

5 Writing Interventions for Struggling Writers

Evidence-based interventions promote improved writing skills for students with learning disabilities, fostering independence, and enhancing their organizational skills, composition, and refining of text.

Graphic Organizers



Graphic organizers are beneficial for students to retain content knowledge and improve essay writing.

Dictation

Dictation allows students with learning disabilities to speak their thoughts while a computer or teacher writes them down. This allows the student to focus on content and not have to worry about spelling or handwriting.



Paragraph Instruction and Frequency Building to a Performance Criterion



Benefits

- Explicit instruction
- Improving writing performance
- Increased text generation
- Timed Drills
- Immediate Feedback and error correction

Stop and List Strategy

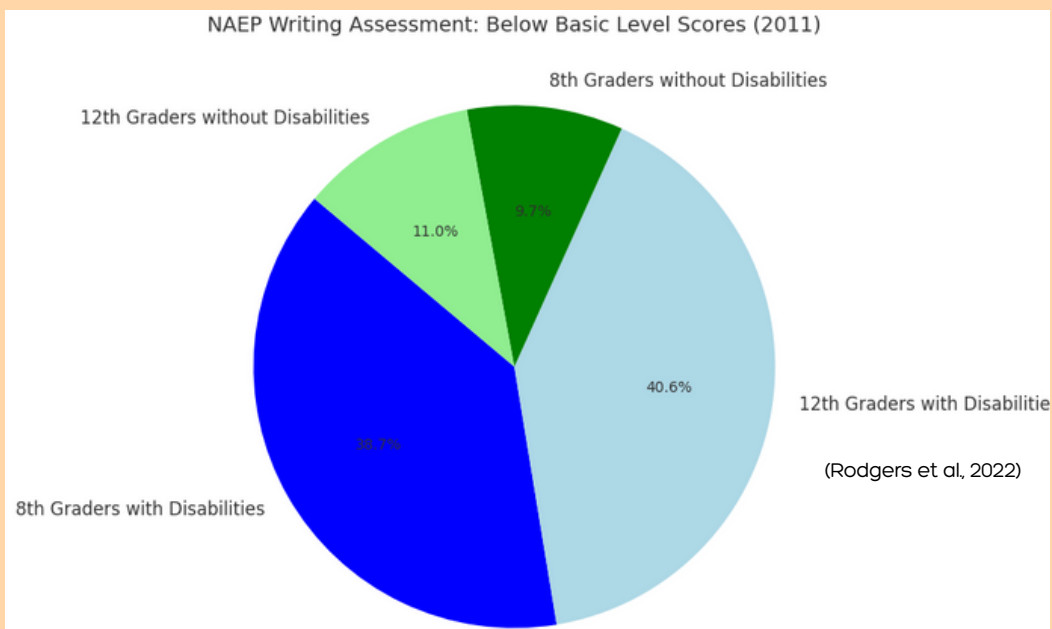
An instructional technique that is designed to improve writing skills in the areas of organizing and planning.

Steps

- Stop-** students pause and thinks about the topic
- Think-** student brainstorms ideas
- List-** student list their ideas using a graphic organizer



Students with disabilities score at a Basic below level on writing assessment



Mnemonic Strategies



Mnemonic strategies like PESTS can help students with learning disabilities retain and remember information more efficiently. PESTS can reduce spelling errors for struggling writers.

Figure 2: Steps in using the PESTS worksheets.

PESTS Cue Card

Step 1: Teacher presents worksheet with word, acrostic, picture, and story to child.
Step 2: Teacher and student discuss the word, its meaning and the story as the child colors the picture and the initial letters of the story one beneath the other.
Step 3: Student is asked to identify the target spelling word given choice of correct and incorrect spelling.
Step 4: Student writes the word in all capital letters, while saying the story aloud.
Step 5: Student traces the word in cursive, while saying the story aloud a second time.
Step 6: Student writes the word a third time, with eyes shut, while saying the story aloud.
Step 7: Student generates a novel sentence using the word, while saying the story as each letter of the word is written.

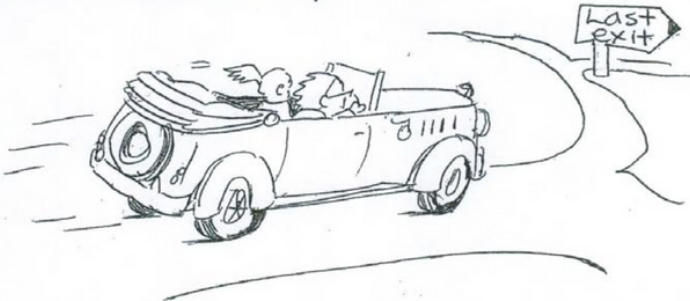
(Howard et al, 2008)

Figure 3: Sample PESTS worksheet.

My Pest Practice Page. Name: _____

1. Color the letters and picture. Remember the story.

Turn
Right
off
Uncle
Ben's
Last
Exit



2. Check the correct word.

truble trouble

3. Write in CAPITAL letters. _____

4. Write over. *trouble*

5. Write with your eyes shut. _____

6. This is a sentence with the Pest in.

trouble

(Howard et al, 2008)



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