- keep running back and forth across corpus callosum until teacher is happy



Writing process

5. Encode words


- oral → written
- auditory loop → phonemic awareness → phonics → symbol-imagery



Writing process

6. Make hand write words

- visual/motor integration while keeping rest of encoded words in mind
- working memory



Writing process

7. Compare written words to symbol imagery and/or phonics knowledge

- visual working memory, auditory working memory

Writing process

8. Correct written words

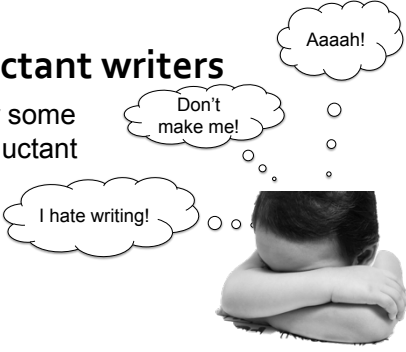
- visual/motor integration, working memory

Writing process

9. Repeat

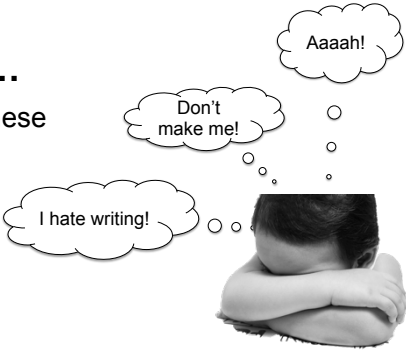
Reluctant writers

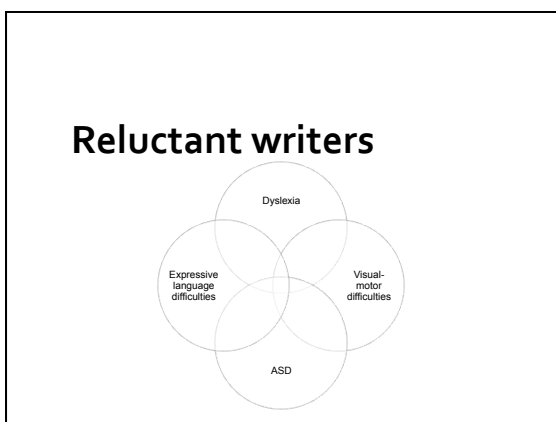
No wonder some kids are reluctant to write!



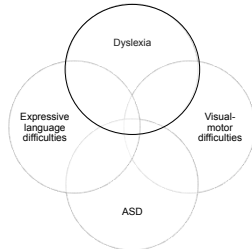
But...

Who are these reluctant writers?





Reluctant writers



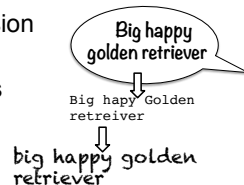
Dyslexia

- Most commonly associated with weak **phonemic awareness**
- Biggest difficulty is encoding ie, **spelling**



Dyslexia

- Oral language often very strong
- Tells a great story
- Writes the shortest version possible
- With the simplest words



Dyslexia: Remediation

- Explicit, systematic, multi-sensory phonics instruction
- Orton-Gillingham based
- Reading/Writing/Spelling interconnection
- At **independent** level

Big happy golden retriever
↓
Big happy Golden retriever
↓
big happy golden retriever

Dyslexia: Remediation

- Use the Writing Process
 - brainstorm/organizer
 - rough draft: DON'T WORRY ABOUT SPELLING!
 - Revisions: still don't worry about spelling
 - Final draft: have student correct a few words

Big happy golden retriever
↓
Big happy Golden retriever
↓
big happy golden retriever

Dyslexia: Accommodations

Remediation & Accommodation:

- Simultaneous, parallel paths
- Not either/or



Dyslexia: Accommodations

- Cannot afford to wait until they can write fluently at grade level to
 - practice sentence structure
 - develop their voice
 - improve story telling and essay writing
 - access higher order thinking skills

Dyslexia: Accommodations

- Remediation
 - At the student's *independent* performance level
 - Filling in the gaps in basic skills

