Applied Writing Instruction for Students with Writing Difficulties

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Abstract

The National Assessment of Education Progress (NAEP) 2011, documented that seventy-three percent of students in grades 4th thru 12th are performing below the proficiency level for writing in the United States. Writing in the 21st century has become an essential part of middle and high schools' students' curriculum (NAEP, 2011). In order for students to improve to the proficient level of writing, students must increase in their ability to write. A Self-Regulated Strategy Development model (SRSD) was developed to help students improve in their academic writing abilities. SRSD has not been used to teach students business style writing such as creating business letters and filling out applications. This study used the SRSD model to help students improve their business letter writing and their ability to complete applications.

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CHAPTER I. INTRODUCTION

Throughout K–12 and higher education most required writing falls under the broad

categories of expository texts, persuasive texts, explanations of events, phenomena and

narratives; and reflective pieces, both real and imagined (National Assessment of Education

Progress [NAEP], 2011). The NAEP framework's goal measured the writing ability of students

through a computer-based assessment which reflects the writing obligations of the 21st century,

and was used as the national benchmark for future assessments. The results were categorized

into three areas. These areas included basic, proficient, and advanced. The NAEP reported the

writing assessment scores nationally for students in the 4^{th,} 8^{th,} and 12th grades in the United

States. According to the NAEP, 73% of students were performing below the proficiency level

for writing nationally. Students' performance below proficiency level in writing nationally was

concerning and must be addressed. In particular, a special emphasis should be placed on

students' writing that is needed for postsecondary settings (Applebee &Langer, 2009). Students

who struggle in writing have difficulty generalizing writing skills to different types of writing

genres (Akins & Gavins, 2012). This would include employment writing for business letter

purposes and filling out employment applications.

Communicative purposes in writing are to persuade, to explain, and to convey ideas in

school as well as the workplace for those who struggle with writing. Communicative purposes

are important in the workplace (NEAP, 2011). Clear and effective communication requires an

awareness of the audience's needs (e.g., future employer for example). Business style writing is

more formal, and can be composed into emails and cover letters that provide a first impression

of the individual who conveyed the idea (The Writing Center: University of North Carolina, n.d.). How students write in a formal or business format can shape their future employment or their transition experiences because students who struggle with writing may influence future coworkers or employers to have poor perceptions of their abilities. Students who communicate in clear and effective ways provide a better impression, and may have more employment opportunities. Business letter and employment application writing are opportunities required for students to gain an understanding of the audience they will be writing to in various workplaces.

Instruction for Students with Writing Difficulties

Explicit instruction is used to improve the writing abilities of elementary, middle, and high school students with and without disabilities. One way of explicitly teaching writing to students with and without disabilities is the Self-Regulated Strategy Development (SRSD) method (Graham & MacArthur, 1988). SRSD explicitly teaches steps for the writing process and the mechanics of writing to improve writing for different genres. SRSD could be a way for teachers to provide instruction for writing business letters and filling out applications. Thus, students with writing difficulties will be better prepared to enter into the workforce.

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Statement of the Research Problem

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A special emphasis should be placed on students' writing that is needed for postsecondary settings (Applebee &Langer, 2009). To this date, there has been little information about explicit writing instruction for students with writing difficulties with regard to writing business letters and filling out applications. Therefore, the focus of this study was to improve the quality of business letters and applications for students in middle school who have difficulty in writing using an explicit intervention. Specifically, the explicit intervention explored was an evidence-based practice such as SRSD instruction.

Justification of the Study

Writing is essential in the 21st century for employment (Datchuk & Kubina, 2017). In addition, the NAEP (2011) states 73% of students in the United States write below the proficiency level. Business letter writing and filling out employment applications are opportunities for students to learn business style writing and gain access to workplaces. Kiuhara et al (2009) state the most common writing activities used by teachers were short answer responses to homework, responses to material read, work sheets, and summarization of material read. The next most common writing activities were journal entries and lists. Following journal entries and lists, step-by step activities, and five-paragraph essays were often used by the majority of the teachers. Although these activities are important, students need experience writing for employment. This includes business letter writing and filling out applications.

Purpose of the Study

The purpose of this study was to investigate the effects of SRSD on students in middle school who have difficulty with writing. Specifically, the study focused on their ability to write for employment purposes based on a holistic writing rubric that measures quality of writing. In particular, the purpose was to increase students' ability to create business letters and fill out applications. The results will provide more information on evidence-based practices that can be used in schools such as SRSD and expand knowledge for writing instruction for students with writing difficulties.

Research Questions

For this study the following questions were developed:

      1. What are the effects of the Self-Regulated Strategy Development (SRSD) model using POW+TREE intervention on students' with writing difficulties ability to prepare and write formal business letters based on a holistic writing rubric?

      2. What are the effects of the Self-Regulated Strategy Development (SRSD) model using POW intervention on students' with writing difficulties ability to prepare and complete employment applications based on a holistic writing rubric?

Definitions of Terms

Achievement Level- the National Assessment of Educational Progress put the achievement levels into three categories.

    a. Basic- demonstrates partial mastery of writing assessment

    b. Proficient- demonstrates competency for the writing assessment

    c. Advanced- demonstrates superior mastery in the writing assessment.

Assessments- the process of gathering both formal and informal information.

Baseline- the level in which a student performs before an intervention is implemented

Baseline Measure- the instrument used to collect data before intervention.

Dependent Variable the things that researchers observe and measure to determine if the intervention had an effect.

Drafting- the stage of writing in which the author develops a cohesiveness of writing words that formulates sentences.

Editing - a stage of the writing process in which a writer strives to improve a draft of writing by correcting errors.

Effect Size- an assessment of the magnitude of the impact of the intervention (i.e.,0.0-0.20 as a small, 0.20-0.50 as a medium, and 0.80 and above as a large effect size.

Emotional Disturbance- Individual with Disabilities Education Act (IDEA) a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: An inability to learn that cannot be explained by intellectual, sensory, or health factors.

Explicit instruction- a way of providing instruction through an advance organizer, modeling, guided practice, independent practice, and post organizer.

Fidelity Check - a checklist to measure how well the intervention was delivered based on how the intervention was laid out in the study.

Functional Relation- a relation between variables that demonstrates a change for an effect three or more times.

Independent Variable- the things that the researcher thinks are interventions or things the researcher control or manipulate.

Intelligent Quotient (IQ)-a standardized score that measures cognitive ability that can be compared with students of the same age.

Inter-rater Observer Reliability- the agreement between two or more individuals.

Intervention- the situation or variable introduced to change the dependent variable. For this manuscript SRSD is the intervention.

Intervention Materials- a product used to assess the fidelity of the study.

Literature Review- a comprehensive survey of the research literature on a topic.

Maintenance Data – single subject data taken to measure the student performance after a period of no instruction.

Mnemonic Device - a technique that aids information retention or retrieval or help to remember.

Multiple Probe-Data that can be collected intermittently to document performance during baseline and the intervention phases.

Other Health Impairment- Individual with Disabilities Education Act (IDEA) limitation of strength, vitality, or alertness, that includes a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome.

Planning –This is the stage during prewriting in which the writers explores and plans the structure of a document.

PLAN & WRITE- is mnemonic that stands for (a) pay attention, (b) list the main ideas, (c) add supporting ideas, (d) number the major points, (e) work from your plan, (f) remember your goals, (g) include transition words, (h) try to use different sentences; and (i) exciting words.

POW+TREE- strategy mnemonic that includes a tree with the definition of each letter of what it stands: POW (Pick my Idea), (Organize my notes), (Write and say more), and TREE (Topic Sentence), (Three Reasons), (Ending) and (Examine).

Pretest Assessments - are graded assessment tool used to determine pre-existing subject knowledge. Typically, pre-tests are administered prior to an intervention to determine knowledge and baseline.

Probes - a specific research technique used to gather information such as writing assessments or writing tests to monitor students' progress.

Questionnaire- survey document with questions that is used to gather information from individuals to be used for research

Reliability-is the degree to which an assessment or other measurement tool produces stable and consistent results.

Research Design - is the overall plan structure used to conduct a study.

Revising- the process of rereading a text and making changes.

Rubric Scores- scores based on criteria that are assigned a number that measures how well a student demonstrated a skill on a rubric assessment.

Self-engagement- a fundamental attitude towards ourselves and an ongoing process of regularly engaging ourselves in a conversation that is put in writing.

Self -Regulated - Strategy Development- a set direct instruction that consists of six stages: Background Knowledge, Discuss it, Model it, Memorize, Support it, and Independent practice.

Social Validity- Assessments used in research to determine whether the intervention outcomes is socially important or whether the intervention made a difference in their lives of those received the intervention.

Specific Learning Disability- Individuals with Disabilities Education Act (IDEA) defines a specific learning disability as "a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations." This disability category includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia (a type of language disorder).

Stability- Refers to whether or not the level or average performance, variability

STOP & DARE- is a mnemonic that stands for (a) suspend judgment, (b) take a side, (c) organize your ideas, (d) plan more as you write, (e) develop a topic sentence, (f) add supporting ideas, (g) reject the other side; and (h) end with a conclusion.

Transition- a set of coordinated activities for student with and without disabilities to prepare for change.

Treatment Fidelity – a checklist to make the intervention was carry out in specific order.

Wechsler Intelligence Scale for Children-Revised- an assessment that measures students' intelligence or their cognitive ability.

Woodcock Johnson Achievement Test - is an individually administered measure containing tests of reading, mathematics, written language, and academic knowledge.

Writing Attitude Survey (WAS) -The Writing Attitude Survey provides a quick indication of student attitudes toward writing. Each item presents a brief, simply worded statement about writing, followed by four pictures of Garfield. Each pose of Garfield is designed to depict a different emotional state, ranging from very positive to very negative.

Writing Intervention- the intervention applied such as SRSD to change the outcome of writing performance.

Writing Strategy- are approaches to help the process of writing for students so they can process, remember, and express information.

Limitations of the Study

The study was limited to four participants who participated in a remedial summer literacy program. The researcher was the teacher who implemented the SRSD instruction. At the request of the school district, intellectual quotient (IQ) data were not collected. The study included participants who had writing difficulties, but did not have a documented disability. The SRSD method was not compared to any other method for business letter writing or filling out applications.

Summary

Writing in the 21st is a critical component for success of students in postsecondary schooling, postsecondary employment, and transitioning into adulthood. Explicit instruction is one way to improve writing abilities of students with writing difficulties. Using an evidence-based practice such as an SRSD intervention can provide students with instruction so that they can improve on their ability to write business letters and fill out employment applications. This

gives students the ability to communicate better and provides more opportunities to be successful in future endeavors. The purpose of this study is to investigate the effects of SRSD on middle school students' who have writing difficulties ability to write for postsecondary employment purposes. This study sought to improve students' ability to create business letters and fill out applications.

CHAPTER II. LITERATURE REVIEW

Writing has become an essential part of middle and high school students' requirements (NAEP, 2011). Students in the 21st century will need to be able to plan, revise, edit, and be creative in expressing themselves in writing (NAEP). Throughout the history of education, as well as in employment places, writing has been used to help students express themselves. In school, writing fell under categories of expository texts, persuasive texts, explanations of events, phenomena and narratives; and reflective pieces, both real and imagined (NAEP). The NAEP measured the writing ability of students in the 4th, 8th, and 12th grades through a computer-based assessment. Only 27% of students were performing at the proficiency level for writing nationally. Students' performance below the proficiency level in writing is a concern and must be addressed. In addition, special attention should be imposed on students' ability in writing in the postsecondary area (Applebee &Langer, 2009). Students who often struggle in writing have difficulties generalizing their writing skills in different types of writing genres

(Akins & Gavins, 2012). This includes writing for business letters and filling out employment applications.

Communication in writing is to persuade, to explain, and to convey ideas. This is important in school as well as the workplace for those who struggle with writing. Communication in the workplace plays an important role for employers and employees. Precise and clear communication requires an awareness of the audience's needs. In this case, it is future employers and the employees' desires for employment. Therefore, business letter writing and filling out employment applications are opportunities for students to gain an understanding of audiences in various workplaces as well as outlining their wants for future employment.

Research Regarding Writing Instruction

Kiuhara et al. (2009), examined how writing instruction was implemented for secondary students in the United States. According to Kiuhara et al. (2009), teachers used a variety of methods to teach writing to students with and without disabilities in different content areas. As stated previously, the most common writing activities used by teachers were short answer responses to homework, responses to material read, work sheets, and summarization of material read. The next most common writing activities used were journal entries and lists. Most teachers used journal entries and lists, step-by step activities and five-paragraph essays.

Kiuhara et al. conducted a study with a stratified random sampling of different subjects (i.e., science, mathematics, English Language Arts, and social studies) of teachers in the United States to examine writing instruction. They sampled each of the four regions of the United States identified in the 2000 U.S. Census. Kiuhara and colleagues provided teachers a list of 17 writing instruction methods to teach writing. Teachers reported they used 50% or more of the teaching methods several times a year. The three most commonly used evidence-based practices

were verbal praise/positive reinforcement, direct instruction that included modeling, guided practice and review, and establishing goals for writing assignments. The next most common evidence-based practices were writing as a tool for subject matter learning, prewriting activities to organize ideas, use of word processing; and teaching a strategy for planning. English Language Arts teachers used evidence-based methods more often. English Language Arts teachers were also more likely to teach grammar and facilitate the writing processes.

Instruction for Students with Writing Difficulties

Explicit instruction is an evidence-based practice for students who struggle in school. One way of explicitly teaching writing to students with and without disabilities is the Self-Regulated Strategy Development (SRSD) method (Graham & MacArthur, 1988). SRSD explicitly teaches steps for the writing process and the mechanics of writing to improve writing for different genres. In addition, a mnemonic is used to help students self-monitor while they are writing. SRSD consists of six steps that engage the student. They are: (a) developing background knowledge, (b) discussing the purpose and benefits of the strategy, (c) teacher modeling of the use of the strategy, (d) memorizing the steps of the strategy, (e) practicing the strategy with scaffolds and teacher support faded; and (f) using the strategy independently. These six steps were designed to help students meet the needs in the writing process, and eventually improve their ability to write. Graham and MacArthur piloted SRSD in the late 1980's.

Graham and MacArthur (1988) investigated if the SRSD training would improve students' with learning disabilities (LD) revising behaviors and essays composed on a word processor. SRSD using the word processor encouraged the writer to make revisions without having to re-do the essay all over again. The researchers stated that using computers and the

text-editing process could change the way students with and without disabilities perceived the writing process (Graham & MacArthur, 1988). They said SRSD with computers could improve the content of the writing, and more importantly, this method of text editing could help reduce errors, and help students concentrate more on the content of the essay.

SRSD was originally referred to as self-instructional strategy training. Graham and MacArthur (1998) sought to investigate the use of SRSD to teach students with LD to detect and correct mechanical errors and to improve clarity and cohesiveness of their written work. Specifically, Graham and McArthur investigated whether a functional relation could be found between the strategy instruction and students' revising behavior. The study took place in a suburban elementary school in the northeastern United States. There were three participants with LD who received services in a resource room. The researchers selected participants based on their Intelligent Quotient (IQ) scores on an intelligent test, achievement scores (i.e., scores must at least be two years below grade level), interviews with teachers indicating that composition problems were evident, and the absence of any other disability. Researchers used a multiple probe across subject's design. The independent variable was the self-instructional strategy training used to teach students how to revise their writing which is now known as the SRSD model. There were four conditions: baseline, training, post treatment, and follow-up. Two college students majoring in special education implemented the instruction, one who was a senior-level undergraduate and one was a graduate student. All lesson plans included a step by step description of the procedures. Data were collected on the number of revisions students made, essay quality, the number of words, the spelling, the capitalization, and punctuation errors.

The findings of Graham and MacArthur (1988) showed a functional relation between the strategy instruction and the revisions students made during the writing process. The participants, Jessica, Duncan, and Paul, demonstrated a low to moderate level of revising for writing at baseline. During the training conditions, the criterion level for revising was attained by each participant on each written essay. After the completion of the training condition, each participant's performance on the posttreatment writing probes increased. Jessica' performance increased from 2.3 to 10.7 which clearly exceeded the criterion level that was established. This means that Jessica increased revising behaviors on essays during the writing process from 2 to almost 11 times.

Duncan's performances on the posttreatment writing probes increased from 2.3 to 6.0 which mean that Duncan increased revising essays during the writing process. Paul's performance during posttreatment increased from 2.8 to 6.5, which means that Paul increased revising behaviors during the writing process.

Since Graham and MacArthur's study, SRSD research included multiple strategies, multiple types of writing such as; narrative, informational, and persuasive writing. Research included students in multiple levels of schooling (i.e., elementary, middle, and high school) as well as students with LD, students with emotional behavior disorders (EBD), students with attention deficit hyper-activity disorders (ADHD), and adults.

Writing is used to persuade, explain, and convey (NAEP, 2011). Individuals persuade, explain, and convey information for employment as well as in school. The NAEP explains that the intended audience of a written text plays an important role in shaping the writer's approach. In addition, national high school writing standards state that students must produce clear and coherent writing that is appropriate to the task purpose and audience (Common Core State

Standards Initiative, 2019). Clear and effective communication requires an awareness of the audience's needs which can include a future coworker or employer. Business writing provides a first impression of the individual who conveyed the idea (The Writing Center: University of North Carolina, n.d.). How a student writes in a business format can shape their future employment or experiences. For example, future coworkers or employers can have poor perceptions of the abilities of students who struggle with writing. When students communicate in clear and effective ways, they provide a better impression. Therefore, effective business writing creates potential for greater respect and opportunities in the workplace. Students who have difficulty in writing can learn to effectively communicate through business writing practice with SRSD strategy instruction.

The purpose of this literature review is to outline the SRSD interventions that improved the writing process for students in elementary, middle, and high school settings; and postsecondary adults with writing difficulties. The following sections will review the literature on SRSD strategy instruction and its applications.

<p align="center">**Self-Regulated Strategy Development Research**</p>

SRSD and DARE Strategy

Chalk et al. (2005) demonstrated that SRSD instruction improved student's ability to revise and write persuasive essays using the strategy DARE. DARE stands for the following steps (a) develop topic sentence, (b) add supporting detail, (c) reject arguments from the other side, and (e) end with a conclusion. DARE expanded to include STOP and DARE which will be described in the following sections. Instruction included SRSD with DARE when teaching students to revise essays on a word processor, write persuasive essays, academic engagement, and writing in other content areas such as health class (Ennis & Jolivette, 2014., Ennis et al.,

2015., Hacker et al., 2015). Researchers used SRSD with DARE for students in high school and residential facilities. Students who learned SRSD with DARE received remediation for writing difficulties and some participants received special education services for learning disabilities (LD) or emotional behavioral disorders (EBD). The study designs included multiple baseline, quasi-experimental pretest, posttest, and maintenance, regression; and repeated measures.

Chalk et al. (2005) examined the SRSD model with DARE to improve writing for high school students with LD in a resource setting. Fifteen high school students from a large suburban high school in the southeastern United States participated in a repeated measures design. To be a participant, the researchers set four criteria. First, the student had to be identified as having LD. Second, the student has to have an IQ score of 80 to 115 on the Wechsler Intelligence Scale for Children-Revised (WISC-R; Kaufman, 1994). Third, the student's achievement scores were at least two years below grade level in an academic area. Finally, the students could not have another disability (Chalk et al., 2005).

The SRSD with DARE strategy had six steps. In the first step, the researcher provided instruction on how to identify parts of an essay. In the second step, the researcher reviewed the probes with each student individually to discuss the scoring guidelines, the content of the essay, and the graphs to see if the content was sufficient. In step three, the researcher reviewed three instructional phases using an overhead projector. The researcher modeled the strategy using the "think aloud" technique. As the students wrote essays, the researcher asked questions to remind the students about what they should be doing while they are writing. After the researcher, modeled DARE, students memorized the steps. Students used visual prompts to help them memorize the steps, the researcher introduced the self-instruction questions and statements. Examples of self-instruction questions were "What do I need to do? problem definition, "First I

need to"; planning, "Did I say what I really believe?"; self-evaluation, and "This is a good reason"; self-reinforcement. In step four, the students used the three steps in the DARE strategy. In step five, students used DARE and the overhead projector to write the essays. In this step, the responsibility of the writing shifted from the researcher to the students. Students also assessed their individual goals and modified them if needed. In step six, students composed two essays independently using visual prompts when needed. The researcher provided positive feedback to the students.

The dependent variable was students' performance in writing essays. Chalk et al. (2005) examined length, number of words, and overall quality. The teachers were involved in the essay selection so the probes matched the English Language Arts curriculum used by the school system except for one history class. Lesson plan checklists were completed by the instructor. However, the instructor did not report a validity score. The researcher evaluated writing probes based on the length, quality, and the number of words. The researcher essays were scored by teachers and the researchers. The researcher calculated inter-scorer reliability by dividing the number of agreements by the sum of agreements plus disagreements. The researchers reported the reliability score in this study was above 80 percent.

