

# Teaching Writing to Students with Different Learning Disabilities (LD)



## What kind of students specifically have difficulties in writing and why?

- Students with different learning disabilities (LD) often have difficulties in generating plans, organizing text and revising text.
- Students with LD have difficulties in writing, especially formal written language production due to problems with spelling, capitalization and punctuation.

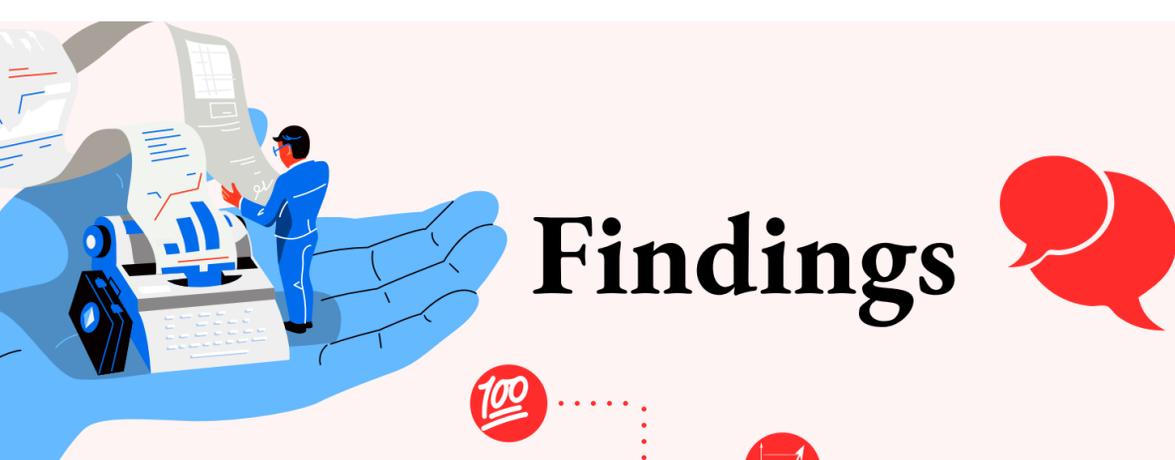
\*The above-stated LDs include but are not limited to attention deficit with or without hyperactivity (ADD or ADHD) and specific language impairment.

## What are some effective interventions in helping students to write?

- Utilization of the self-regulated strategy development (SRSD) approach has been published in 20+ studies up until the year 2001.
- SRSD emphasizes plan-making ability while remaining focused on the topic, which is critical to students with ADHD.
- The focus on SRSD intervention is effective in improving overall learning ability in students with learning disabilities and low-achieving writers (De La Paz, 1999; De La Paz & Graham, 1997).

## What were the study's questions and the goal?

- The study intended to teach students with ADD/ADHD and specific language impairment how to write with the SRSD approach
- What advice regarding writing, specifically, can be given to students with ADD/ADHD or language impairment or students with both conditions?
- Would the SRSD treatment show a positive effect in the population of students with attention deficit and/or specific language impairment?



# Findings

- 100% of the students generated plans for each post-instruction composition.
- All subjects showed significant improvement in their writing with increases of functional essay elements ranging from 175% to 312%.
- The average length of students' essays increased to 169% to 269%
- 4 weeks after the end of instruction, two out of three students managed to maintain the improvements we observed during the intervention.
- 4 weeks after the end of instruction, the ability of students to use mature vocabulary terms was maintained in all students.
- For the students with LD, especially ADHD and/or specific language impairments, teachers should apply the SRSD approach to teach writing.

**\*\*\*Teachers should focus more on helping students maintain their writing improvement.\*\*\***

- Each student should be advised to generate a written plan prior to composing each paper.
  - Resources: Graham, Steve, and Karen R. Harris. "Self-regulation and strategy instruction for students who find writing and learning challenging." *The science of writing: Theories, methods, individual differences, and applications* (1996): 347-360.
- Teachers should instruct students to use cue cards for writing five-paragraph essays with paraphrases to make the logic more explicit.
  - Resources: Sastrawati, Ika. "Improving Students' Writing Skill Through Cue Card Method." *Exposure 5.2* (2016): 196-214. Advocate for curricula, materials, and instruction that affirm the lived experiences of all students

Reference: De la Paz, S. (2001). Teaching writing to students with attention deficit disorders and specific language impairment. *The Journal of Educational Research*, 95(1), 37-47.

Infographic by: Jiali Wang and Sasha Stone, University of California, Irvine