Dyslexia: Accommodations

- Accommodation
 - At the student's *cognitive* level (e.g., oral language level)
 - Access to grade-level (or cognitive-level) appropriate content
 - Access to higher order thinking skills

Dyslexia: Accommodations

- Accommodation is
 - **Not cheating!!!!**
 - About fair and equal access
 - Ramp into the content
 - Absolutely necessary



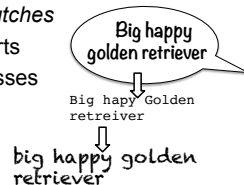
Dyslexia: Accommodations

- Task analysis & discrete goals
- Validity of tests and tasks



Dyslexia: Accommodations

- Effective accommodations
 - need to be taught explicitly
 - some are *disposable crutches*
 - some are lifetime supports
 - integrate throughout classes
 - integrate at home



Dyslexia: Accommodations

- Dictation




10 Of The Best Dictation Apps
Sarah Wilson, February 04, 2015, 7:24 pm

<http://www.techweekeurope.co.uk/mobility/mobile-apps/10-best-dictation-apps-162985>

Dyslexia: Accommodations

- Extended time
- Modified homework load (time-based versus length-based)
- No penalty for spelling or punctuation errors except for final drafts

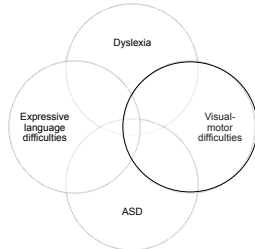


Dyslexia: Accommodations

FAIR
does not mean
Same



Reluctant writers



Visual-motor difficulties

- Make hand write words
 - Physical act of writing is difficult
 - Problem in the hand, in perception, or in their coordination
- Big hapy Golden
retreiver
↓
big happy golden retriever

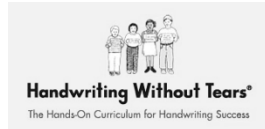
Visual-motor difficulties

- Wrap-around pencil grip
 - Starting letters from the bottom
 - Looping letters backwards
 - Loop the loop letters
- Big hapy Golden
retreiver
↓
big happy golden retriever

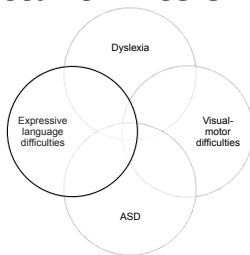


Visual-motor difficulties

- Refer to an OT
- Handwriting Without Tears
- Dictation
- Typing



Reluctant writers



Expressive language difficulties

- Word finding difficulty
 - affects oral as well as written language
- Receptive vocabulary higher than expressive
- Low rapid naming scores
- Tip of the tongue phenomenon

Big happy golden retriever

Expressive language difficulties



Expressive language difficulties

- Refer to a Speech/Language Pathologist
- Overlearn material
 - Through multiple pathways
- Develop metacognitive strategies
- Develop oral language
 - see ASD remediations
- Rave-O