Researchers analyzed the data using a repeated measure analysis of variance (ANOVA). They found a significant main effect, indicating that quality of essays improved over time. Chalk et a1. (2005) concluded that, before the intervention, students lacked the ability to write. When using Self-Regulated Development Strategy along with the DARE mnemonic, students increased word production and quality of their essays. Researcher expanded SRSD with DARE research to involve students in an urban high school setting who required tiered support Hacker et al. (2015).

Hacker et al. (2015) evaluated the effects of SRSD writing intervention using DARE for students who attended an urban school district for students who required tiered support. The research questions were: (a) what short-term gains do participating students achieve in their writing performance in comparison to a control group using SRSD, and (b) do participating students achieve significant maintenance gains in writing performance in comparison to another group? The study took place in two Title I schools in a moderately large urban school district. The schools in the study had a school improvement plan in place focused on writing. The schools were similar in demographics. Both schools served 800 students, and both schools had some of the same characteristics such as students with low income status, students in special education, and students with English proficiency issues. There were 312 students in the control group. There were 222 students in the treatment group. The teachers who participated were compatible to each other. There was one science teacher and three English Language Arts teachers. Each teacher had compatible teaching experience.

The design in this study was a quasi-experimental. The independent variable was categorical with two levels: (a) SRSD that was delivered in one school and (b) another writing intervention delivered in the other. The dependent variables were writing scores from essays that included pretests, posttests, and maintenance for the conditions. All participants completed a pretest. This intervention lasted about two to three weeks. To ensure fidelity, researcher taught teachers the Self-Regulated Strategy Development model. Researchers conducted weekly monitoring of the SRSD strategy with DARE in the classroom. Students who participated in the study provided writing samples. The essays were computer-based, completed online, and scored by the Utah Write scoring system. Utah Write is a web-based assessment tool to grade essays using six traits: voice, organization, ideas, conventions, words choice, and sentence fluency.

Researchers measured performance with a 5-point scale for each trait and a total composite score of 30. The prompts for the persuasive essays came from the Utah Write bank of topics and were randomly selected. Each student had the opportunity to write about all three writing topics. Researcher asked student to provide three samples during the pre-intervention, post-intervention and maintenance conditions. The researchers analyzed the writing ability of students with a interval score, the measure of distances between one variable and another variable from the pretest and the posttest to show the growth, and the posttest and the maintenance to see if the students maintained the growth. During the pre-intervention condition, the writing samples were analyzed to show if there were significant differences between the scores or significant differences in the scores regarding the topics.

Researchers taught the teachers the Self-Regulated Strategy Development model. The researchers provided professional development and coaching for six weeks on how to implement SRSD model using the DARE strategy. Treatment fidelity was not reported. The reliability of the Utah Write assessment scores were .84 between the pretest and the posttests, and .84 between the posttest and the maintenance.

The researchers used a regression design using the Hierarchy Level Model (HLM). The Researchers used HLM to analyze students' growth in the writings at each school and compared the growth between the schools. HLM is a multiple regression analysis in which regression intercepts (mean and slope) are allowed to vary between levels. Researchers used a two-leveled model with level one representing student and level two representing treatment.

The treatment group increased in writing performance in comparison to the control group. As a follow up, researchers conducted a repeated measure analysis of variance on the treatment group. The results indicated that there was a significant difference between the two

levels. This indicated a moderate to a strong effect size. The researchers wanted to know which of the six traits contributed the most to the increase in writing performance. The researchers conducted a multivariate test to determine which trait played the most pivotal role in the increased performance. Sentence fluency, organization, and writing conventions accounted for the highest proportions of the variation between post-intervention and maintenance. Hacker et al. (2015) concluded that SRSD with DARE was effective in improving writing skills for students in an urban school district. Researchers then expanded using DARE to STOP and DARE.

Ennis and Jolivette (2014) examined SRSD instruction that demonstrated promising outcomes for students' writing. However, Ennis and Jolivette used STOP and DARE to improve students' writing and extended the line of research by using the strategy in other content areas such as a health class. Ennis and Jolivette taught teachers to provide instruction to students with EBD in a language class and an elective health class that required writing. Six students who participated in this study. The study took place in an urban residential treatment facility for students with EBD in the 9th grade in the southeastern United States. The design of the study was a multiple probe across participants.

During the baseline condition, the students met with teachers for 50 minutes to write essays concerning health conditions. During the intervention condition, teachers implemented SRSD using the STOP and DARE strategies. Teachers implemented instruction using a meta-scripted lesson plan for 40 minutes that focused on the six stages of the SRSD model (background knowledge, discuss the strategy, model the strategy, memorize the strategy, support the strategy, and independent practice). The researchers defined mastery as all students

achieving a score of 80% for all essay elements. Essay elements were topic, supporting arguments, counterarguments, and a conclusion.

Researchers trained others to score the writing probes using simulated data for practice. The primary investigator and the researchers both reached a 90% agreement on scoring the probes. The inter-rater reliability scores across all participants were 89.10 % for all essay elements, 85.5% for quality, and 92.67 % for correct word sequences. The researcher assessed fidelity of the instruction with a checklist that consisted of 10 items using effective teaching strategies and teaching elements that were either marked complete or omitted. Fidelity of instruction was 98.8% for lesson elements, and 96.8% for fidelity of teaching behaviors. Social validity for the pretest and posttest was assessed by the Children Intervention Rating (CIRP; Wilt & Elliott, 1985) questionnaire. The CIRP is a seven item questionnaire on a 6- point Likert scale ranging from 1 = do not agree to 6 = I agree. The CIRP yields a score from 7 to 42, with higher scores indicating higher acceptability.

Ennis and Jolivette reported baseline and intervention results for all students. The results demonstrated a functional relation between SRSD with STOP and DARE and students' quality of the essays, and the correct word sequences. The mean number of essay elements across all students was 3.04 during baseline and increased to 12.21 during intervention. The mean quality rating across all students was 10.99 during baseline, and increased to 17.34 during intervention. The mean correct word sequence across all students was 105. 98 during baseline, and increased to 270.07 during intervention. Social validity results demonstrated students' approval as measured by CIRP with a mean of 31.8 before the intervention and that increased to 37.6 after the intervention was implemented. The researchers also measured self-efficacy and intrinsic motivation of the students before and after the intervention. Self-efficacy was measured with

The Measure of Self- Efficacy test which is a 15 item questionnaire on a 5-point Likert-type scale 1 = strongly disagree, 5 = strongly agree. Only four students completed the questionnaire. Self-efficacy results were mixed. Students' scores increased in some areas and decreased in other areas. The Intrinsic Motivation Inventory (IMI) measured student motivation before and after the intervention. The IMI is a 27 item questionnaire on a 4-point Likert scale 1 = very true, 4 = not at all true, with three items reverse scored. The IMI yields an average score 0 to 1 in the areas of interest/employment, sense of competence, perceived effort, and with a lower score representing a higher level of intrinsic motivation. Two students did not complete the IMI. One student did improve across all three areas of the IMI with scores for three other students showing mixed results.

Ennis and Jolivette (2014) concluded that SRSD instruction increased the number of essay elements, quality of writing, and the number of correct word sequences. These results were consistent with past research (Chalk et al., 2005). The researchers also stated it was very easily incorporated into a curriculum for students with EBD.

Different from Ennis and Jolivette's 2014 study, Ennis et al.'s (2015) investigated the effects of SRSD using STOP and DARE for secondary students when teaching persuasive writing in a residential facility. This time there were 44 participants. The researcher questions were: (a) Did STOP and DARE implemented at lower treatment intensity (i.e., two days per week) result in changes in students writing achievement? (b) How did STOP and DARE affect writing performance and weekly growth? (c) How did STOP and DARE affect academic engagement and weekly growth? (d) How did student-level variables predict response to STOP and DARE? (e) Was STOP and DARE implemented by classroom teachers with fidelity and (f) Was STOP and DARE socially acceptable intervention for secondary student with EBD in

residential facilities? The study took place in an urban residential school in the southeast. There were 44 students who participated in the study. The grade levels were a mixture of middle and high school students. Researchers taught SRSD over an eight to twelve-week period at least three days a week for 30 to 40 minutes to all individuals who are participating.

Researchers collected descriptive data using the Strength and Difficulties Questionnaire (SDQ; Goodman, 1997), was a 25-item research tool used to describe students. The SDQ measured the following social categories: peer problem, conduct problems, emotional problems, emotional symptoms, hyperactivity, and prosocial behavior. Scoring of the SDQ were completed for 50% of the data by a second researcher. An interrater reliability agreement for SDQ was 98.48%. Researchers used a Systematic Screening for Behavior Disorder (SSBD; Walker & Severson, 1992) to determine whether students displayed internalizing or externalizing behaviors. Scoring of the SSBD were completed for 50% of the data by a second researcher. An interrater reliability agreement for SSBD was 98.75%.

The dependent variables were writing scores on achievement tests, persuasive essays, and academic engagement. Essays were scored based on essays elements, quality, and correct word sequences. Persuasive writing measurements included the following: essay elements, essay quality, and correct word sequences (CWS). The researchers used a random number generator to assign writing prompts for baseline, instructional, or intervention writing prompts. Students completed probes in the classroom using an Alpha Smart Note board which is a personal word processing unit that has a keyboard and a screen. Students had up to 30 minutes to write for each writing probe. Scorers met to resolve any discrepancies. Scorers assigned points for each essay element. Points included: one point for a premise/topic sentence, one point each for supporting reasons, one point each for counterargument, and one point for a

conclusion. Researchers evaluated essay quality using a holistic rubric with a 6-point Likert Scale (1 = lowest and 6 = highest). There were four areas that were scored for essay quality: development, organization, fluency, and writing conventions. The correct word sequences were marked with a caret between each pair of correct words and the ending punctuation. Scoring essays included assessment of spelling, capitalization, punctuation, syntax, and semantics.

Researchers defined academic engagement (AE) as: (a) student behaviors that involved eyes on teacher; (b) eyes on peer contributing to lesson or materials; (c) in the designed area of the room; reading/writing to the prompts; (d) asking relevant questions/engaging in academic talk with teacher, peers, and staff; and (d) appears to be in thought up to 10 seconds. Direct observation collected through direct observation weekly writing during baseline and intervention. Graduate students (RAs) observation lasted for ten minutes in the first period, and ten minutes in the second period. The RAs used a timer application with headphones to cue when to record data. During inter-observer agreement observations (IOA), the primary investigator and the RAs completed direct observation at the same time but independently. The researcher calculatd agreements by using a point-by-point agreement or disagreement at each interval. The percentage of agreement was calculated by dividing the total number of agreements by the total number of agreements plus disagreement multiplied by 100. The researcher completed the IOA for baseline observation (34.38%) and for the intervention observations (38.37%). Average IOA between the scorers was 97.88% (range 91.67-100%) during baseline and 97.78% (range 90-100%) during intervention.

The Writing Fluency and Writing samples of the Woodcock Johnson Test of Achievement, Third Edition (WJ-III; Woodcock et.al, 2001) the researcher administered it one week prior to collecting baseline data and one week following the intervention for comparison

of pre to post-intervention writing achievement. The primary investigator trained the RA to score responses based on WJ-III. The primary investigator reviewed the scoring procedures and scoring rubric with both RAs. The researcher used Form A for the pretest and Form B for the posttest. Before data collection, the primary investigator and RAs completed a test sample. Both the RAs and the primary investigator had a 90% agreement on the sample data.

The researcher collected fifty-one percent of baseline and fifty percent of intervention data for interrater reliability. The agreement for the fluency pretests was 99.48%. The agreement for fluency posttests was 90.56% and writing posttest samples 92.86%. Reliability between scorers during baseline for essays elements was 96.13%, essay quality was 94.98%, and correct word sequences (CWS) was 96.55%. Interrater reliability during intervention for essay elements was 92.12%, essay quality was 90.02% and CWS was 97.21%.

The researcher collected treatment fidelity for the SRSD lessons using a checklist containing essential lesson elements. Each lesson element was categorized as observed, not observed, or not applicable. Researchers completed the checklist to make sure the treatment was carried out with fidelity on 40.91% of the lessons.

The researcher gathered social validity data during pre and post- intervention conditions. The Intervention Rating Profile (IRP-15; Witt & Martens, 1983) and the Children's Intervention Rating Profile (CRIP; Wilt & Elliott 1985). The IRP-15 obtained social validity information from the teacher's perspective and it IRP-15 contains 15-items on a 6-point Likert-type scale (1 = *strongly disagree* to 6 = *strongly agree*) yielding a score from 15 to 90. The IRP included items that were acceptability to the intervention, and the consideration of the student's needs. The CIRP obtained social validity information from student's perspective with a 7-item questionnaire on a 6-point Likert-type scale (1 = *I do not disagree* to 6 = *I do agree*) yielding a

score from 7 to 42. The CIRP relates to item that were acceptability of the intervention, and fairness. The CIRP has strong internal consistency estimates. On all measures, higher scores indicate higher treatment acceptability.

Baseline instruction involved teacher-led classroom writing exercises in an English Language Arts class that lasted for 50 minutes for two days a week. The writing exercises included revising sentences and paragraphs, reviewing anchor paper, rubrics for the state test and for writing complete paragraphs. The writing exercises did not require any self-regulated activities.

SRSD instruction consisted of six stages adopted from Harris et al. (2003). The teachers developed background knowledge, discussed the strategy, modeled the strategy, had students to memorize the strategy, supported strategy use, and provided opportunities for independent practice.

The intervention resulted in a moderate effect size on the students' performance. The subtest score for the writing fluency scored were as follows: (pretest: $M = 80.22$, SD $= 17.01$; posttest: $M = 85.63$, SD $= 17.73$). The writing intervention did show a large effect size of 0.96 (t $(26) = 6.272$, $p < 0.000$) on the writing samples from the Woodcock Johnson III. The subtest scores for the writing samples were (pretest: $M = 85.63$, SD $= 17.33$; posttest: $M = 102.41$, SD $= 13.58$). Ennis et al. (2015) concluded that SRSD using STOP and DARE improved writing and academic engagement for students with EDB.

SRSD instruction was not only implemented using DARE, but also other strategies such as the PLAN and WRITE. PLAN stands for pay, list, add, and number. WRITE stands for work, remember, include, try and exciting. The PLAN and WRITE strategy addressed advanced planning for writing.

SRSD and PLAN & WRITE Strategy

Researchers demonstrated that SRSD instruction using the strategy y PLAN and WRITE improved students' ability to write (De La Paz & Graham, 2002., Burke et al. 2017). PLAN and WRITE stood for the following steps: PLAN (Pay, List, Add, and Number) and WRITE (Work, Remember, Include, Try and Exciting). SRSD using this strategy was effective in teaching expository writing. SRSD using PLAN and WRITE was implemented for students in middle school. Students who learned SRSD using PLAN and WRITE received core and remediation instruction in writing and some participants received special education for learning disabilities (LD) or had a language disability. The study designs included a case study (AB design) and a quasi-experimental design that compared traditional writing instruction to SRSD with PLAN and WRITE. The purpose of the study was to understand the effects of teaching strategies using the SRSD model with the PLAN and WRITE intervention.

In this study, there were 58 middle school students from two middle schools in a suburban school district in the Southeast who participated in this quasi-experimental design. The researchers assigned six classes to the experimental condition, and four to the control condition. The SRSD instructional model consisted of: (a) develop and activate background, (b) discussion, (c) modeling, (d) memorization (e) supporting, and (f) independent performance. The strategy mnemonic was PLAN (Pay, List, Add, and Number) and WRITE (Work, Remember, Include, Try and Exciting). PLAN focused on interpreting the writing prompt and developing a writing plan in advance of the writing process. Students learned the following steps. First, students learned to pay attention to the prompts that included what the students were going to write about and how they would develop their essay. Second, the students learned to list their topic, brainstorm about three main ideas, and state a reason why they were

interested in the topic. Third, the students added three supporting details, examples, and collaboration to each main idea. Fourth, the students numbered their ideas, which reminded them in what order they would use the ideas.

WRITE remind students to use their plan that was created, to continue the writing process, and continue to follow their writing goals that were set during the prewriting development stage. Teachers encouraged students to work from their plan to develop a thesis statement. First, students learned how to develop certain parts of the paragraph. Second, teachers prompted students to remember their goals that were set during the prewriting stage. Finally, students received specific guidance for transitions in paragraphs, the use of different kinds of sentences, and the use of interesting or exciting words.

Researchers gave both the experimental and the control groups pre-instruction to make sure they were familiar with the basic writing process. Both the experimental and the control groups received a pretest that lasted for 35 minutes per session. After the pretest, the students completed the instructional phase of the study, which took six weeks. In the instructional stage, students wrote the same number of essays that lasted for 35 minutes. The experimental group used planning, writing, and revising procedures from the SRSD model. The control group used a traditional writing curriculum that taught students the basic mechanics about the writing process. The control group did not learn the same strategies as the experimental group. A graduate student made weekly visits to observe the instruction on both the experimental and control groups. A graduate student who had knowledge of the purpose and design of the study selected 20 percent of the audiotapes to check for fidelity. On all but one occasion, the graduate student checked off on 100% of the steps. One time, teachers implemented the lesson with 56% of the steps.

The researcher assessed the writing prompts in four areas: planning, length, vocabulary, and quality. The plans were scored on a 5-point scale that ranged from 1 (no advanced planning) to 5 (accurate, fully developed planning), and the interrater reliability was .81. The researchers scored the lengths of the essays in terms of the number of words written and counted, and the interrater reliability was .96. The researchers scored the vocabulary essays on the number of words that were included with seven or more letters, and the interrater reliability was .87. The quality of the essays were rated from a low score of 1 to a high score of 8, and the interrater reliability was .87.

Findings demonstrated the experimental group produced longer essays that were longer in length, more mature vocabulary, and better quality. Therefore, De La Paz and Graham (2002) concluded that by using SRSD strategies for improving the writing process for middle school students using planning, drafting, and revising essays had a major impact on the writing performances of middle school students. Researchers then explored using PLAN and WRITE in a multi-tiered framework.

Burke et al. (2017) investigated the writing strategy PLAN and WRITE using Self-Regulated Strategy Development in a three-tier response to intervention framework (RtI). The research questions were: (a) Does instructions of a planning strategy using Self-Regulated Strategy Development approach improve the plans of an expository essay across different tiers, and (b) Does instruction of writing strategy using Self-Regulated Strategy Development meaningfully improves the writing quality of expository essays for students. The study took place in a diverse middle school in a suburban school district in the Midwest. There were eleven students who participated in the study; five boys and six girls met the criteria to participate in the study. A recruitment letter sent home outlined the procedures, and benefits. The researcher

used a telephone interview to determine if the participants met the criteria. Students who had autism spectrum disorder, intellectual disability, hearing impairment, and emotional or behavioral disorder were not included in the study. To participate, students had to speak English to participate and complete a screening instrument that determined their level and presence of a learning or language disability. Based on the benchmarks of RtI placement from the school, five students received tier one support, three students received tier two support, and three students received tier three support. The participants granted assent to participate in the study. The study used an AB case study design that included a pre-intervention phase, intervention phase and a post intervention.

There were three RtI tiers. Tier one was differential instruction. Tier two was small group instruction from the special education or the general teacher. Tier three was intensive small-group intervention. Baseline collection lasted over a two-week period. Students planned and wrote an essay. They had three minutes to plan and ten minutes to write, and each student had to pick one topic out of the three. Eventually, each student wrote an essay on all three topics. In the instructional phase, the PLAN and WRITE strategy began only after all eleven of the students had completed all the writing probes in baseline. Instruction occurred in a seventh grade English Language Arts class that lasted for about 90 minutes per class. During this phase students learned the planning and writing strategies using the SRSD. There were eight lessons. Each lesson lasted about 45 minutes, and at the end of the session, the students engaged in a writing probe. The lesson plans included background knowledge, description of the rationale, an introduction, modeling, guided practice, and independent practice. The researcher administered one maintenance writing probe two weeks after the instruction.

Probes examined quality, planning, and writing conventions. The researcher analyzed data using a 5-point scale. For planning, a score of five meant a fully developed planning map or outline and a score of one meant no advance planning. A score of four meant students had at least three subtopics with two or more details that represented the subtopics students were going to write about. A three meant the students had a topic with emerging subordination of ideas that provided some details about the topic. A two meant the student had a list of topics. For quality, the researcher evaluated the essays based on the focus development and organization of the essays particular with the main idea and supporting details were relevant and well-developed. The essays ranked across three levels; high range (score of 6 from a rubric), mid-range (score of 3 from a rubric); and low range (score of 1 from a rubric). Writing conventions rated as high range, mid-range, and low-range based on spelling, mechanics, sentence structure, and paragraph breaks. Treatment fidelity was not collected. The researcher calculated the interrater reliability for the probes using the agreements divided by agreements + disagreements multiplied by 100. Interrater reliability was 85%.