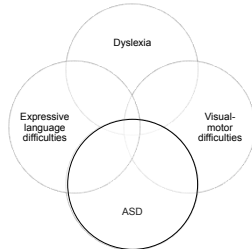


Expressive language difficulties

- Guess Who
- Spot It
- Headbanz



Reluctant writers

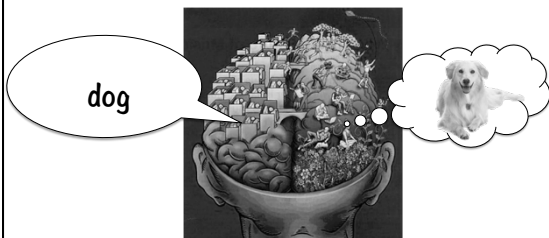


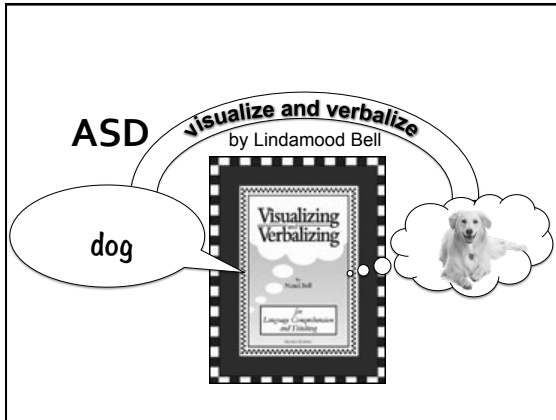
ASD

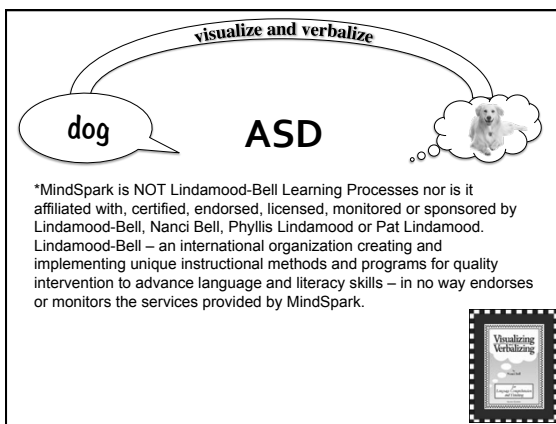
- Biggest communication challenge is connecting pictures to words and vice versa

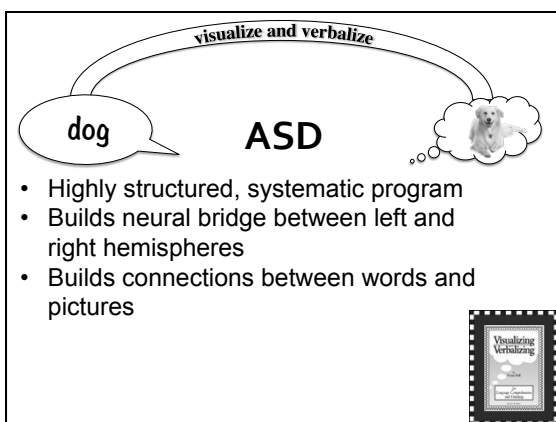


ASD











visualize and verbalize

dog

ASD




- Use Structure Words to guide visualizing
- Create picture together
- Describe picture based on
 - a picture
 - a word
 - sentences
 - paragraphs



visualize and verbalize

dog

ASD




- In pure VV, keep with it the whole session
- In my practice and for my taste, need to move on after about 20 minutes (one or two pictures or one or two paragraphs)

beyond visualize and verbalize


dog

ASD



- Golden rule:

Always call it a game!



beyond visualize and verbalize

dog

ASD

Pander, Pander, Pander

Chickens, Minecraft, Angry Birds







beyond visualize and verbalize


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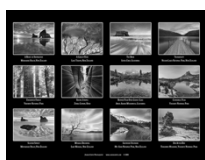
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Games Galore

Guess which one? supplies

- 20-30 small pictures
 - playing cards, calendar previews on back, etc
- Notecards





beyond visualize and verbalize


dog

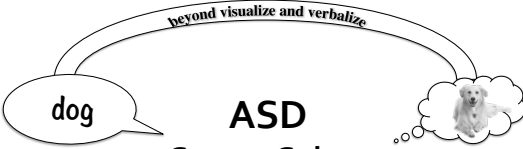
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Games Galore

Guess which one? procedure

- Each person secretly picks one picture
- Describes it with as much detail as possible
- Reads description to other player
- Other player guesses which one
- Remember to pander!

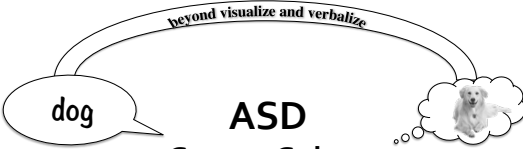




ASD Games Galore

Guess which one? procedure


- As student reads their description
 - think-aloud sorting
 - make sure to be confused if unclear
- As you read your description
 - model good writing
 - ask student what gave it away

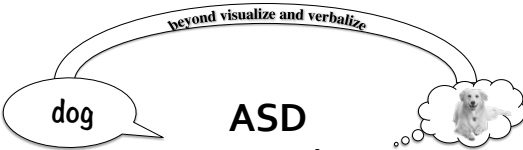


ASD Games Galore

Guess which one? Alternatives

- Emotion cards
 - especially good if student weak on socio-emotional skills
 - can add in brief discussion of “plot”
- Figurines
- Target vocabulary concepts