Due to the design, the authors did not show a functional relation. For planning, during baseline, the participants planned their essays at a low range by either just listing ideas or identifying topics with some emerging subordination of corresponding details. By the post instruction probe, five of the five students in the tier one group planned at the high range, two of the three students in the tier two group planned at the high range, and three of the three students in the tier three group planned at the high range. The authors did not report any mid-range and low range scores. For writing quality, during baseline, three out of the five participants in the tier one group were able to perform at the high range and the other two were able to perform at mid-low range. Two of the three students in the tier two group performed in

the mid-range and one student in low range. One of the three students in the tier three group performed at the high range, one of the three students performed in the mid-range, and one of the three students performed at a low range. During the writing conventions, the researcher scored participants' essays on using the elements such as spelling, the sentence structure, mechanics, or paragraph and structure. All eleven students' essays ranked in the mid to high range during baseline and post intervention. The authors did not report any low range scores.

The case study of Burke et al. described how SRSD with PLAN and WRITE could be implemented in a multi-tiered instructional framework. In addition to DARE, PLAN and WRITE; researchers have explored other strategies to improve students' writing skills. Strategies using topic sentence, reason, examine, and ending (TREE) are described in the next section

SRSD and POW Strategy

Researchers demonstrated that SRSD instruction using the strategy pick my idea, organize my notes, and write and say more (POW) improved students' ability to write. Harris et al. (2003) described instruction using POW for students with LD. POW stood for the following steps (a) pick your topic sentence, (b) organize my notes, and (c) write and say more words. SRSD using this strategy was effective in teaching students in elementary grades to write narratives. Students who learned SRSD using POW received remediation for writing difficulties and special education services for LD and EBD (Akins & Gavins, 2012).

Akins and Gavins (2012) investigated the impact of SRSD instruction on story writing of second and third grade students with severe EBD who struggle in writing. The purpose of this study was to combine SRSD instruction using POW and W-W-W What = 2 How = 2. The strategy W-W-W What = 2 How = 2 was a prompt for answering questions. W-W-W What = 2

prompted the following (a) who is the main character or characters, (b) when does the story happen, (c) where does the story take place, (d) what does the main do or want to do; and (e) what happens then. How = 2 prompted how does the main character(s) feel, and how does the story end. The study design was a multiple baseline across participants.

The study took place in the suburbs of Washington, D.C in a self-contained, second/third grade classroom for students identified with EBD. There were three students, two boys and one girl who participated in the study. To participate in this study all of the students had to be identified as a struggling writing and a student with EBD. Students considered as struggling scored two thirds of a standard deviation below the mean on an assessment, the Test of Written Language (TOWL; Hammill & Larsen, 1996).

The examination of the effects of the SRSD with the strategy instruction included the phases of baseline, post instruction, and maintenance. A generalization measure showed the effects of how the students' writing skill could be applied in another writing form. The generalization measure was a personal narrative instead of a story probe. There were three to six probes administered during each condition of the study.

All of the students' personal narratives and writing probes were assessed. The dependent variables were the number of words written, the number of essential story elements, quality, and social validity. The researcher examined the number of words written with a word counter on a computer. For essential elements both stories and narratives analyzed on the number of seven basic story elements. They included the time, setting, main character(s), what the main character wanted to do, action to achieve goals, the ending, and the characters' feelings. The researcher awarded a score of 1 for each element, and if the element was not present, a score of 0 was given. The quality measure used an 8-point holistic scale. A score of 8 was for high

quality and a score of 1 was for low quality. The researcher collected social validity using open ended questions asked to students. The researcher asked the students if they thought that the strategy helped them. If they would recommend the strategy to other students. Finally, what they liked best about the strategy and what they would change to make it better.

Interrater reliability for essential elements for the both stories and personal narratives were .96, and .95, respectively. The interrater reliability for the holistic quality for stories and personal narratives were .87 and .89, respectively. The researcher collected treatment fidelity data using a check list of the steps for each lesson. The researcher tape recorded all of the lessons, and one third of the lessons was selected and scored by a trained graduate student to check to see if the lesson were implemented to fidelity.

All the participants performed better during post instruction, maintenance, and generalization than at baseline on the story writing and narratives probes. For the number of words written, participant's average was 6.6, 9.2, and 7.3 during baseline. At post instruction Rose, Dennis, and John increased their average number of words of written to 61.6, 55, and 51 words respectively. After two weeks, a maintenance test was administered. Both Rose and John maintained similar effects with 67 and 41words written compared to post-instruction data. Dennis's performance slightly decreased (31 words), but was nearly double what he wrote at baseline.

For the generalization measure, Rose, Dennis, and John's personal narratives at baseline were 5, 8, and 10 words long, respectively. During post-instruction, the students' scores increased to 29, 23, and 14 words long, respectively. These scores showed a significant increase, over students' baseline narratives but when compared to the length of the stories, students wrote fewer words on their personal narratives. John wrote only half as many words at

post-instruction on personal narratives compared to his story. Rose and Dennis both wrote nearly half as many words compared to their post-instruction story averages.

During baseline, quality stories were poor. No participants received a score of more than 2.00 out of possible 8.00. Rose, Dennis, and John's average scores at baseline were 0.83, 1.20, and 0.66, respectively. During post-instruction Rose's and John's average scores increased by more than a multiple of 6.00 for a total of 5.22 and 4.16, respectively. Dennis' average score more than doubled to 4.00. These scores were similar compared to stories written by second and third graders in the same school. At maintenance, scores indicated some gains in quality compared to post-instruction stories. Performance sustained for both Rose and John at 5.00 and 4.00 respectively. Dennis did experience a decrease in quality which resulted in a score of 2.00. While the results indicated improvement for the length and essential elements for generalization probes, quality scores for Rose, Dennis, and John for generalization were poor. Quality scores for generalization were 2.50, 2.50, and 2.00 respectively at post-instruction. However, at post-instruction generalization scores still more doubled than compared to baseline scores.

For the social validity, students indicated that the SRSD for writing made a tremendous impact in the improvement of their writing. Students reflected that the POW+W-W-W strategies helped them to write better, and indicated that they could use the strategy across other content areas. The participants performed successfully on their personal narratives and stories during all three intervention phases using the SRSD instruction for POW+W-W-W. The students indicated that SRSD helped them complete their work. All three students indicated that they liked using SRSD to help them to write complete stories. Finally, the students had a more positive perception of their writing.

Akins and Gavins 2012, concluded that SRSD using POW+W-W-W had a positive effect on the participants writing skills for story writing. The researcher determined that SRSD along with POW+WWW was a successful writing intervention. In addition to POW, the researcher paired SRSD instruction with another strategy called TREE (Hoover et al 2012).

SRSD and TREE Strategy

Researchers demonstrated that SRSD instruction using the strategy TREE (Topic sentence, Reason, Examine, and Ending) taught students how to plan for writing, write persuasive essays, improve writing fluency, generalize writing skills and improve story and expository writing (Graham and Harris 1989). TREE stood for the following steps (a) Note topic sentence, (b) note reasons, (c) examine reasons, and (d) note ending. SRSD using TREE strategies was implemented for students in middle school and students in elementary school. Students who learned SRSD using TREE received remedial instruction for writing and some received special education services for LD. The study designs were multiple probes.

Graham and Harris (1989) investigated writing using instruction outlined by Graham and MacArthur (1988), but included the mnemonic TREE. There were three students who participated in the study. The researcher selected students based on receiving services for LD, having an IQ score between 85 to 115 on an intelligence test, at least two years below grade level in one or more content areas, the absence of another disability, and interviews with the teachers to determine if students had any composition issues. In addition, the researcher verified the students had difficulties through the administration of a Vocabulary and Thematic Maturity subtests from the TOWL.

The study took place in a suburban elementary school in a northeastern area of the United States. A graduate student who received extensive training in implementing

experimental procedures was the instructor. The researcher used a step by step notebook with specific lesson plans and a graduate student made sure the steps were completed on a daily basis. The instructor used a daily log on both the teacher's and students' comments and the progress of the strategy learned. Essay topics were evaluated for appropriateness. The researcher randomly selected essays for each set of writing probes. Pictures were selected based on the interest of the students.

Instruction emphasized the student's role as an active collaborator. The researcher memorized and modeled the strategy. After the strategy was modeled, the instructor and the student conjointly composed an essay together. After the teacher and students composed an essay, the students independently composed two or three essays. Following mastery of the strategy, the instructor and the student discussed the three-step procedures for future writing assignments.

For probes, students used two pieces of paper and two pencils. The instructor provided no other assistance other than keeping the student on task. The experimental deign was a multiple probe across-subjects design. The dependent variables were essay elements, coherence, number of words written, prewriting time, story grammar elements, quality rating, and self-efficacy. Self-efficacy refers to personal judgement regarding one's performance in a specific situation. The scaled use in this study ranged from 10 to 100 in 10-unit intervals; (10) being not sure, (40) being maybe, (70) pretty sure, and 100 being real sure.

Essay elements involved premise, reasons, conclusions, and elaboration. All three students' performance were in the low levels through baseline. Elaine, Morgane, and Arthur's mean baseline scores were 2.3, 3.5 and 3.8, respectively. Following instruction, Elaine's mean performance for essay elements was 7.0 clearly exceeding the previous baseline. She scored 5.7

for maintenance. Following instruction, Morgane's mean performance on the probes was 6.25. Morgane scored 7.0 during maintenance. Arthur's mean score performance on the posttreatment was 8.7. For Arthur, no maintenance data was collected.

Mean coherence scores for Elaine, Morgane, and Arthur during baseline were 2.7, 4.0 and 3.2, respectively. Two students' coherence scores on the posttreatment essays increased substantially. Elaine's average score was 4.7, and Arthur's was 7.0. Elaine's maintenance score was 6.0 which exceed her baseline and posttreatment performance. Morgane did not indicate a sizable increase in terms of her posttreatment coherence scores which was 4.5, but she scored 7.0 during maintenance.

For the number of words, Elaine's mean during baseline was 40.3 words. Following instruction, Elaine's essays averaged 80 words in length. During maintenance, Elaine's essays averaged 93.7 words. Arthur's baseline essays averaged 71.6 words, and following instruction his average increased to 88.8 words. During baseline, Morgane averaged 52 words. After instruction her average dropped to 46 words. During maintenance her number of words used was 43.

For prewriting time, all students averaged less than 12 seconds on baseline probes. After instruction, Elaine and Morgane's prewriting time averaged about 8 and 9 minutes respectively. Arthur had about 8 minutes of prewriting time for his first probe after instruction, but on his final two essays, prewriting time decreased to 5 and 10 seconds respectively.

For the quality rating, Elaine, Morgane, and Arthur's baseline essays were 2.3. 2.5 and 3.3, respectively. After instruction, the mean quality rating essays rose to 6.2, for Elaine, 4.0 for Morgane, and 6.0 for Arthur. Elaine averaged mean score was 5.5 on the maintenance,

Morgane's score on the maintenance was 5.0, and Arthur's maintenance scores were not reported.

Story grammar elements involved main character, locale, time, starter event, goal, action, ending, and reaction. For results for story grammar elements, Elaine, Morgane, and Arthur's mean scores during baseline was 7.0, 4.0, and 7.3, respectively. Following instruction, Morganes' average score increased to 9.5. Arthur's mean score increased to 12.0. Elaine's essays after instruction continued to lack the starter event, ending, and reaction components.

For the self-efficacy during baseline, Elaine, Morgane, and Arthur's scores on the self-efficacy measure were .64, 52, and 88, respectively. Following the instruction, Elaine showed a insignificant 4-point increase on the self-efficacy measure. Morgane's and Arthur's scores increased by 18 and 12 points, respectively.

All three students indicated they believed that the strategy helped them to write better. Students stated the strategy made the task of writing much easier. This indicated the strategy provided a helpful device for organizing content.

Graham and Harris (1989)) concluded that SRSD with TREE led to positive gains in the number of elements and overall improvement of the three students' writing performance. Two of the three participants reported higher self-efficacy in writing. After Graham and Harris' study using TREE, the research line extended to include students' attributional beliefs about their writing performance (Sexton et al., 1998).

Sexton et al. (1998), replicated Graham and Harris' study using TREE, but also investigated students' attributional beliefs about their writing abilities. Sexton et al. used a multiple baseline across subjects design on planning and writing essays using a self-regulated strategy. The study took place in a suburban location in the mid-Atlantic state. There were six

participants in this study. There were four boys and two girls who were in the fifth and sixth grade. The participants received services for LD, and they had to meet the following criteria: (a) IQ scores on the Wechsler Intelligence Scale-Revised (Wechsler, 1974) had to be above 80, (b) achievement scores had to be at least two years below grade level in one or more academic areas, and (c) absence of any other disabling condition. The dependent variables were the number of functional essays elements, time spent on planning, essay length, quality rating, and attributions. The design was a multiple baseline across participants. The researcher collected baseline scores during pre-instruction. During instruction, the first pair of students received instruction until they showed a proficiency level of one and a half times their mean performance. After the first student meets criteria, the next pair of students begins the instruction phase. When the second pair of students met criteria, the third pair of students started with the instruction phase.

The phases were baseline, instruction, posttreatment, and maintenance. After baseline, there were two probes administered during the instructional phase for all students. The researcher administered the probes during the posttreatment phase. The researcher administered the maintenance probes three weeks following the post instruction phase. No maintenance probes data were collected on the third pair of students due to school ending early.

Instruction included activities that explained and identified the basic parts of an essay and students learned essential skills needed to be successful when using the Self-Regulated Strategy instruction using the mnemonic TREE. Before using the strategy the instructor held a conference with each student. The exam checked whether students knew the basic components of an essay and discussed essays students wrote at baseline. The researcher set goals with teachers for all students and collected information that helped students improve in their writing

ability. The instructor introduced the monitoring progress to the students so the students could self-monitor themselves. The instructor and the students developed a process to remember the strategy. They develop a three-step process: (a) think, who will read this, and why I am writing it, (b) plan what to say using TREE, (c) write and say more.

To measure the instructional validity of the instruction, each instructional lesson included a daily lesson plan and a check off list that was completed by the instructor. The instructor completed all the lesson plan procedures. The researcher randomly selected the essays topics and preassigned them to students.

The researcher scored the length were the number of written words, which means the words were counted by the author and an independent scorer. A graduate student unfamiliar with the design of the study scored the essays in addition to a researcher. The inter-rater reliability was 99%. The functional essay elements consisted of the five areas: (a) premise, (b) reason, (c) conclusion, and (d) elaboration. The first author scored all the essay element, and a trained graduate student. The researcher used a Pearson product-moment reliability coefficient to test for reliability. The reliability coefficient between the two raters for the total number of functional essays elements was .95. The reliability for premise, reason, conclusion, and elaboration was .72, 90, .84, .82, respectively. The measure for the quality of essays used a holistic scale. A score of 8 was the highest quality rating and 1 was the lowest. The Pearson product-moment reliability coefficient between the two raters was .81.

The researcher collected attributional beliefs before and after the instruction. Students' attributional beliefs were measured using a version of adapted scales developed by Bugental et al. (1977) and Reid and Borkowski (1987). The scale measured five important causes of success or failure on hypothetical writing assignments. The attribution beliefs were: effort,

strategy use, ability, task difficulty, and luck. The scale included six items. Three items depicted success on writing assignments. Three items depicted failures on writing assignments.

The researcher gathered social validity information by student interviews. The researcher interviewed each student separately. The interview questions obtained information on the effects of the intervention and recommendations as well.

During baseline, none of the students used the strategy or spent any time on planning in advance. During baseline, the students' averaged less than 10 seconds on planning in advance. Marian wrote essays that averaged 76 words, and a 6.3 in functional elements. The average length for essays for Robin, Alan, Matilda, Richard, and John were 26, 24, 24, 21, and 23 words respectively. Robin, Alan, Matilda, Richard, and John averaged 2.8, 3.0, 2.3, 2.4, and 2.6 for functional elements in their respective baseline papers. Essay quality during baseline were deemed to be poor. The scores for Robin, Alan, Matilda, Richard, and John, were 1.6, 2.1, 2.0, 1.8, and 2.0, respectively. There was one exception, Marian scored a 3.5 for quality at baseline.

When comparing baseline and the instruction phase, students showed little to no improvement on the essay parts. There was one exception, Richard wrote an essay with one more functional element than two of his baseline papers. The quality scores for instructional probes were within the range of the baseline scores (Marian = 2.5; Alan = 3.0; Matilda = 2.5; John = 1.0). Robin had a quality score of 3.5 (baseline range from 1.5 to 2.0) while Richard's score for quality was 4.5 (baseline range from 1.5 to 2.0). Two students improved their writing performance on the second probe in the instructional phase. John showed no improvement on the first probe but received a quality score of 5.o on the second probe. The rest of the four participants stayed within the range of their baseline scores. The quality scores for Marian (2.5),

Alan (2.5), Matilda (2.0), and Richard (3.5) were within the range of their quality scores for both baseline and the instructional probes.

During post-instruction, the participants showed a substantial improvement in their writing performances of the functional element essays while using the SRSD model. The number of functional elements for Marian's post-instruction essays increased 163% ($M = 10.3$), Robin's score increased 250% ($\underline{M} = 7.0$), Alan's increased 160% ($M = 4.8$), Matilda's increased 217% ($M = 5.0$), Richard's increased 350% ($M = 9.0$), and John's increased 165% ($M = 4.3$). For three of the students, there were some overlap between the baseline and the post-instruction performance. For quality, two of the three students' scores there was little or no overlapping of scores in the quality of the essays during baseline or immediately following instruction. The quality of essays improved. Marian's quality scores increased by 151 % ($M = 5.3$), John's quality scores increased to 225 % ($M = 4.5$) and there was no overlapping between the baseline and post-instruction. Alan's scores increased 167% ($M = 3.5$). The other three students also showed an improvement in quality. There were no overlapping scores between the baseline and post-instruction phases. Robin's average quality score increased 344 %(M = 5.5), Matilda's increased 215% ($M = 4.3$), and Richard's increased 267 % ($M = 4.8$).

During post-instruction, length and functional essay elements increased. The functional elements increased. Increases in essay elements students included ranged from modest to large. Number of written words increased. Marian's average for number of words increased 120% ($M = 91$), Robin's average of words written increased 273% ($M = 31$), Alan's average of words written increased 129% ($M = 31$), Matilda's average of words written increased 254% (M = 61), Richard's average of words written increased 290% (M = 61), and John's average of words written increased 174% ($M = 40$).

During baseline, all students perceived effort as important in writing success and they perceived strategy instruction not necessary. After instruction, Marian, Alan, and John placed a considerable value on effort. Marion, Matilda, Richard, and John placed considerable importance on strategy use.

The researcher collected maintenance data three weeks following instruction. Marian's essay probe included thirteen functional elements and she received a quality rating of 4.5. Robin's essay probe included six functional elements and he received a quality rating of 4.5. Alan's essay probe included four functional elements and he received a quality rating of 3.0. Matilda's essay probe included three functional elements and she received a quality rating of 2.0. Maintenance data were not collected for Richard and John due to the end of the school year.

The six students indicated that they enjoyed learning the strategy. The students thought that the strategy would benefit other students. One participant thought that all schools should use this strategy. During the interviews and throughout instruction the students showed a great appreciation of being a part of the development of the strategy composition steps. The six students were asked if they would change anything about the instruction, and, if so, what would it be. The students' recommended providing homework and that write and say more to be changed to write a good ending.

Sexton et al. (1998) concluded that SRSD using TREE improved planning for essays, the writing process, and the attributional beliefs regarding effort and the strategy use for students in fifth and sixth grade with LD. Sexton et al. also concluded that the strategy instruction was socially valid. Future studies included using SRSD with POW+TREE (Harris et al., 2012).

SRSD and POW + TREE Strategy

Harris et al. (2012) investigated the effect of practice based professional development using SRSD instruction with POW+TREE to improve students' persuasive writing. The research questions were (a) to what extent does practice based professional development using SRSD instruction on opinion and story writing used as Tier 1 to improve the writing of second and third grade students in terms of quality, length, and basic genre? (b) can general education teachers implement SRSD instruction as Tier 1 with integrity? and (c) to what extent will teachers and students find SRSD instruction in writing to be acceptable? The study took place in three rural elementary schools in the southeastern United States. There were 20 teachers and 262 students in the second and third grade who participated in the study. The design was a 2 x 2 (i.e., group x time) repeated measures model. The design allowed for the teachers to participate in a professional development as opposed to the typical experiment versus no treatment control design. The independent variable was SRSD instruction using POW+TREE and practice based professional development to teach educators the SRSD instruction using POW+TREE.