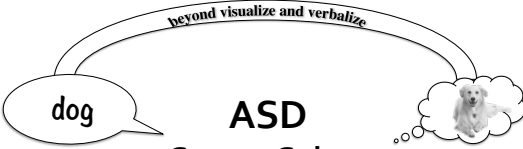


ASD Games Galore

Folder Game supplies

- Scene Builders
 - personal favorite: Mudpuppy Magnetic Figures
- Empty file folder




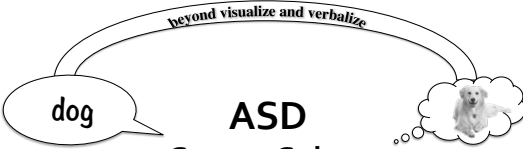


ASD Games Galore

Folder Game procedures

- 1st person starts building scene
- Describes in detail as works
- 2nd person tries to duplicate scene
 - Asks clarifying questions
- The Big Reveal! + Debrief

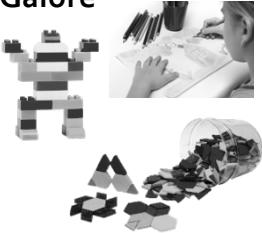


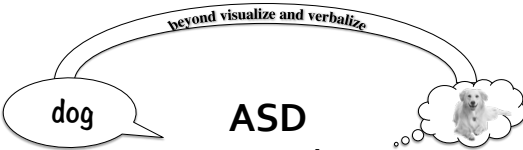


ASD Games Galore

Other Folder Games

- Drawing
- Pattern blocks
- Legos
- Remember to pander!






ASD Games Galore

Play then record

- Puppets
- Figurines
- Take notes as necessary
- Pander!




beyond visualize and verbalize

dog


ASD

Games Galore



Forced-Choice Storytelling

- Some kids (many with dyslexia or ADHD) *LOVE* open-ended writing assignments
- The more open-ended, the better




beyond visualize and verbalize

dog


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Games Galore



Forced-Choice Storytelling

- Other kids FREAK OUT!
- Too open-ended
- Need structure
- Need prompts for visualizing




beyond visualize and verbalize

dog

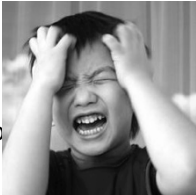
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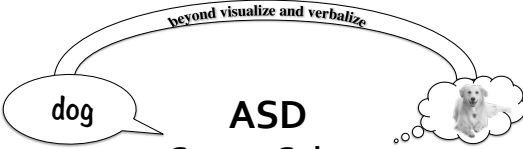
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Forced-Choice Storytelling

- Ask series of either/or questions
- Cover story elements
- Stop when you see light bulb




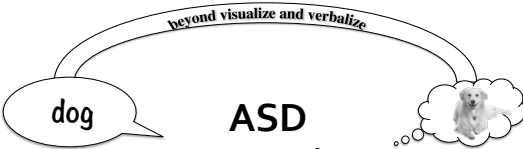


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Forced-Choice Storytelling

- Do you want to write
 - something true or made up?
 - human or animal characters?
 - boy or girl main character?
 - realistic or fantasy?




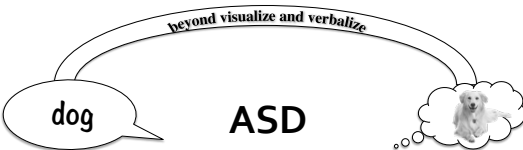


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Forced-Choice Storytelling

- Do you want to write
 - funny, sad, scary?
 - where is it?
 - what is the problem?
 - the solution?






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Forced-Choice Storytelling

- Take notes for student if they need it
- Use graphic organizer if they need it
- Remember to pander!



Everyone

Authentic need to write

- Birthday cards
- Cards to absent friends, parent, sibling
- Exciting current event
 - Offer as choice rather than assign
- Have cool stationery and fancy pens

The big picture