The researchers measured the essay writings of students' story and opinion pieces in terms of the overall writing quality, the number of and quality of story elements, the number of words; and the number of transition words used. The researcher collected treatment integrity data for 25% of the instructional sessions through observations and a component checklist for each lesson. Teachers also gave self-reports on their performance on each lesson. Treatment integrity was greater than 85 percent overall. Teacher self-report scores were 94.2 percent for story writing instruction, and 97.1 percent for opinion writing instruction. The researcher collected social validity using the Intervention Rating Profile (IRP-15; Witt & Martens, 1983) to obtain teachers' opinions regarding the social significance of the intervention. The researcher

used the Children Rating Profile (CIRP) to assess students' perceptions of the SRSD instruction (Witt & Elliott, 1985).

The findings of Harris and colleagues indicated statistical significance for the number and quality of elements in the story essays. Harris et al. (2012) demonstrated that professionals can be taught to use SRSD with POW+TREE and students can improve opinion and story writing with SRSD, POW+TREE instruction. Researchers then extended SRSD with POW+TREE to other content areas such as civics (Hauth et al., 2013).

Hauth et al. (2013) replicated and extended studies using the SRSD instruction for persuasive writing with students with EBD using the content areas of civics. The researchers used the POW+TREE strategy in the study. The research questions were

1. To what extent can the SRSD instruction model using POW+TREE for persuasive writing strategy be used in the content area of civics for middle school students with EBD?

2. To what extent does this instruction for persuasive writing increase the quality, length, parts of a persuasive essay, and organization of persuasive essays for middle school students with EBD?

3. Once the students learn the POW+TREE strategy, can they maintain and generalize the use of the SRSD using the POW+TREE strategy to other academic content areas?

4. To what extent does the time used to plan and write persuasive essays change after SRSD instruction?

The study took place in a middle school on the east coast of the United States. There were eight participants with EBD who participated in the study. The design was a multiple baseline across groups of participants design. Students were assigned to groups of two or three based on their schedule and writing performance. The independent variable was the SRSD

instruction model using the POW+TREE to improve planning and writing. The researcher assessed students' writing performance using essay probes. One set of probes assessed students' understanding of essay components. Another set of probes assessed how students planned their essays. The researcher timed the students while they planned their essays. Students completed persuasive, multi-paragraph essays. The conditions of the study were baseline, post- SRSD instruction, and post SRSD + content instruction, maintenance, and generalization. To ensure treatment fidelity while the lesson were implemented the researchers videotaped the lessons and used a checklist that contained the lesson components. The components of a lesson were correct amount of time for instruction, the SRSD steps, and the use of the scripted lessons. All the videos were independently reviewed by three trained observer using a checklist. The researcher implemented SRSD instruction that showed in all three conditions a high degree of fidelity (M = 98; range = 96% - 100%). Reliability for treatment fidelity was 100%. Two independent people not affiliated with the study scored the essays. After each condition, the researcher scored the essays and calculated reliability. Baseline essay scores had 90% agreement. SRSD posttests essay agreement was 92%. For the second posttests agreement was 96%. Maintenance and generalization tests scorers had 96% agreement. The researchers gathered social validity data by interviewing students about the strategy.

There were two phases of instruction. One phase was using SRSD for persuasive essays. The second phase extended SRSD instruction to writing about civics. Phase one instruction involved the students learning persuasive essays. The implementation of the SRSD used six lessons. Each lesson lasted from 40 to 50 minutes, with some of the lessons needing some additional sessions. In lesson one, the students established the parts of persuasive essays, the POW+ TREE mnemonic, and reviewed a sample essay. In lesson two, the teacher used guided

practice to identify parts of an essay and introduced counter reasons and transition words. In lesson three, the teacher introduced how to use self-positive statements as students wrote. In lesson four, the teacher modeled writing a persuasive essay. In lesson five, the teacher used guide practice with students as they wrote essays together. In lesson six, students completed essays independently. The second phases of instruction mirrored the first phases but civics scenarios were the writing prompts.

The researchers used visual inspection for level, stability, variability and trend to analyze data. There was a functional relation for SRSD instruction along with POW+TREE mnemonic on students' persuasive essays. For the baseline condition, all students completed five essays, and had low mean scores on all measures. For the overall post-SRSD intervention condition, students' essay performance demonstrated an immediate effect across all performance measures with no overlapping data points. The visual analysis between these two phases indicated high-level change from baseline to post-SRSD. For the post SRSD intervention + content condition, students' essay performance demonstrated an immediate effect across all essay performance measures. The visual analysis between baseline and the post SRSD intervention + content condition indicated high level changes as well. Maintenance data indicated students' essay performance declined slightly, but were still substantial higher than their baseline performance. In addition, generalization data indicated students' essay performance declined slightly but was still substantial higher than their baseline performance. Results for the time students spent on planning their essays increased substantially from baseline for all students across all conditions. Students recalled the strategy with 100% accuracy and constructed the graphic organizer from memory using the components of SRSD,

POW+TREE. Students also provided positive comments about how the strategy assisted them in planning and writing essays.

Hauth et al. (2013) showed SRSD with POW+TREE to be effective in improving persuasive writing for the participants in the areas of civics and mathematics. They also showed SRSD to be effective in the persuasive writing process. Other researchers investigated SRSD with POW+TREE implemented with other programs such as self-determination instruction (Cuenca-Carlino & Mustian, 2013).

Cuenca-Carlino and Mustian (2013) examined the effects of SRSD instruction with embedded self-determination instruction on persuasive writing and self-determination skills of middle school students with EBD. The researchers' questions were

1. To what extent does the SRSD model of instruction for persuasive writing with self-determination improve the written performance, self-efficacy in writing; and self-determination knowledge and skills for students' with EBD?

2. To what extent are teachers able to provide the SRSD intervention with fidelity after training was provided?

3. How do students and teachers perceive the effectiveness of SRSD instruction?

The study took place in a mid-western non-public day school. There were nine students who participated in the study in grades six through eight. The design was a multiple-probe across participants. The independent variable was the SRSD instruction model using the POW+TREE, and a self-determination curriculum tilted: *The Seven Powerful Self-Determined Behaviors*. Behaviors taught were decision making, goal setting, self- awareness, problem solving, self-advocacy, self-monitoring, and self-efficacy.

Cuenca-Carlino and Mustian (2013) measured the students' writing performance with persuasive writing probes and a probe that asked students to recall parts of a good persuasive essay. A criterion assessment measured self-determination. The first seven items were multiple choice. Two items were opened-ended questions requiring students to recall examples of situations in which they could advocate for themselves and to indicate how self-advocacy relates to persuasive writing. The last 13 items were closed ended questions using a Likert scale. Writing self-efficacy was measured by a close ended questionnaire, using a 5- point scale with seven questions. The researcher collected treatment fidelity using a checklist on the instructional components. Data for inter-rater reliability were collected on 79% of the essays by two independent scorers for the number of persuasive essays components, number of words, and essay structure. The researchers obtained an agreement of 93.5%. The researchers gathered social validity data through teacher and student interviews.

The researchers (Cuenca-Carlino & Mustian, 2013) used visual inspection to analyze student writing performance data for level, stability, variability, and trends. Overall writing performance data for all nine students indicated a functional relation between the SRSD instructions provided and increased number of essay components. For baseline, all participants obtained low scores on the number of words written, number of sentences, paragraphs, number of transitions words, and the overall essay quality. For intervention, all students demonstrated large gains over baseline scores for the number of words written, number of sentences, paragraphs, number of transitions words, and the overall essay quality. For baseline students obtained an average score of 0.26 on their knowledge on the parts of a persuasive essay. Students increased their knowledge about persuasive essays and obtained an average score of 8.3 after intervention.

Cuenca-Carlino and Mustian (2013) collected self-determination data by asking students their knowledge of the self-determination concepts discussed during the intervention. At pretest, students obtained a score of 4.37 on the first seven items of the test and at posttest, students obtained a score of 9.33. Students demonstrated increases on the 13 items that measured self-determination using a Likert scale as well. At pretest, the students obtained an average score of 38.66 and at posttest a score of 44.42 after intervention. Writing self-efficacy analysis demonstrated a gain in scores. At pretest, the students obtained an average score of 22.33, and at posttest, students obtained a score of 29.66.

Social validity examined how teachers and students felt about the intervention. The students reported that they felt more confident about their writing and saw themselves as better writers at the end of the instruction. Also, some students reported that their favorite part of instruction was the writing itself, the graphic organizer used in instruction, and the seven self-determined behaviors. Teachers reported that they liked the scripted lessons. Two teachers reported it was difficult to have students write so many essays. One teacher reported the intervention needed more explicit paragraph instruction.

Cuenca-Carlino and Mustian (2013) concluded that SRSD with POW+TREE improved the participants' writing performance and with self-determination instruction. Other research involving SRSD with POW+TREE included quick writes. Quick writes are instruction used to develop writing fluency and to informally assess students' thinking. Quick write learners write within 2–10 minute time frames through an open-ended question or prompt posed by the teacher before, during, or after reading.

Mason et al. (2010) investigated the SRSD instruction using POW+TREE for persuasive writing using quick writes. The research questions were

1. What are the effects on the quality of the persuasive quick write?

2. What are the number of essay parts included in the quick write?

3. What are the text structure of the quick writes and the number of words written?

4. Does the effects of SRSD instruction for quick writing generalize to performance on a standardized test of writing fluency?

5. Was the treatment acceptable for the participants?

Mason et al. investigated whether POW +TREE was beneficial for students in middle school who had writing difficulties and were served special education services for LD and ADHD. This study took place in an alternative school in a large university town in the mid-Atlantic region. There were five students who participated in the program. The students' age ranged from 12 to 14 years old, the students had writing difficulties, there were four males who was diagnosed EBD and one female diagnosed with EBD and co-morbid (ADHD and LD) and all of the students had a behavior goal. The researchers used a multiple-baseline across participants' design to assess the effects of the SRSD instruction. The independent variable was the POW+TREE strategy. A pre and posttest examined writing fluency.

Mason et al. used a 10 minute writing prompt to measure the students' performance based on the a pretest and posttest, quality, response parts, number of words; and Woodcock Johnson- Revised Writing Fluency subtest. Measures were collected on overall response quality and response parts to evaluated student's performances. The researcher measured the overall response quality on a seven point scale based on response element and organization. Response parts included a topic sentence, reasons, explanations, a counter-reason with refute, and an ending sentence. For social validity, the researcher asked the students to write a response question: Should students your age be taught writing using the POW+TREE? To measure

treatment integrity 50% data were collected from the instructional session. To ensure treatment fidelity a graduate student communicated daily with the instructor to review and plan for the next lesson. The instructor used a checklist for the step-by-step instructions and after the step was taught, the instructor checked off each step. Session integrity was computed by the number of lesson steps implemented of the total number steps multiplied by 100. Treatment fidelity was 100%. To gather inter-rater reliability, two graduate students scored responses. Inter-rater reliability was computed for quality at 82%. For response parts it was computed at 73%.

Instruction included developing background knowledge and introducing POW+TREE. The instructor than modeled and wrote essays with the students. Students memorized the mnemonic POW+TREE and wrote independently. The instructor would provide feedback on the students' essays.

The researchers used visual inspection of the analysis on the level, trend, and variability of performance. A functional relation across participants was achieved. The results showed the participants improved overall in the following areas: quality of responses, the number of parts written, the number of words written, and the number of essay parts types written. Each student's overall performance improved at or above the 6 point criteria for overall quality. For quality of response, Dudley's scores were between 0 and 5 at baseline, and improved to 4 and 7 after instruction. For quality of response, Miley's scores were between 3 and 6 at baseline, and improved to 5 and 7 after the instruction. For quality of response, Walter's scores were between 3 and 5 at baseline, and improved to 4 and 7 after instruction. For quality of response, Neil's and Toby's scores were between 1 and 6 at baseline, and improved to a 7 after instruction. In the findings for the number of total parts written, each student overall improved at or above the 8 point criteria for total parts written. For the total parts written, Dudley' scores were

between 4 and 9 at baseline, and improved to 8 and 11 after instruction. For the total parts written, Miley's scores were between 6 and 11 at baseline, and improved to 8 and 10 after instruction. For the total parts written, Walter's scores were between 8 and 10 at baseline, and improved to 9 and 11 after instruction. For the total parts written, Neil's scores were between 5 and 8 at baseline, and stabilized to 9 after instruction. For the total parts written, Toby's scores were between 2 and 12 at baseline, and improved to 9 and 12.

The criteria for the number of parts were topic sentence, reasons, explanations, counter reasons, and ending. Essay parts were scored as follows (a) $M = 1.00$ for topic sentences, (b) $M > 3.00$ for reason, (c) $M > 3.00$ for explanations, (d) $M = 1.00$ for counter-reason, and (e) $M = 1.00$ for ending. For the number of part types during baseline all students except Dudley included topic sentences and the three reasons. During baseline, the students' scores were between a mean of 1.00 and 2.33, and maintained minimal growth. For the number of part types for explanation, the mean scores were between 2.80 and 3.80 at baseline, and improved to mean scores of 3.00 and 4.00 after instruction and maintenance. For the number of part types for counter-reason mean scores were between 0 and .66 at baseline, and improved to a mean score of 1.00 for all students. For the number of part types for ending sentences the mean scores were between .33 and 1.00 at baseline, and improved to a mean score of 1.00 after instruction and maintenance. All the students decreased in the number of number of words written with the exception of Neil. The number of words students wrote ranged between 79.00 and 165.17 at baseline, during instruction the mean scores were between 92.29 and 110.74, during post-instruction the mean scores were between 88.00 and 126.00, and during maintenance the mean scores were between 67.00 and 133.00.

Analysis for pre and posttests for writing fluency was a paired samples *t* test. There was a statistically significant difference in the pre and posttest writing fluency. Students' writing fluency did increase. Effect size was calculated using Cohen's *d.* The effect size indicated a small effect with Cohen's *d* = .4605.

Mason et al. (2010) concluded that SRSD using POW+TREE was effective for the participants in improving persuasive writing, but more studies needed to be conducted on students in middle school. Therefore, Mason et al. (2011) extended the previous research on persuasive writing using the same techniques and demonstrated that POW +TREE was beneficial for students in seventh grade who had writing difficulties and were served special education services for LD and ADHD. Mason et.al. (2011) examined the effects of SRSD using POW+TREE instruction on quick writing. They conducted two studies, each with multiple baselines across participant's design. There were six participants in Study I, and ten participants in Study II. All students received services for LD or OHI from a northeastern middle school. The purpose of this set of studies was to evaluate the effects of SRSD instruction on persuasive quick writing using POW+TREE.

In the first study, a graduate student implemented the instruction to three student pairs, and in the second, a year later, a special education teacher implemented the instruction to three small groups of students. Each of the five to six lessons presented took about 45 minutes during the students' regular scheduled English Language Arts. There were four conditions of the study: (a) baseline, (b) instruction, (c) post instruction, and (d) maintenance. During the baseline condition, the researcher asked students to pick one prompt to write about for 10 minutes, and provide support for the argument they chose. In Study I, the researcher collected three data points for baseline, and in Study II there were five data points collected for baseline.

Intervention did not start for the next group of participants until the participants in the previous group met the criterion by writing at least eight components of the TREE parts during the intervention. The researcher measured students' performances by examining a persuasive writing response during a 10-minute quick write session before, during, and after instruction. After a two-week delay, the researcher assessed students for maintenance. To rule out any bias, the researcher corrected all spelling errors and all identifiable information was removed. The researcher reviewed all prompts to make sure no students received the same assessment. With one exception in Study I, all of the participants handwrote the assessments, and in Study II, students used laptop computers. The researcher collected social validity data by having students respond to a writing prompt asking how to write better persuasive responses.

The researcher examined Persuasive quick write essays on: the number of TREE parts, response quality (holistic quality), and the number of words (length). The researchers measured the tree parts by the number of TREE parts written; one point for each explanation, one point for counterargument, and one point for the ending sentences. The researchers measured the quality by a holistic method called author-developed anchor points. The points on the scale ranged from 0 to 10 with 2 representing a low score, 5 representing a medium score and 8 representing a high quality holistic score. The researchers measured the length of students' responses by a word count function of the Microsoft Word program, and verified them through a manual count. A graduate student scored responses who was not familiar with the study, but was taught how to count response parts and use the holistic method for scoring. Treatment fidelity involved three steps. First, the special education teachers and graduate students met on a daily basis to communicate about the lesson, and to review the lesson for the next day. Next, the checklist for the step by step instructions for each lesson was reviewed. Finally, the researchers

collected observations data through audio, video, and in person recording. Treatment fidelity was 100%.

Results indicated that all students improved in their quick write persuasive responses following SRSD with POW+TREE. Although all students met the TREE criterion during the instructional conditions, students' performance in the post instruction conditions varied. Three students maintained performance at or above the eight-point criterion. Two students' performance during post instruction were below the eight-point criterion, but were three to two points above their baseline. One student returned to baseline during her first post instruction measure, but improved in the next two measures by two to three points above her baseline. The quality results indicated that students' performance varied after SRSD instruction. One student demonstrated quality performance above baseline for all measures. The rest of the students improved in writing qualities with level and trend data indicating improvement. The percentage of non-overlapping data was 56% for the post instruction conditions and 75 % for the maintenance conditions. The number of words in the students' paragraphs for the instruction, post instruction and maintenance conditions stayed above baseline. Social validity results were mixed. Five students wrote that the POW+TREE strategy helped them, and one student stated it did not help him.

The researcher conducted a descriptive analysis. Means were report the number of TREE parts, quality of responses, and the number of words written. The mean number of TREE parts ranged from 2.90 to 4.00 at baseline. The mean number of TREE parts ranged from 7.75 to 8.50 during instruction, and from 6.60 to 9.25 at post instruction. The number of TREE of parts ranged from 7.00 to 8.00 at maintenance. Baseline performance ranged from 2.00 to 5.75 for quality of response. Post instruction performance ranged from 4.00 to 7.00 for quality of

response. Maintenance performance ranged from 4.50 to 7.00 for quality of response. The mean number of words written during baseline ranged from 70.25 to 111.50. The mean number of words written during instruction ranged from 84.00 to 160.00. The mean number of words written during post instruction ranged from 71.33 to 152.00. The mean number of words written during maintenance ranged from 83.00 to 140.00.

Mason et al. (2011) concluded that SRSD instruction with POW+TREE improved students with disabilities, ability to write persuasive essays fluently. Students increased the quality of their writing, and the number of words in their essays. Researchers furthered the line of SRSD with POW+TREE by adding capitalize, organize, punctuate, and sense (COPS) and investigating effects for adult learners. Another study that extended the research on SRSD using POW+TREE involved quick writes and students in high school with LD and writing difficulties (Hoover et al., 2012).

Hoover et al. (2012) conducted a different study than Mason et al. (2010) because the researcher provided the instruction to students in high school. There were four students with LD from a suburban high school in a metropolitan area in the east region of the United States. The study was a multiple baseline design across participants. The purpose of this study was to investigate effectiveness of using POW+TREE (Pick my idea, Organize, my notes, Write and say more) + TREE (Topic sentence, Reason three or more, Examine, Ending) for persuasive quick writes before, during, and after instruction. There were four conditions (a) baseline, (b) instruction, (c) post instruction, and (d) maintenance. The researchers administered five baseline prompts using quick writes prior to the instruction. During the instruction, students received at least five lessons until they demonstrated mastery of the POW +TREE strategy. Post instruction, students wrote independently. The researcher collected maintenance data after

instruction. Each session lasted for 10 minutes. The researcher collected data by examining students' quick write responses. The researchers scored TREE components and the numbers of words were counted using the word count feature of the Microsoft Word program. The researchers corrected spelling errors before submission, and to rule out any bias, all identifiable information was removed. The evaluators were two graduate students, one was a doctoral student, and one was a master's students who were both trained on the POW+TREE strategy, TREE components, and number of words. The principal investigator reviewed the posttests to make sure the students understood the POW+TREE strategy, video sessions, and to promote understanding of the strategy. To collect social validity, students were asked six questions to gain insight of students' impression of SRSD instruction with POW+TREE. The principal investigator provided all instruction to the students.

To ensure for fidelity, the researcher gave the outline of the strategy to an unfamiliar teacher to observed 30 percent of the lessons through videos to make sure that the lessons are implemented to fidelity. The fidelity was 100%. The inter-rater reliability collected by the two graduate students was 64% for the number of response parts and 100% for the number of words. The results of SRSD using the POW+TREE for quick writes indicated all participants showed an improvement in the number of response parts and the number of words when writing a 10-minute persuasive quick write. For response parts, the first student demonstrated a stable baseline trending down. After instruction, there was an increase in the student's level of performance with an increasing trend. The student's maintenance data demonstrated an increasing trend, but the last data point dropped. For response parts, the second student demonstrated a stable baseline trending down. After instruction, there was an increase in the student's level of performance with an increasing trend. The student's maintenance data

demonstrated an increase in the level of performance. For response parts, the third student demonstrated some variability, but then a stable baseline trending down for the last four data points. After instruction, there was an increase in the student's level of performance with an increasing trend. The student's maintenance data demonstrated an increase in the level of performance. For response parts, the fourth student demonstrated a high level of variability, but then a flat trend for baseline. After instruction, there were an increase in the student's level of performance but there was a lot of variability as well. The student's maintenance data demonstrated an increase the in level of performance.

Results for the number of words showed high levels of variability during all conditions for all students. For the number of words, the first student demonstrated a decreasing trend at baseline. After instruction, there was an immediate increase in the student's level of performance, but over time the student's performance trend began to decline. Maintenance data demonstrated an increase in the level of performance, but also a declining trend. For the number of words, the second student demonstrated a decreasing trend at baseline. After instruction, there was a moderate increase in the student's level of performance. Maintenance data demonstrated an increase in the level of performance, but also had a declining trend. For the number of words, the third student demonstrated a decreasing trend at baseline. After instruction, there was a slight increase in the student's level of performance. Maintenance data demonstrated a slight increase in the level of performance. For the number of words, the fourth student demonstrated a flat trend at baseline. Post instruction and maintenance data points were all within the baseline data condition range.

Social validity results were mixed. Only two students indicated that they had a better understanding of how to write a persuasive essay with prompts. All four students felt that other students would benefit from the strategy.

Hoover et al. (2012) concluded SRSD with POW+TREE improved students' performance on writing essays. The number of words increased and quality of students' essay increased. SRSD with POW+TREE with quick writes to include students with OHI. The study using SRSD with POW+TREE+COPS are described next.

Berry and Mason (2012) wanted to investigate the effectiveness of SRSD with postsecondary adult students' writing performance of both students with and without disabilities' enrolled in a general equivalency diploma (GED) class. The strategy was POW+TREE+COPS. The research questions were: (a) what is the effectiveness of SRSD in POW+TREE+COPS strategies for improving the number of words essay parts, transition words and descriptive words in essays for adults with written expression difficulties?, (b) do adult students report SRSD as beneficial in preparation for the GED exam and helpful in becoming more effective writers?, (c) are improvements maintained over time and generalized to other writing tasks such as the GED exam and the story writing?

The study took place in a small rural town in an eastern state in an office complex where students met three to four times a week for three hours. There were four participants in this study, including three females and one male. The criteria for participation in this study were that the individual had to be nominated by the GED instructor, and have a writing difficultly demonstrated by an assessment, the TOWL. The dependent variables for this study were the number of essay parts, number of transition words, number of description words, and essay length. The researchers measured the essays parts by counting one point for each essay

component which consisted of an introduction with a topic statement (one part), three reasons or main points (three parts), at least two details or explanations (two or more parts); and a conclusion (one part). All together there were a total of up to seven parts. The rubric for essay parts was 0 for no essay parts, and seven for all essay parts. The researchers measured the transition words by counting the number of transition words used in the writing.

The researchers calculated the descriptive words using TOWL, which counted the number of words with seven letters or more in the essay. The researchers measured the essay length with a word counter feature on a computer. The design was a multiple probe across subjects. The researchers gathered baseline scores for all students at the beginning of the study and assessments continued during the instructional phase. The first adult student had to successfully completed a seven-part essay before the next student could start the instructional phase.

Instruction took place three times a week. Each lesson was 45 to 90 minutes. The six stages of instruction were develop background knowledge, memorize POW+TREE +COPS, model the strategy, practice the strategy with students, support students in writing, and give independent practice.

The researchers gathered maintenance data from post instructional probes that three students completed during post instruction. Independent raters and the principal investigator scored the probes. If there were any disagreements with the raters, they would discuss and come to a mutual agreement by averaging the scores. The inter-observer agreement was calculated by dividing the number of agreements by the number agreements plus disagreements and multiplying by 100. The essays parts, essay length, transition words, and descriptive words were 78%, 100%, 97% and 96% respectively. The researcher used a checklist to make sure the

implementation of the design was being carried out to fidelity. The researcher reviewed videos, and 30% of the videos were selected and reviewed by an independent reviewer. The videos were viewed and the treatment fidelity was 95% to 100%.

The researchers interviewed the adult students to check for social validity after the post instructional phase of the intervention: (a) did the POW+TREE+COPS intervention help?, (b) which did they improve the most in?, (c) did they feel better prepared after the intervention?, (d) would they as a student recommend this writing strategy to other people?, (d) to improve the intervention, what would they add?, and (f) if students wanted researchers to know of instruction from past high school experiences they thought was helpful? The students stated that the POW+TREE+COPS really helped them become stronger writers, and to be able to explain essays in detail. Also the students could explain more of what they needed to know when it came to expository writing.

The results showed improvement in all the students' writing ability in the area of expository essays. The adult students' average for the number of words during baseline were 6.6, 9.2, and 7.3 respectively. During the post-instruction all three adult students' number of words increased to 61.6, 55, and 51 respectively. The researcher administered the maintenance probes to all the adult students. Student one used 67 written words, student two used 41, however student three used 31 written words which was decreased, but more than baseline. For generalization the number of words students wrote were 29, 23, and 14 respectively.

The essential elements baseline of all three adult students were below a three out of seven. The averages for the essential elements were 1.7, 2.4, and 1.7, respectively. During post-instruction adult students had to score a seven out seven on the essential elements at least once. All the adult students scored a 7 out of 7 at least once. During maintenance for the essential

elements, the adults scored 6, 4, and 6 respectively. For the generalization measure, all of the students scored a 5 out of 7 on the personal probes.

During baseline the quality scores were very poor. None of the adult students scored more than two out of the eight. During baseline, the averages scores for the quality were .83, 1.2, and .66, respectively. During the post instruction, two students average increased by a multiple of six for a total of 5.22, 4.16, and 4 respectively. In maintenance, quality increased with scores of five and four respectively. One student's scores decreased in quality. Student three went from a score of 4 to a score of 2 during maintenance. Generalization scores in quality were 2.5, 2.5, and 2 respectively. These scores were considered to be poor.

The percentage of non-overlapping data (PND) measured the effect and a scores are interpreted as follows: (a) 90% is considered a large effect, (b) 70% to 89% a medium effect, and (c) 50% to 69% a small effect. The PND overall for phases was 100%. The PND for length for all the students at post instruction was 77% and for maintenance was 100%.

The PND for descriptive words for two students who showed improvement was 100% for instruction, and 80% for post instruction. Two of the three students took the GED exam. The score of 400 was needed to pass. The students' scores ranged from 410 to 420, both passed. Berry and Mason concluded that POW+TREE+COPS improved writing skills for the three adult students overall for expository essays and was used to assist two adults in learning to write for the GED.

SRSD with POW and POW+TREE has improved skills such as how to plan for writing, how to write persuasive essays, and how to write more fluently. POW+TREE has also helped people generalize writing skills to other content areas, and improve story and expository writing. SRSD was successful for students in middle school, high school, and for adult students

in a GED. SRSD with POW and POW+ TREE was effective for people who received remedial instruction for writing and people who received special education services for LD, EBD, and OHI. Further studies need to investigate the effects of SRSD using POW and POW+TREE in composing professional business writing and filling out applications, especially for students who struggle with writing.

SRSD for Professional Business Letters and Applications

Applebee and Langer (2009) stated a special emphasis must be placed on the types of writings required for postsecondary setting. Currently, writing is shaped through high stakes testing, but it should reflect skills students need on performances on the job. Students who struggle in writing have difficulty generalizing writing skills to different types of writing genres (Akins & Gavins, 2012). This could include writing for business letters and filling out employment applications.

NAEP (2011) explained communicative purposes of writing are to persuade, to explain, and to convey ideas in school as well as the workplace. These communicative purposes are important in the workplace where most writing can be described as follows: (a) persuading readers to change their perspectives or to take action; (b) explaining issues and ideas; (c) and reflecting to make judgments and create connections between the writer and audience. Also, the intended audience of a written text plays an important role in shaping the writers' approach (NAEP, 2011). Clear and effective communication requires an awareness of the audience's needs (future employer for example). Therefore, business letter writing and filling out employment applications are opportunities that are required for students to gain an understanding of the audience they will be writing to in various workplaces. In addition, students who struggle in writing need more opportunities to practice business writing and filling

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out applications so they can generalize and improve their communication skills required in the workplace. One example would be writing a business letter through using a computer or through emails. Students who struggle in writing may have difficultly composing a business letter that shows business manners and is coherent.

Even though many teachers do not include business letter writing activities (Kuhara et al., 2009), there are formal situations that are best handled with business letters. Formal situations that require business letters involves cover letters for job applications, formal complaints, thanking associates, sharing information; and persuading others to consider an idea or concept (The Writing Center: University of North Carolina, n.d.). Business writing is more formal and often provides a first impression of the individual who composed the letter. NAEP (2011) and the national high school writing standards state that students must produce clear and coherent writing that is appropriate to the task purpose and audience (Common Core State Standards Initiative, 2019). This includes business writing. Opportunities for business writing for students who struggle in writing are needed so students are more competitive in the workforce. Therefore, business letter writing and filling out applications must be taught so students who have difficulty writing, learn a functional skill for the 21st Century competitive work force, develop a deeper understanding of writing texts; and increase their ability to communicate in the workplace.

Conclusion

Students in the 21st century must learn to plan, revise, edit, and be creative in expressing themselves in writing (NAEP, 2011). According to the NAEP most students performed below the proficiency level for writing nationally. Such low scores indicate the need for action by educators.

Researchers have demonstrated that SRSD instruction improves the writing abilities of middle and high school students with and without disabilities (Chalk et al., 2005; De Laz Paz & Graham, 2002; Ennis & Jolivette 2014; Hoover et al., 2012; Mason et al., 2011). SRSD, along with strategies paired with mnemonics have improved the writing ability of students in different content areas. Mnemonics such as DARE, STOP and DARE, PLAN and WRITE, POW, POW+TREE; POW+TREE+COPS are effective in improving the writing abilities with and without disabilities. SRSD instruction has improved students' narratives, persuasive, expository, and story writing abilities (Hauth et al., 2013; Mason et al., 2011; Mason et al., 2010). Students who have benefited from SRSD instruction included elementary students, middle school students, high school students, and adult learners. SRSD instruction was effective for students who received tiered support for writing difficulties, students who received services for LD, EBD, and OHI; and students from urban school districts. A summary of the strategies and studies are provided in Table 1.

Table 1

Summary of Studies by Strategy

Author	Date	Strategy Mnemonic	Participants	Design
Graham and MacArthur	1988	None	3 Participants with LD in grades 5-6 at suburban elementary school	Multiple baseline across participants
Chalk, Burke, and Burke	2005	DARE	15 participants in the 10th grade in a large suburban high school	Repeated measures
Hacker, Dole, Ferguson, Adamson, Roundy, and Scarpula	2015	DARE	628 participants in the 7th grade from two title I schools from a large urban school district.	Pre and Posttest Quasi-experimental

Ennis and Jolivette	2014	STOP and DARE	6 participants with E/BD in grades 1- 12 in an urban residential facility.	Multiple baseline across pairs of participants
Ennis, Jolivette, Terry, Fredrick, and Alberto	2015	STOP and DARE	3 teachers, 44 participants with E/BD in grades 1-12 from a urban residential school in southeast	Pre and Posttest Experimental Design
De La Paz and Graham	2002	PLAN and WRITE	58 participants in the7th and 8th grade with writing difficulties	Pre and Posttest Quasi-experimental design
Burke, Poll, and Fiene	2017	PLAN and WRITE	11 participants in the 7th grade in a middle school district in the midwest with writing difficulties.	AB design
Akins and Gavins	2012	POW+W-W-W	3 African American students in second and third grade with EBD/Behaviors Disorders in a self-contained classroom from the suburbs of Washington, D.C.	Multiple baseline across participants
Graham and Harris	1989	TREE	3 students in a suburban high school with LD.	Multiple baseline across participants
Sexton, Harris, and Graham	1998	TREE	6 students in the 5-6 grade with LD in a Mid-Atlantic states	Multiple baseline across participants
Harris, Lane, Graham, Driscoll. Sandmel, Brindle, and Schatschneider	2012	POW+TREE	262 participants in an inclusive rural elementary school district serving k-5 grade in a southeastern	Repeated measures model

			stat with writing difficulties.	
Hauth, Mastroiperi, Scruggs, Regan	2013	POW+TREE	20 teachers and 8 students with EBD in the eighth grade from a public school on the East Coast of the United States.	Multiple Baseline across participants
Cuenca-Carlino and Mustian	2013	POW+TREE	9 participants with EBD in a middle school in a Mid-western nonpublic day school. 2 teachers participate	Multiple Baseline across participants
Mason, Kubina, Valasa, and Cramer	2010	POW+TREE	5 participants with EBD in the 5-6 grade in an alternative school in a Mid-Atlantic region.	Multiple baseline across participants
Hoover, Kubina, and Mason	2012	POW+TREE	4 participants in with LD in a suburban high school in grades 9-12; 15 miles south of a metropolitan area in an eastern region of the United States.	Multiple baseline across participants
Berry and Mason	2012	POW+TREE+COPS	4 adult participants who attended a GED class in a small rural town in a eastern state	Multiple baseline across participants
Mason, Kubina, and Taft	2011	POW+TREE	6 participants in the seventh grade with a LD, OHI, or ADHD study 1 in a northeastern middle school in a midsize university city 10 participants with LD or OHI in study 2 in a	Multiple baseline across participants

	northeastern middle school in a midsize university city.	Multiple baseline across participants

SRSD using POW and POW+TREE has been used to increase writing fluency in addition to writing text (Akins & Gavins; Mason et al., 2010). POW+TREE has also helped people generalize writing skills to other content areas, and improve persuasive, story, and expository writing (Harris et al., 2012). SRSD with POW+TREE was effective for students who received remedial instruction for writing and students who received special education services for LD, EBD, and OHI (Cuenca-Carlino & Mustian; Hauth et al., 2015; Hoover et al., 2012). One way to extend the research line for SRSD with POW+TREE would be to investigate the effects of SRSD using POW+TREE in composing professional business letters and completing applications.

Business letter and application writing must be addressed in instruction because there are formal situations that are best handled with business letters and application writing skills. Examples of formal situations include cover letters for job applications, job applications, formal complaints, thanking associates, sharing information; and persuading others to consider an idea or concepts (The Writing Center: University of North Carolina, n.d.). National high school writing standards require students to produce clear and coherent writing that is appropriate to the task, purpose, and audience in which there are specific elements of business formal writing. Therefore, business formal writing must be taught so that students are better prepared with a functional writing skill for the 21st Century.

Chapter III. APPLIED WRITING INSTRUCTION FOR STUDENT WITH WRITING DIFFICULTIES

Writing in the 21st century has become a critical part of student achievement. The NAEP (2011) reported that 73% of students in Grades 4th, 8th and 12th are preforming below proficiency level in writing. This must be addressed if students are to become successful in post school environments because students in middle school and high school must write in order to meet the demands of the 21st century (NAEP, 2011). Students with writing difficulties often struggle when writing for other subject areas such as science and social studies, and potentially postsecondary employment. In particular, students often lack the ability to put their thoughts into words and make complete sentences. Writing is an applied skill when communicating for employment, email conversations, and sharing information. Students must be able to write appropriately based on their audience; and effectively based on the type of writing they are to perform (e.g., informal friendly letter to a friend verses a formal business letter to a potential employer). Therefore, writing is essential to employment success and future endeavors of students who have writing difficulties in both middle and high school (Datchuk & Kubina, 2017).

Explicit instruction is used to improve the writing abilities of middle and high school students with and without disabilities. Graham and MacArthur (1988) developed a way of explicitly teaching writing to students with and without disabilities. It is called SRSD. SRSD consists of six teaching steps. The steps are (a) developing background knowledge, (b)

discussing the purpose and benefits of the strategy, (c) modeling the use of the strategy, (d) memorizing the steps of the strategy with a mnemonic, (e) practicing the strategy with scaffolds and teacher support that is faded; and (f) using the strategy independently. These six steps are designed to help students meet the needs in their writing process, and eventually improve their ability to write by teaching them to self-regulate their own writing. They self-regulated their own writing by setting goals, self-monitoring, self-reinforcing, and self-instructing (Graham, & Harris, 2003; Graham & Harris, 1989). Explicit teaching of SRSD shifts the instruction and regulation of writing from instructor to students. The intention is for students to be actively in charge of their own learning through the writing process. SRSD is a well-known method as an evidence-based writing intervention that has been used with students with writing difficulties (Ennis & Jolivette, 2014; What Works Clearinghouse, 2017).

SRSD is paired with a strategy represented by a mnemonic. The mnemonic assists students as they write and are coupled with graphic organizers so students can develop their ideas. Some mnemonics paired with SRSD are DARE, STOP and DARE, PLAN & WRITE, POW; and POW+TREE. DARE stands for (a) develop topic sentence, (b) add supporting detail, (c) reject arguments from the other side, and (e) end with a conclusion. STOP and DARE stands for (a) suspend judgment, (b) take a side, (c) organize your ideas, (d) plan more as you write, (e) develop a topic sentence, (f) add supporting ideas, (g) reject the other side; and (h) end with a conclusion. PLAN and WRITE stands for (a) pay attention, (b) list the main ideas, (c) add supporting ideas, (d) number the major points, (e) work from your plan, (f) remember your goals, (g) include transition words, (h) try to use different sentences; and (i) exciting words. POW stands for (a) pick your idea, (b) organize your notes, and (c) write to say more. POW+TREE stands for (a) pick your idea, (b) organize your notes, (c) write to say more, (d)

topic sentences, (e) reason three of more, (f) ending, and (g) examine. Researchers use SRSD for a variety of students in middle and high school and include narratives or essays as instructional tasks.

Most of the studies are for writing tasks that involve narrative, declarative, expository, or persuasive pieces. Chalk et al (2005) demonstrated SRSD with DARE improves persuasive writing for students with specific learning disabilities (SLD) and emotional behavior disorders (EBD). Hacker et al (2015) showed tiered intervention with SRSD and DARE increased composite writing scores on a web-based writing test. Ennis et al (2015) investigated SRSD with STOP and DARE in a residential facility for students in middle and high school. Ennis et al concluded that SRSD with STOP and DARE improved writing skills and academic engagement for students in the residential facility. Burke et al (2017) used PLAN and WRITE to improve expository essays for students receiving tiered intervention, but did not receive special education. Hoover et al (2012) showed SRSD with POW+TREE increased the quality of brief persuasive essays for students with SLD.

Researchers use the SRSD model in studies to develop essay and narrative writing for students in middle and high school (Burke et al., 2017; Chalk et al., 2005; Ennis et al., 2015; Hacker et al., 2015; Hoover et al., 2012). However, the SRSD intervention for students with and without writing difficulties have not been used on students' ability to write a formal business letter or complete an application for employment. These writing applications are important for youth who are transitioning into adulthood.

In summary, students who are effective communicators can persuade, explain, and convey information in writing. Effective communication is important in the workplace as well as in school. Business style writing is more formal, and can be composed in emails and cover

letters that provide a first impression of the individual who conveyed the idea (The Writing Center: University of North Carolina, n.d.). How students write in a formal or business format may shape their future employment or their postsecondary experiences, because students who struggle with writing may influence future coworkers or employers to have poor perceptions of their abilities. Students who communicate in clear and effective ways provide a better business impression. Therefore, effective formal or business writing creates more potential for appreciation and opportunities in the workplace. Students who have difficulties writing can learn to effectively communicate when it comes to writing business style letters and filling out employment applications. Research questions are written below.

Research Questions

1. What are the effects of the Self-Regulated Strategy Development (SRSD) model using POW+TREE on students with writing difficulties' ability to write formal business letters based on a holistic writing rubric?

2. What are the effects of the Self-Regulated Strategy Development (SRSD) model using POW on students with writing difficulties' ability to fill out employment applications based on a holistic writing rubric?

Method

Participants

The criteria for participation were (a) students with current enrollment in the 7th, 8th, 9th or 10th grade, (b) students who scored below grade level on a standardized achievement subtest for a writing sample (c) parents' consent, (d) students' assent, (e) students with pretest rubric scores below 11 for business letters or below 12 using a Likert scale of 0- 3 for six subsections of the business letters and applications, (f) paragraphs that consist of less than 50 words for the

business letters; and (g) students with eligibility for tiered and/or special education services in an area related to writing. There were four participants. All participants attended a remedial literacy instruction summer program and the school recommended they receive writing instruction by the school. Pseudo names for participants were Rebecca, Harriet, Curtis, and Ann. Rebecca was a 12-year-old student in the 7th grade, who did not receive special education services. Rebecca's writing sample score on the Woodcock Johnson IV was an age equivalent (AE) of 10-9 and a grade equivalent (GE) of 5.3. Her writing fluency score was an AE of 13-2 and a GE of 7.8. Rebecca wrote an average of 34.8 words and 2.2 sentences. Harriet was a 13-year-old student in the 7th grade who did not receive special education services. Harriet's writing sample score on the Woodcock Johnson IV was an AE of 8-4 and a GE of 2.9. Her writing fluency score was an AE of 10-0 and a GE of 4.6. Based on probes, Harriet averaged 37.33 words and 2.33 sentences. Curtis was a 12-year-old student in the 7th grade and did not receive special education services. Curtis' writing sample score on the Woodcock Johnson IV was an AE of 11-3 and a GE of 5.8. His writing fluency score was an AE of 13-2 and a GE of 7.8. Based on probes, Curtis averaged 47.57 words and 2.71 sentences. Ann was a 13- year old student who did not receive special education services. Ann's writing sample score on the Woodcock Johnson IV was an AE of 11-10 and a GE of 6.4. Her writing fluency score was an AE of 11-0 and a GE of 5.6. Based on probes, Ann averaged 68.2 words and 3.8 sentences. Ann wrote above 50 words on business letter probes, therefore she was not included in the business letter intervention for study purposes. Ann was included only in the business application instruction. Participants' demographic and academic information are in Table 2.

Table 2

Participants Demographic and Academic Information

Name	Age	Grade	Ethnicity	Average Number of Words	Writing Samples	Fluency
Rebecca	12	7th	Other	34.8	A.E. 10-9 G.E. 5.3	A.E. 13-2 G.E. 7.8
Harriett	12	7th	White	37.33	A.E. 8-4 G.E. 2.9	A.E. 10-9 G.E. 4.6
Curtis	12	7th	Other	47.57	A.E. 11-3 G.E. 5.8	A.E. 13-2 G.E. 7.9
Ann	13	8th	Other	68.2	A.E. 11-10 G.E. 6.4	A.E. 11-0 G.E. 5.6

Setting

The study took place in a middle school in a southeastern area of the United States. The school consisted of 730 students. The study was conducted in a classroom during a remedial literacy summer program. The researcher provided instruction in small group settings that range from one student to four students. Instruction occurred four days a week for about an hour a day. The remedial program lasted a month.

Assessments

The researcher administered assessments to gather data on students' writing achievement, and their ability to write formal business letters and fill out applications. These assessments included the Woodcock Johnson IV subtest for writing and writing probes at pretest, baseline, and intervention phases. Assessment from the Woodcock Johnson IV subtest

for writing measured two areas: writing fluency and writing samples. The writing fluency subtest measured students' ability to formulate and write sentences quickly, and to construct as many sentences as possible within a time limit. The writing samples subtest measured students' ability to write sentences when give a verbal and picture cue, students' ability to write complete sentences, students' ability to comply with teacher's directions, and students' ability to complete difficult tasks when composing complex sentences. Writing probes are discussed after pretests are described.

The researcher collected pretest assessments that measured students' ability to write business letters and fill out applications to ensure the students met criteria for the study. The pretest assessments were in the form of writing prompts. The students wrote business style letters and applications within a twenty-minute period. The pretest assessments consisted of ten writing prompts for business letters and five application prompts. Students chose from one of the ten writing prompts at pretest for a business letter and one of the five prompts for the application for each probe. Writing prompt examples are write a letter to your principal asking about information on a school community project and write a letter for an application of employment. Application examples were applications for Kroger, Subway, Pizza Hut, Lowe's, McDonalds, Target, Publix, and Sam's Club. Examples of the business letter writing prompts are in Appendix A. A rubric was used to score students' writing. The rubric consisted of four scores (0-3) for each part of a business style letter and application. The rubric for the business letter consisted of six parts: heading sender address, inside address, greeting, body content, closing, and signature. The rubric for the application consisted of six parts: personal information, education, employment information, references, position applying for, and

additional application information that exceeds the basic parts. Please see appendices B and C for business letter and application writing quality rubrics.

Assessments for baseline measures were the same as pretest assessments. The researcher assessed students on their writing prior to the intervention. The difference was students wrote business letters and filled out applications several times to establish a stable baseline. Baseline procedures are discussed later. The directions were the same as the pretest assessments that ensured inclusion in the study, except students chose from three writing prompts instead of ten. The researcher scored the students' writing using the same rubrics from the pretest assessments. The rubrics consisted of the same parts that assessed the writing quality used for the pretests. In addition to the rubrics, the researcher assessed the number of words counted, and the number of complete sentences for the business letters. The researcher counted the number of words and the number of complete sentences manually. A complete sentence consisted of both a subject and a verb that made sense and stood alone as a complete thought.

Intervention assessments were similar to the baseline measures except they were collected after the instruction begin. The same rubrics were used to score the business letters and applications. The researcher counted number of words manually as well as the completed sentences in the body of the business letters.

The social validity assessment was the Writing Attitude Survey (WAS). The WAS examined how students felt about writing and SRSD instruction. The survey was an easily accessible instrument that can be given within a few minutes that teachers and researchers could use for either group or individual administration to learn about students' attitudes towards writing. The WAS consisted of 28 questions with a maximum score of 112 (28 x 4). Rankings

in the survey consisted of facial expressions of the character Garfield[®,] which ranged from 4

points to 1 point; 4 points being very happy and 1 point being very dissatisfied. Some of the

questions were modified for the purpose of this study.

 Intervention Materials and Instruction

The intervention was Self-Regulated Strategy Development along with the POW and

POW+TREE strategies. The researcher implemented the SRSD model which included six

lessons of instruction for business letters and applications. A total of 12 lessons, described in

detail, could be implemented more than once. . Lesson guides were available during the

intervention that outlined what was to be implemented. A chart and graphic organizers had the

POW and POW+TREE strategy mnemonic that included a tree with the definition of each letter

of what it stood for: POW (Pick my Idea), (Organize my notes), (Write and say more), and

TREE (Topic Sentence), (Three Reasons), (Ending) and (Examine).

Business Letter Instruction

Business letter instruction was explicit. It included a business letter example with the

letter parts. See Appendix D for the business letter example. In addition, there were four

business letter examples without the parts labeled that could be chosen for instruction. The

letters were (a) a cover letter for an application to Kroger, (b) a cover letter for an application to

Lowe's (c) a letter to the National Rifle Association; and (d) a letter about a community school

project. Each letter had two guided letters in which the teacher and students filled in the

components together. See Appendix E for an example of a guided letter. Brief lesson

descriptions follow.

Lesson one. Lesson one, involved background knowledge of a business letter. Lesson one included an advance organizer, modeling, guided practice, independent practice and post organizer. The focus of lesson 1 was to build knowledge of the parts of a business letter. The teacher stated that students would learn about business letters and explain why using business letters was important. The teacher showed the students an example of a business letter with the parts; and identified the heading sender address, inside address, greeting, body content, closing, and signature. The teacher presented a business letter without components parts and the teacher and students identified the components even though the parts were not labeled. The teacher presented a guided business letter that matched the business letter example. The teacher and students identified the parts of a letter and filled in the parts of the business letter together. Students wrote a business letter which they used in the next lesson. Please see the business letter instruction guide in Appendix F, which contains the parts required for all six lessons.

Lesson two. Lesson two involved discussing the POW+TREE. Lesson two included an advance organizer, modeling, guided practice, independent practice, and post organizer. The focus of lesson 2 was to see the importance of using POW+TREE in writing business letters. The teacher reviewed the parts of a business letter then introduced the POW+TREE. Students viewed the graphic organizer and the teacher identified each part of POW+TREE on the graphic organizer. The teacher and students discussed how POW+TREE made writing business letters easier. Students used the business letters they wrote in lesson one to set writing goals.

Lesson three. Lesson three involved modeling the POW+TREE to write a business letter. Lesson three included an advance organizer, modeling, guided practice, independent practice, and post organizer. The focus of lesson 3 was the writing process using POW+TREE to write a business letter. The teacher reviewed the parts of a business letter and POW+TREE.

The teacher wrote ideas for a letter using POW+TREE. After completing the graphic organizer of POW+TREE, the teacher modeled transferring the information into a business letter. After writing the letter, the teacher edited the letter for errors. Errors include capitalization, punctuation, subject and verb agreement, and complete sentences. The teacher modeled writing a business letter, the teacher and students wrote another letter together. Students stated ideas and thoughts that the teacher wrote using the POW+TREE. The teacher asked questions about the parts of a business letter and had students answer as the information from the POW+TREE was transferred into a letter. The teacher guided students in the editing process as the teacher and students looked for errors in capitalization, punctuation, subject and verb agreement, and complete sentences. Students independently wrote letters using the POW+TREE. Students were allowed to reference the business letter examples as they transferred the information from POW+TREE to the letter. After students wrote their letter, they edited it and receive feedback from the teacher.

Lesson four. Lesson four involved memorizing POW+TREE. Lesson four included an advance organizer, modeling, guided practice, independent practice, and post organizer. The focus of lesson 4 was to memorize the POW+TREE so students used the strategy efficiently. The teacher identified the identification of the parts of a business letter using an example. The teacher then modeled using the POW+TREE graphic organizer to memorize the POW+TREE strategy. The teacher and students practiced memorizing POW+TREE using the graphic organizer. Students with enough practice repeated the steps independently.

Lesson five. Lesson five involved the teacher supporting the students as they use POW+TREE to write business letters. Lesson five included an advance organizer, modeling, guided practice, independent practice, and post organizer. The focus of lesson 5 was to support

students in writing as they use POW+TREE to create a business letter. The teacher reviewed the parts of a business letter and POW+TREE. After reviewing, the teacher showed the students an example they could use as a model for a business letter. Students selected a topic and used the POW+TREE graphic organizer to write out their thoughts and ideas. The teacher was available to students in case they needed to discuss ideas before putting them on paper. After students completed the POW+TREE graphic organizer, students transferred the information into a business letter format. Students were allowed to look at an example of a business letter if they needed one. After writing, their letter, students reviewed their letter with the teacher for editing. The teacher provided feedback and allowed them to make changes.

Lesson six. During lesson six the student wrote their business style letters using POW+TREE. Lesson six included an advance organizer, an option for modeling and guided practice, independent practice; and post organizer. The focus of lesson 6 was to allow students to write a business letter using POW+TREE on their own. Instead of modeling, the teacher asked students if there is anything they would like to have modeled for them. This included grammar such as capitalization, punctuation, subject and verb agreement, and complete sentences. Students discussed their ideas with the teacher as guided practice and they were allowed to ask questions. However, it was not required to discuss their ideas or ask questions. Students had the option of using the graphic organizer, but did not have to. When revising letters, students held brief writing conferences with the teacher in which they read their letters aloud to provide them the opportunity to catch errors. After students were provided the chance to catch errors on their own, the teacher provided feedback.

Application Instruction

Application instruction was explicit. The teacher used an application example and showed students the parts. Applications used in this instruction included applications to Subway, Pizza Hut, Target, Sam's Club, Kroger, Lowes, McDonald's, and Publix. The teacher modeled completing an application, and the teacher and students identified parts, then completed applications together. A modified POW included the parts of an application. The teacher modeled how to complete the modified POW; and the teacher and students completed the modified POW together. Please see Appendix G for the modified POW. Brief lesson descriptions are provided below.

Lesson one. Lesson one involved background knowledge of an application. Lesson one included an advance organizer, modeling, guided practice, independent practice and post organizer. The focus of lesson one was to build knowledge of the parts of an application. The teacher states students will learn about an application and explain why filling out an application is important. The teacher showed the students an example of an application and identified the parts. The parts are personal information, education, employment information, references, and position applying for. Students and the teacher identified the parts of an application and filled out application together. Students will identify parts of an application independently with feedback from the teacher. Students filled out an application, which will be used in the next lesson. Please see the application instruction guide, which includes all components required in the lessons, in Appendix H.

Lesson two. Lesson two involved discussing the POW. Lesson two included an advance organizer, modeling, guided practice, independent practice, and post organizer. The focus of lesson two was to see the importance of using POW in filling out an application. The teacher

reviewed the parts of an application then introduced POW. Students viewed the graphic organizer and the teacher identified each part of POW on the graphic organizer. The teacher and students asked how POW will make filling out an application easier. Students looked at the application they completed in lesson one and set writing goals.

Lesson three. Lesson three involved modeling the POW to fill out an application. Lesson three included an advance organizer, modeling, guided practice, independent practice, and post organizer. The focus of lesson three was the writing process using POW to fill out an application. The teacher reviewed the parts of an application and POW. The teacher wrote ideas for filling out an application using POW. After completing the graphic organizer of POW, the teacher modeled transferring the information onto the application. After filling out an application, the teacher reviewed the application for errors. Errors include blank spaces and incorrect information. After the teacher, modeled filling out an application, the teacher and students filled out an application together. Students repeated information to the teacher as the teacher is completing POW. The teacher asked questions about the parts of an application and have students to answer as the information from the POW was transferred onto the application. The teacher guided students in the editing process as the teacher and students looked for errors such as incorrect information and blanks spaces. Students independently filled out an application using the POW. Students will be allowed to reference an application example as they transfer the information from POW to the application. After students filled out their application, they edited it and received feedback from the teacher.

Lesson four. Lesson four involved memorizing POW. Lesson four included an advance organizer, modeling, guided practice, independent practice, and post organizer. The focus of lesson four was to memorize the POW so students could use the strategy efficiently. The

teacher reviewed the identification of the parts of an application using an example. The teacher modeled using the POW graphic organizer to memorize the POW strategy. The teacher and students memorized POW using the graphic organizer. Students with enough practice repeated the steps independently.

Lesson five. Lesson five involved the teacher supporting the students as they used POW to complete out an application. Lesson five included an advance organizer, modeling, guided practice, independent practice, and post organizer. The focus of lesson five was to support students in writing using POW to fill out an application. The teacher reviewed the parts of an application and POW. After reviewing, the teacher showed the students an example of a model application. Students selected an application and used the POW graphic organizer to transfer their information. The teacher was available to students in case they need to discuss information before putting it on the application. After students complete the POW graphic organizer, they put the information onto an application. Students looked at an example of an application if they need to. After filling out the application, students reviewed their application with the teacher for editing. The teacher provided feedback and allowed them to make changes.

Lesson six. In lesson six the students filled out an application using POW. Lesson six included an advance organizer, an option for modeling and guided practice, independent practice; and post organizer. The focus of lesson 6 allowed students to fill out application using POW on their own. The teacher reviewed the parts of an application and the POW. Instead of modeling, the teacher asked students if there is anything they would like to have modeled for them. This included correcting information and what to do about blank spaces. Students had the option to discuss their information with the teacher as guided practice and they were allowed to ask questions. Students were given the option of using the graphic organizer, but did not have

to. When revising the application, students held brief writing conferences with the teacher in which they reviewed their application aloud and provided them the opportunity to correct errors. After students were provided the chance to correct errors on their own, the teacher provided feedback.

Data Collection Procedures

The researcher collected data on students' general writing performance using the writing fluency subtest and writing sample subtest of the Woodcock Johnson IV. Additional information was collected such as age, race, gender, and disability. The researcher collected pretest and baseline phase data by having students write business letters and complete applications of their choice without any direction from the researcher. Students chose from any of the ten writing prompts or five applications for the pretest. The pretest ensured participants met criteria for the study. At baseline, students chose from three writing prompts and two applications. Before any instruction the baseline for the first participant had to be stable. There were a minimum of five data points in baseline. Level, trend, and variability regarding the rubric scores on the quality of the parts of a business letter and applications (O'Neill, McDonnell, Billingsley, & Jenson, 2011). The researcher documented the number of words written, the number of complete sentences, and rubric scores for business letters to determine stability. Level and trend of the rubric scores must not have an overall increase and the variability of five consecutive data points and must demonstrate a predictable pattern. The trend of rubric score data points must be neutral or decreasing.

Once stability for the first participant was obtained, instruction with SRSD for business letters began. Participants two and three were in the baseline condition. Baseline data continued to be collected on participants two and three as participant one received instructional lessons.

Once participant one scored an eleven on the business letter rubric and participant two demonstrated a stable baseline, instructional lessons for business letters began for participant two. The researcher documented the number of words written and completed sentence, but not required because the focus of the study was on the quality and format of writing a business letter. Participant three continued in baseline. Participant one and two continued in the intervention condition receiving instructional lessons. Once participant two scored at least an eleven on the business letter rubric and participant three demonstrated a stable baseline; instructional lessons began for participant three. The researcher administered maintenance probes for all three participants on business letters a week after finishing instruction for business letters.

Data collection procedures were similar for applications; however stable baseline were not determined. Criterion was a twelve or higher for the applications instead of an eleven because there was not a grammar requirement that involved paragraphs. Similar to the business letter instruction, maintenance probes for two participants were administered a week after instruction. However, because of time, the third participant did not receive a maintenance probe.

Treatment Fidelity

The researcher used a checklist to assess fidelity. The researchers assessed 30% of the sessions to meet the standards for high quality research (Smith et. al., 2007). The checklist made sure the instruction was implemented explicitly in all six phases of SRSD using POW and POW+TREE. Please see the checklist in Figure 1. The primary researcher implemented the instruction as the teacher and the primary researcher recorded at least 30% of the lessons for

another researcher and a teacher with twenty-five years of experience to conduct fidelity

checks.

Figure 1

Fidelity Checklist

Fidelity Check	Yes	No	NA
Assessment probes are provided before instruction.			
Teacher tells students what they will be doing and makes it relevant.			
Teacher reviews the parts of a business letter, application, email and/or the POW or POW+TREE.			
Teacher shows students examples of a business letter, application, or email and/or the graphic organizer POW or POW+TREE.			
Teacher discusses and/or models the POW or POW+TREE strategy and/or writing the parts of a business letter, application, or email.			
Teacher and students write together unless the student is supposed to write independently. Students are allowed to use the POW or POW+TREE graphic organizer during independent practice.			
Teacher prompts students to edit their letters or applications checking for the business letter parts, application parts, email parts and grammar errors.			
Teacher tells students what they did for the day and prompts reflection.			

Inter-rater Reliability

The primary researcher and researchers scored the probes students completed for pretest, baseline and intervention and compare the scores. The researcher scored the probes according to the rubrics. The researcher gathered the inter-rater reliability on probes, fidelity checks, and the number of words in the business letters. The researcher calculated inter-rater reliability by dividing the number of agreements by the number of agreements plus the number of disagreements for all assessments x 100.

Social Validity

The researcher collected social validity from students before instruction and again after they have completed instruction. Students completed the surveys independently. See Appendix I for WAS.

Research Design

The researcher used a single subject multiple probe design across students to measure the effects of the SRSD model with POW + TREE on students' ability to write business letters (Bear et al., 1968; Horner & Baer, 1978). The researcher used a multiple probe because writing is a behavior that cannot be unlearned and assessments were not required for each session. Analysis through visual inspection was done to determine if a functional relation existed (O'Neil et al., 2011; Baer et al, 1968). Due to time, a case study design (AB) was used to explore SRSD with POW for employment applications.

<center>**Results**</center>

Business Letters

The researcher interpreted the data by visual inspection and the following were noted: overlap between baseline and treatment, slope of each treatment data path, and number of data points from the beginning of treatment to criterion. There was a functional relation between SRSD instruction using POW+TREE and business letters for Rebecca, Harriet, and Curtis. See results in Figure 2.

Figure 2

Results SRSD and Business Letter Writing

Curtis

Rebecca

Instruction Sessions
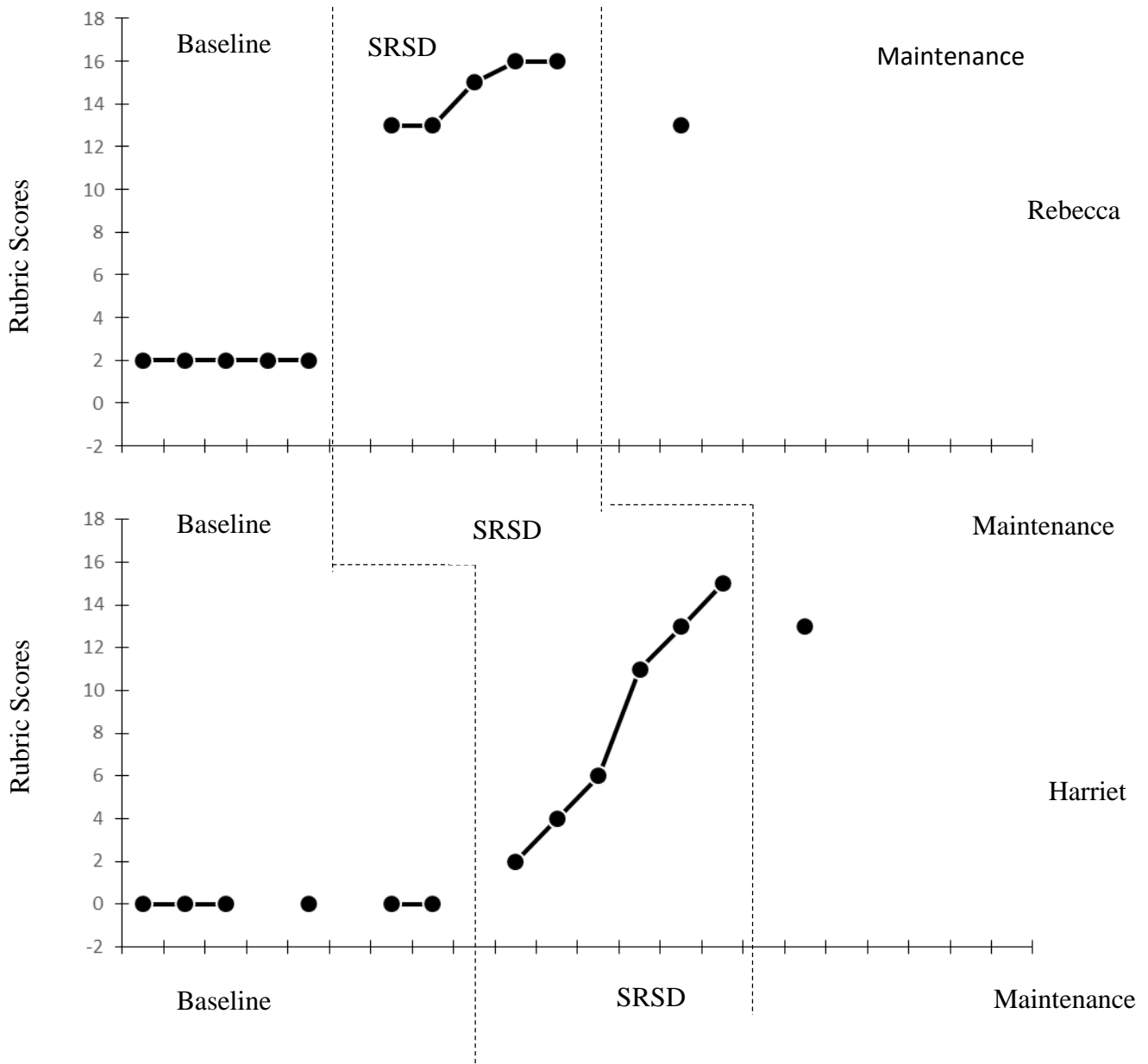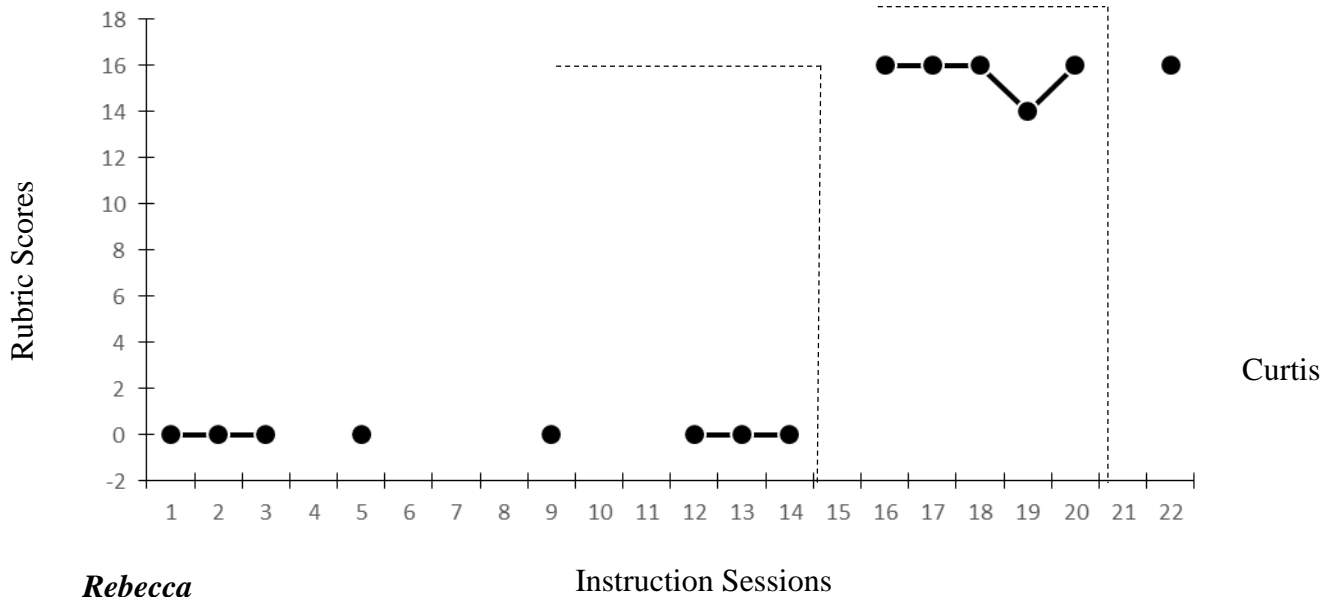
Rebecca's baseline data were   : of two on the rubric on all probes.

The level for baseline was two. She reached criterion after lesson three and one probe. There

was an immediate change in performance between baseline and SRSD instruction with the last

data point in baseline of two and the first data point in intervention of 13. The level for SRSD

instruction was 14.6. There were no overlapping data points across the baseline and

instructional phase. The data in the instructional phase show an upward path. Maintenance data

showed a score of 13.

Harriet

Harriet's baseline data were stable with a total score of zero on the rubric on all probes.

The level for baseline was 0. She reached criterion after two lessons of lesson four and three

probes. There was a change in performance between baseline and SRSD instruction with the

last data point in baseline of 0 and the first data point in intervention of 2. The level for SRSD

instruction was 8.5. There were no overlapping data points across the baseline and instructional

phase. The instructional phase data points show an upward path. Maintenance data showed a score of 13.

Curtis

Curtis' baseline data were stable with a total score of one on the rubric on all probes. The level for baseline was one. Curtis reached criterion after lesson three and one probe. There was an immediate change in performance between baseline and SRSD instruction with the last data point in baseline of 1 and the first data point in intervention of 15. The level of SRSD instruction was 15.6. There were no overlapping data points across the baseline and instructional phase. The instructional phase data points show an upward path. Maintenance data showed a score of 16.

Descriptive Results for Letters

Rebecca averaged 34.8 words and 2.2 sentences for business letters during baseline. After SRSD instruction, Rebecca averaged 68.6 words and 5 sentences. Harriet averaged 37.3 words and 2.3 sentences for business letters during baseline. After SRSD instruction, Harriet averaged 64 words and 3.67 sentences. Curtis averaged 47.57 words and 2.71 sentences for business letters during baseline. After SRSD instruction, Curtis averaged 83.6 words and 5 sentences.

Business Applications

The researcher interpreted the data were interpreted by visual inspection and the following were noted: overlap between baseline and treatment, slope of each treatment data path, and number of data points from the beginning of treatment to criterion. A functional relation was not found between SRSD using POW and application writing for Ann, Rebecca,

and Harriet because Rebecca and Harriet received instruction at the same time. Therefore, the

design was a case study. Descriptive results are in Figure 3.

Figure 3

SRSD and Application Instruction
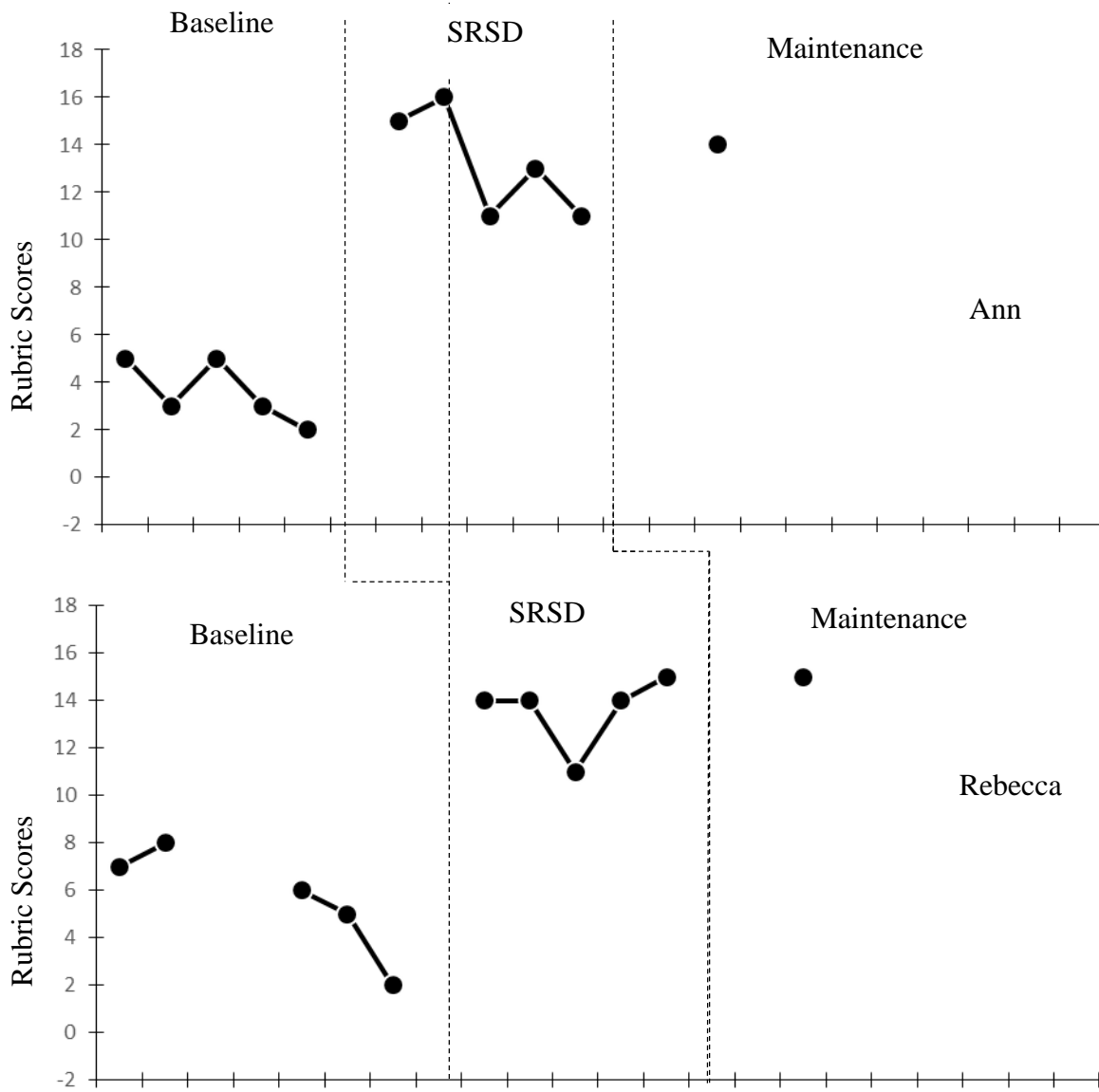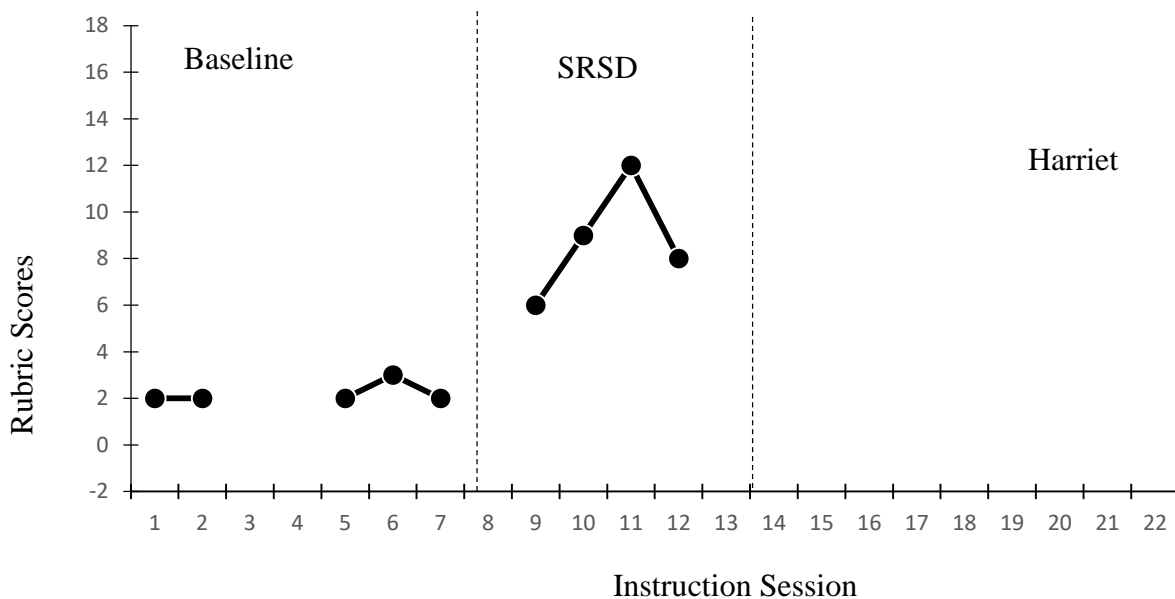
Ann's baseline data had data points between two and five and had a decreasing trend. The level for baseline was 18. She reached criterion after lesson three and one probe. There was an immediate change in performance between baseline and SRSD instruction with no overlapping data points across the baseline and instructional phase. The instructional phase data points show an increase then a decreasing trend with two points dropping below the 12-point criterion, but intervention data were five points or more above baseline. The level for intervention was 66. Maintenance data showed a score of 14.

Rebecca and Harriet

Rebecca's baseline data had data points between two and eight with a decreasing trend. The level for baseline was 28. She reached criterion after lesson three and one probe. There was an immediate change in performance between baseline and SRSD instruction with no overlapping data points across the baseline and instructional phase. The instructional phase data points show a consistent trend that indicates improvement. The level for intervention was 68. Maintenance data showed a score of 15.

Harriet's baseline data had data points between 2 and 3 with a decreasing trend. The level for baseline was 11. She reached criterion after lesson four and the third probe. There was a change in performance between baseline and SRSD instruction with no overlapping data points across the baseline and instructional phase. The instructional phase data points show an upward path. The level for intervention was 35. Maintenance data were not collected.

Treatment Fidelity and Inter-rater Reliability Results

The primary researcher implemented the instruction as the teacher and the primary researcher recorded at least 30% of the lessons for another researcher and a teacher with twenty-five years of experience to conduct fidelity checks. Treatment fidelity was 95% for business letter instruction and 83% for application instruction.

The researcher gathered inter-rater reliability on probes, fidelity checks, and the number of words in the business letters. The researcher calculated the inter-rater reliability by dividing the number of agreements by the number of agreements plus the number of disagreements for all assessments multiplied by 100. The inter-rater reliability for business letter fidelity checks was 88%. The inter-rater reliability for application fidelity checks was 74% . For business letter writing probes, inter-rater reliability was 95% for Rebecca, 92% for Harriet, and 96% for Curtis. Total inter-rater reliability was 94% for business letter probes. Inter-rater reliability was 100% for the number of words in the business letters. For application probes, the inter-rater reliability was 98% for Ann, 98% for Rebecca, and 96% for Harriet. Total inter-rater reliability was 98% for the application probes.

Social Validity

The researcher collected social validity data from students before instruction and again after they have completed instruction. Before instruction, Rebecca scored on her business

writing and SRSD instruction attitude as 64 out of the 112 possible points. After instruction she scored 73 out of the possible 112 possible points. Before instruction, Harriet scored on her business writing and SRSD instruction attitude as 73 out of the 112 possible points. After instruction she scored 78 out of the possible 112 possible points. Before instruction, Curtis scored on his business writing and SRSD instruction attitude as 57 out of the 112 possible points. After instruction he scored 61 out of the possible 112 possible points. Before instruction, Ann scored on her business writing and SRSD instruction attitude as 83 out of the 112 possible points. After instruction, she scored 88 out of the possible 112 possible points.

Limitations and Future Research

The study sought to improve the students' quality of writing in business letters and applications. Students used a Self-Regulated Strategy Development (SRSD) along with mnemonics POW+TREE and POW to improve the quality of business writing. SRSD did improve business letter and application writing.

The study consisted of students in the seventh and eighth grade in a summer literacy program that provided students with some writing strategies using SRSD to help improve their writing abilities. The limitations to this study included the lack of information regarding disabilities and IQ of the four participants. Fidelity of the application intervention and inter-rater reliability were low. Namely, there should have been more implementation of guided practice, supported lessons, and independent lessons for last two participants. Results of the study were limited to only these four participants therefore cannot be generalized to larger populations of students. The summer literacy class had 14 students who received the instruction. However, of those fourteen students, only the four students that met the criteria participated in the study. There was no comparison of SRSD instruction to another intervention

for business letter and application writing. The researcher was also the teacher during the study which was a limitation because this could lead the reader to believe the results may be biased. Also, there is a question of replication of SRSD for business letters and applications. Specifically, if a teacher implemented the same intervention as the researcher, would the results be the same?

Future studies on SRSD instruction on business letter and application writing should include the IQ scores of participants with disabilities because it may show that the SRSD instruction could impact the writing of that population. Researchers should demonstrate that SRSD can improve the quality of writing to help improve teachers' ability to provide writing instruction tailored to students' with disabilities learning. Application instruction with higher fidelity and inter-rater reliability scores need to be conducted. Studies in which results can be generalized to large populations need to be conducted. Finally, studies in which the researcher is not the teacher should be implemented and studies that compared SRSD with others types of instructions for business letters and application writing.

Discussion

The purpose of this study was to improve the quality of business letters and applications for students in middle schools who have difficulty writing using an explicit intervention. This study built on the work of Graham and MacArthur (1988) who demonstrated that SRSD helps students improve in their writing processes. In this study, SRSD, along with the POW+TREE strategy, improved the quality of business letter writing, the number of words written, and the number of completed sentences for the three participants Rebecca, Harriet, and Curtis. This study's results are similar to findings of Hauth et al (2013) who used SRSD along with POW+TREE to demonstrate a functional relation for writing for civics with students in middle

school with EBD; and Mason et al (2010, 2011) who used SRSD along with POW+TREE for persuasive writing with students who received special education for LD and also are diagnosed with ADHD.

Results with the application intervention did not demonstrate a functional relation and had low fidelity and inter-rater reliability. There were no overlapping data even though intervention trends decreased. Participants did improve in application writing. It is possible with more support in lessons and independent practice students would improve. Akins and Gavins (2012) used the SRSD and POW to teach students with EBD in elementary school to write answers to questions of characters, setting, and events of a story. In this study, the researcher used the same SRSD model along with POW to improve students' ability to fill out employment applications.

In both business letter and application writing the researchers used the same six steps of SRSD. The researcher explicitly taught the lessons to the students. The researcher reviewed the background knowledge. For the business letter study, background knowledge was the format of the business letter. The format included the heading, inside heading, greeting, body, closing, and signature. For the application study, background knowledge was the format of applications. The format included personal information, education, references, employment information, position applying for, and additional application information that exceeds the basic parts. The researcher discussed the strategies POW and POW+TREE; and how they were relevant to the students' writing. The researcher modeled both strategies and business writing for the students. The students memorized POW and POW+TREE so they could apply the strategies independently. The students had guided practice to support their writing. Finally, the

researcher allowed the students to write business letters and complete applications independently.

Students made the largest improvement after lesson three which involved the researcher modeling the business letter and application writing. It is possible students made the largest improvement after modeling because they were able to see how it was done. When the researcher modeled, he provided a think aloud in which he said his thoughts as he wrote down information to complete the business letter and application format as well as sentences describing thoughts.

Lessons also included practice in which students helped the researcher complete business letters and applications. It is possible the extra practice allowed students to have more repetition so by the time they came to the supported lesson, students could develop their own thoughts and ideas. The extra practice provided a confidence builder for the students also.

Chapter IV. CONCLUSION AND RECOMMENDATIONS

During the 21st century students must learn to plan, revise, edit, and be creative in expressing themselves in the writing process (NAEP, 2011). According to the NAEP, 73% of students are performing below the proficiency level nationally in writing. This has to be addressed in academics as well as in writing for the workforce.

Researchers have demonstrated that teaching explicit instruction has improved the quality of writing for middle and high school students with and without disabilities (Chalk et al., 2005; De Laz Paz & Graham, 2002; Ennis & Jolivette 2014; Hoover et al., 2012; Mason et al., 2011). In particular, the Self-Regulated Strategy Development Model developed by Graham and MacArthur (1988) improved students' writing abilities.

SRSD along with strategies that can be memorized using mnemonic devices showed improvements in the writing ability of students with writing difficulties in different content areas. SRSD with DARE, STOP and DARE improved academic engagement, sentence fluency, writing achievement, and writing for a science health class for students with EBD, students who attended a residential facility, and for students in a middle school who received tiered instruction (Chalk et al., 2005; Ennis & Jolivette, 2014; Ennis et al., 2015; Hacker et al., 2015). SRSD with PLAN and WRITE improved overall writing for students who received tiered instruction for writing difficulties in a middle school (Burke et al., 2017; De Laz Paz & Graham, 2002). SRSD with POW, TREE, and POW+TREE has proven to be effective in improving the writing abilities of students with and without disabilities. SRSD instruction has improved writing for students with LD, EBD, and OHI. SRSD with POW, TREE, and POW+TREE improved students' narratives, persuasive, expository, and declarative story writing abilities (Akins & Gavins, 2012; Cuenca-Carlino and Mustian, 2013; Harris et al., 2012; Sexton et al., 1998; Mason et al., 2011). SRSD with STOP and DARE and SRSD with POW+TREE also improved students' writing abilities for other academic subjects such as science, civics, and mathematics (Ennis et al., 2014; Hauth et.al, 2013).

How students write in a business format can shape their future employment opportunities because students who struggle with writing can influence future coworkers or employers to have poor perceptions of their abilities. Teachers need to provide students with instruction to communicate in clear and effective ways to provide a better impression for employment. That way, students with writing difficulties have business writing abilities that create more potential for respect and opportunities in the workplace.

This study extended SRSD research by using POW and POW+TREE to teach students who were receiving remedial instruction for writing how to write business letters and complete applications. The study used a single subject multiple probe design across students to measure the effects of the SRSD model with POW + TREE on students' ability to write business letters. Due to time, a case study design (AB) was used to explore SRSD with POW for employment applications. Analysis was done through visual inspection.

This study demonstrated that students in middle school who have difficulties in writing can learn to effectively communicate when it comes to writing business style letters and filling out employment applications. SRSD instruction did improve students' abilities to write business letters and fill out applications. Specifically, three students improved in their ability to write business letters and three students improved in their ability to fill out applications.

Recommendations

Recommendations include developing SRSD using POW and POW+TREE in a way that teachers can implement the instruction for business letter writing and employment applications. This should include creating professional development and mentorship of teachers. Future studies that investigate professional development of SRSD with POW and POW + TREE for business letter and application instruction need to be conducted. Studies on SRSD instruction on business letter and application writing should include students with disabilities and IQ scores of participants. It is important that studies examine the effects of SRSD for students with disabilities and include IQ scores to better inform future instruction. Currently is not known if SRSD instruction can improve students with disabilities or lower IQ scores' ability to write business letters or complete applications. SRSD business letter writing and application studies in which results can be generalized to larger populations need to be

conducted. Finally, studies that compared SRSD with others types of instruction for business letters and application writing should be completed. One final recommendation would be for the researcher to continue the line of examining SRSD to teach students how to write business letters and complete applications. Also the researcher should investigate SRSD in teaching students to send emails.

The study was significant because is was the first to implement the SRSD to improve business letter and application writing for students in middle school who have writing difficulties. Teachers could teach using SRSD for business and application writing to improve students' quality of writing and transition skills. This can save teachers valuable time and help make writing meaningful in class. SRSD is easy to implement and teaching materials can be found online by searching applications and business letter examples.

Personal Thoughts of the Researcher's Experience

Certainly, as a novice researcher, thoughts and emotions were all over the place. As a researcher you always want to do the very best. During this study , there were some emotional highs and certainly some emotional lows. Highs included seeing improvements in students' writing from beginning to end. Lows were watching students who were learning, but had a more difficult time grasping the strategy. Mistakes were learning opportunities in which the researcher discovered what it was like to plot data verses discussion in class about how research methods were applied. As a novice researcher I started at one point not knowing if SRSD would work for business writing. This study developed my confidence in how to conduct research and built a deeper understanding of applying instruction. This study pushed the researcher into creating a way of applying SRSD in a unique manner and understanding the application deep enough to be able to teach professionals.

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Appendix A

- Write a letter to a principal addressing a new grading policy that replaces a letter grade with pass or fail. State your position with your supporting details. The school's address is 300 South Court Street, Montgomery, AL 36108.

- Write a letter stating your intent to apply for a positon of Cashier to McDonald's. The address is 1678 Day Street, Montgomery, AL 36107

- Write a letter or send an email to your city council person, Jerry McInnis, asking about a curfew for school age children to be put in place at 9 p.m. on weekdays. State your position on the issue and supporting details to support your position. The address is 301 Madison Avenue, Montgomery, AL 36108.

- Write a letter to your state congressperson, Doug Jones, about a bill requiring a student to have a high school diploma before a student can get a driver's license. State your position on the issue along with supporting details. The address is 1600 Commerce Street, Montgomery, AL 36108.

- Write a letter to your principal, Mr. Brown, asking about a school community cleanup project. Ask details such as what time will the project start, the meeting location, and the dates of the project. Include why you think that the project will be important to the school. The address is 3360 South Court Street, Montgomery, AL 36104.

- Write a letter to the local school board, Montgomery Public School Board, asking about the elimination of culinary arts or physical education as an elective. State your position and include supporting details on your position. The address is 307 South Decatur Street, Montgomery, AL 36105.

- Write a letter to your teacher, Jerome Smith, asking about the requirements to go to the next grade level. Ask about test scores and project based learning. State your preference and reasons why. The school's address is 300 South Court Street, Montgomery, AL 36108.

Appendix A

- Write a letter to the National Rifle Association of America about assault rifles. State your opinions addressing the issue on assault rifles and school safety. Include reasons for your opinions. The address is 11250 Waples Mill Road, Fairfax, VA 22030.

- Write a letter to your city council member, Sally Jones, asking why this city is considering the banning of the use of cell phones in public buildings. State your opinion on the issue along with your supporting details. The address is 301 Madison Avenue, Montgomery, AL 36108.

- Write a letter to your Local Police Community Watch Division about safety precautions to limit crime. Ask them about local crimes and what can be done to prevent them. Include your opinion along with some supporting details of your concerns. The address is 545 South Ripley Street, Montgomery, AL 36104.

- Write to your local grocery store, Kroger, applying for a position of Customer Service Representative. State your qualifications and why you would be the best candidate for the job. The address is 7864 Eastern Street, Montgomery, AL 36107.

Appendix B

Components Business Letter	3	2	1	0
Heading Sender Address Date	Aligned to the left. Date is two inches from top of the page. Date includes month, day, and year. Sender address includes street address, city, state, and zip code. Does **NOT** include name of sender	Includes sender address and date but not aligned to the left. No more than two components missing in the address	Date are provided Not aligned to the left and/or at least three or more components are missing	No heading
Inside Address	Aligned to the left Includes a personal title and name Includes street address, city, state, and zip code	Not aligned to the left Includes a name but no title Includes street address but missing either city, state, or zip code	Not aligned to the left Does not include a name Includes street address but missing either city, state, or zip code	No inside address
Greeting	Aligned to the left Uses same name as inside address A colon after the name instead of a comma One blank line after greeting	Not aligned to the left Includes a name but no title Uses a comma instead of a colon	Not aligned to the left Includes a name but no title Uses a comma instead of a colon Greeting is informal instead of Dear	No Greeting
Body Content	Topic Sentence 3 Reasons Conclusion Capital letters begin sentences. Correct punctuation of periods and question marks. Complete sentences Correct subject/verb agreement	Topic Sentence 2 Reasons Conclusion Capital letters begin sentences. Correct punctuation of periods and question marks.	Topic Sentence At least one reason	No Body
Closing	Aligned to date Begins one line after last paragraph of the body Capitalize first word only Closing ends with a comma not a colon Four lines are left for the signature The senders name is printed on the fifth line.	Not aligned to date Capitalize first word only The senders name is printed on the fifth line	Not aligned to date The senders name is printed on the fifth line	No Closing
Signature	Aligned to the left Signature is in between the closing and sender's printed name	Aligned to the left Signature is printed in between closing and sender's printed name	Not aligned to the left Signature is printed in between closing and sender's printed name	No Signature

Appendix C

Components Application	3	2	1	0
Personal Information	Correct information includes first and last name, street address, state, zip code, email, work permit, and phone number	Correct information includes first and last name, street address, state, zip code, and phone number	Correct information includes first and last name, street address, state, zip code	Incorrect information are in the name, street address, state or zip code
Education	Correct information includes all high schools from 9th grade to present and dates	High school information is present but incomplete Dates are correct	High school information is present but incomplete Dates are not provided	High school information is inaccurate
References	At least two references are provided References include first and last names References include correct phone numbers Relationship or title of references	At least one reference is provided References include first and last names References include correct phone numbers Relationship or title is not provided	At least one reference is provided The reference includes a name but may be incomplete The reference includes a phone number but it is incorrect	No references provided on POW or the application
Employment Information	Company included Job title included Dates of employment Contact information of employer Previous wages included All employment information is complete including more than one previous job listed	Company included Job title included Dates of employment Contact information of employer The rest employment information left blank	Company included Job title included Dates of employment Contact information not provided or accurate	No employment information provided
Position Applying For	Position written matches application position If availability is asked for it is provided	Position written matches application position	Position included but does not match application position	No position included
Additional application information that exceeds the basic parts	All spaces are accounted for in which there are not blanks or items left unanswered	All spaces are accounted for and all items answered but information may be incorrect	All spaces are accounted for but not all items answered	There are unanswered and blank spaces and items

Appendix D

400 Green Street
Montgomery, Alabama 36109
January 25, 2020

Heading, Sender Address

Mr. Mark Johns
Kroger Grocery Store
499 East Chase Boulevard
Montgomery, AL 36117

Inside Address

Dear Mr. Mark Johns:

Greeting

Please accept this letter as an application for the position of Cashier at Kroger Grocery Store. I have two years of qualified experience as you are seeking someone who has experience. I am a senior in high school and I will be graduating in May of 2020. I'm a hard working person, I'm very dependable, and very trustworthy. I have won the Customer Service Award at my last job twice.

Body

During my time as a cashier I have developed my skills to be a very proficient, very knowledgeable of Cashier duties, and I have the ability to work well with others. As I stated earlier I'm a hard working person, I'm very dependable, and a very trustworthy person. These qualities that I have can be a great asset to the Kroger Grocery Store. Please call me at your earliest convenience to set up an interview for the position of Cashier that you are advertising. My number is 334-445-4343 and my email is daniellebrown@yahoo.com.

Yours truly,

Closing

Signature

Danielle Brown

Appendix E

400 Green Street
Montgomery, Alabama 36109

_____

Mr. Mark Johns
Kroger Grocery Store
499 East Chase Boulevard
Montgomery, AL 36117

_____

Please accept this letter as an application for the position of Cashier at Kroger Grocery Store. I have two years of qualified experience. I am a senior in high school and I will be graduating in May of 2020. I'm a hard working person, I'm very dependable, and very trustworthy. I have won the Employee of the Month Award at my last job twice.

During my time as Cashier I have developed my skills to be a very proficient, kind, and I have the ability to work well with others. As I stated earlier I'm a hard working person, I'm very dependable, and a very trustworthy person. These qualities that I have can be a great asset to the Kroger Grocery Store. Please call me at your earliest convenience to set up an interview for the position of Cashier that you are advertising. My number is 334-445-4343 and my email is daniellebrown@yahoo.com.

Sincerely,

_____

Appendix F

Background Knowledge Lesson 1 Introduction to a Business Letter

Skills to write a business letter

Pick an idea
Organize notes
Identify parts of a business letter
Write a paragraph
Write a business letter using the parts
Edit the letter

Advance Organizer

 Say what they are going to do today. Today we are going to talk about a business letter.
 Make business letters relevant to the students. We need to be able to inform people we may not
know. Sometimes we may have to persuade people we may not know. For example, if
I was to apply for a job I would write a business letter explaining my interest and why I am
qualified. Show students the parts of a business letter (show students the business example).
Say and point to each part of the letter. Then have students to identify the parts of the letter.
Help students if they do not know the parts of a letter by saying the name of the parts of the
letter and have the students repeat the parts of the letter.

Modeling

Show students the example of the Kroger business letter with the parts listed. Then show
students different business letter examples (choose from the business letter examples). Identify
each part of the letter. They are heading, inside address, greeting, body, closing, and signature.
Pick a business letter as an example and model writing in the parts of the letter using the guided
letter examples (see guided letters that correspond with the business letters).

Guided Practice

Students and the teacher write parts of a business letter together. Have students tell you what to
write using a business letter as an example. If students have difficulties in what to write tell the
students what they are supposed to write. In future lessons they will have practice in what to
write. Right now it is important to know the parts of a letter and practice that.

Independent practice

Now students write a business letter choosing a prompt of their choice. They are allowed to use an example business letter. It is okay for students to write the body of the letter incorrectly at this point because they are going to learn the strategy POW+TREE. Have students identify the parts of the letter they wrote. Provide students feedback without giving direct answers. The business letter students wrote in this lesson will be used in the next lesson as they discuss how POW+TREE can help them organize their thoughts and writing.

Post Organizer

Say to students what they did for the day. Today we wrote a business letter. Ask students questions about the parts of business letter.

Discuss It lesson 2 Introduction to POW+TREE

Skills using POW+TREE

Pick an idea
Organize notes
Write a topic sentence
Write details
Write a conclusion
Check paragraph

Advance Organizer

Say what they are going to do today and review. Before we get started let's review the parts of a business letter. Show students the Kroger example of a business letter and name the parts of the business letter as a class. Today we are going to talk about POW+TREE. Make POW+TREE relevant to the students. We use POW+TREE to help us remember our thoughts and ideas as we write. It helps us remember what we want to write so we can turn it into a sentence. We also use it to revise and edit our paragraphs. We will discuss the POW+TREE today.

Modeling

Show students the graphic organizer (see POW+TREE graphic organizer). Name each part and say what it is. P means pick and idea. O means organize my notes. W means write to say more. We use POW to brainstorm before we write sentences.

TREE helps us take ideas from POW and turn them into a paragraph. The paragraph is the body and conclusion of the letter that we are learning how to write. T means topic sentence. R means three or more sentences. E means ending. The last E means examine.

Guided Practice

Let's talk about using POW+TREE, setting goals, and self- monitoring our writing. How can POW-TREE help with our thoughts and ideas? How can POW+TREE help with writing a business letter? Allow students to look at some samples of their writing so that they use it to set goals.

Independent practice

Ask students about their writing goals and ask them their thoughts individually on POW+TREE. After discussing it, have students to write their goals down.

Post Organizer

Say to students what they did for the day. Today we discussed POW+TREE and set goals to improve our writing. If you want to share your thoughts on POW+TREE I welcome you to do so.

Model It Lesson 3 Write a Business Letter with POW+TREE

Skills using POW+TREE
    Pick an idea
    Organize notes
    Write a topic sentence
    Write details
    Write a conclusion
    Check paragraph

Skills in writing a business letter
    Pick an idea
    Organize notes
    Identify parts of a business letter
    Write a paragraph
    Write a business letter using the parts
    Edit the business letter

Advance Organizer

 Say what they are going to do today and review. Today we are going to use POW+TREE to write a business letter. First let's review POW+TREE. P stands for pick your topic and idea. O stands for organize your notes. W stands for write to say more. We use POW to write TREE. T stands for topic sentence. R stands for three reasons. E stands for ending which is the conclusion. The last E stands for examine. Who can tell me the parts of POW+TREE? Allow students to say the parts of POW+TREE. Now let's talk about the parts of a business letter. Who can tell me the names of the parts of a business letter? Allow students to name the parts of a business letter. If they have difficulty show an example using a business letter (see business letter example).

Make POW+TREE relevant to the students. We use POW+TREE to help us remember our thoughts and ideas as we write a paragraph. We also use it to revise and edit our paragraphs. We will write a business letter using POW+TREE to help with our paragraphs because it will help make writing a business letter easier.

 Modeling

Using a graphic organizer (see POW+TREE graphic organizer) the teacher will model the POW+TREE in writing a business letter. The teacher will identify each step of the POW+TREE

and fill out the graphic organizer. P means pick and idea. I want to talk about why I am applying to Lowe's. Write out in the P box why I am applying to Lowe's. O means organize my notes. I am interested because Lowe's has a great benefit package. Write benefit package in the O box. Lowe's pays well. Write pays well in the O box. Lowe's has a flexible schedule for school. Write flexible schedule in the O box. W means write to say more. I am qualified because I have some experience as a cashier. Write cashier in the W box. I am a hard worker. Write I am a hard worker in the W box. I follow directions. Write follow directions in the W box.

Now that I have written POW, I'm going to complete TREE. I turn the notes from POW into sentences to fill out TREE. T means topic sentence. Looking back at P, it said why I am applying to Lowe's. I will turn this into my topic sentence. Say I am writing today to apply for a Cashier position at Lowe's. Write the sentence in the T box to model to students. Say R means three or more sentences. I will use my notes in the O and W boxes to write sentences. Looking at the O and W boxes, Lowe's pays well and I am a hard worker. Write the sentence that you stated as a model in the R box. Lowe's has a flexible schedule for school. Write that sentence as a model in the R box. Point to the note about the benefit package and say I am interested in working for Lowe's because Lowe's has a great benefit package. As you say that sentence write it in the R box. I can also write a sentence that I have previous experience working as a cashier. Model by writing the sentence I am qualified to work at Lowe's because I have some experience as a cashier in the R box. Also say and write I follow directions well in the R box.

E means Ending. I will restate my topic sentence as my ending. Say thank you for your time and considering me for the Cashier position at Lowe's. Write the sentence as you say it in the E box. The last E means examine. I will now check my paragraph for the parts and punctuation. Do I have a topic sentence? Yes, I do. Is my topic sentence a complete thought? Yes, it is. Does my sentence begin with a capital letter and end with a period? I need to make my first word a capital letter. Rewrite the letter to model a correction. Does my noun and verb match? Yes, my noun is I and my verb is am. Now I examine my reasons. Do my sentences begin with capital letters and end with periods? Yes, they do. Do my nouns and verbs match? I need to fix the verb follows to follow because my noun is I. Model fixing the sentence. Now check my ending. Do my sentences begin with capital letters and end with periods? Yes, they do. Do my nouns and verbs match? Yes, they do.

After modeling POW+TREE, identify each part of a business letter. Now I will write a business letter using POW+TREE. Model writing the heading, inside address, and greeting. Then model transferring what you wrote for POW+TREE as the body of the business letter. After modeling the body of the business letter using POW+TREE as a guide, model writing the closing and signature. Make some grammar mistakes so you can model the editing process.

Now edit the business letter so students can see you correcting mistakes. You will point out grammar rules such as sentences beginning with capital letters, correct punctuation, subject and verb agreement; and complete sentences.

Guided Practice

You and the students will write a business letter using POW+TREE together. Have students tell answers to POW + TREE. As students answer you write the notes and the sentences. Allow students to answer questions on grammar and how to write the sentences. If students have difficulties allow students to look at the example that was just modeled. You can also help students by discussing their ideas and thoughts in order for the students to come up with complete sentences.

Independent practice

Students transfer what they wrote on the graphic organizer into a letter. Allow students to do as much on their own as possible. Remind students that what they are writing is not their final draft because the business letter needs to be edited which the ending part of TREE. Let the students know that mistakes are okay and that is a part of the editing process. Have students identify the parts of a business letter as they write the letter. Provide students feedback without giving direct answers.

For the editing process, have students to read their business letters to the teacher out loud in an individual conference and see what writing errors they catch on their own. This also includes the parts of the business letter. Then help students identify and correct writing errors such as capitalization, punctuation, subject and verb agreement; and complete sentence.

Post Organizer

Say to students what they did for the day. Today we wrote a business letter. Ask students questions about using POW+TREE and how to write a business letter

Appendix F

Memorize It Lesson 4 Memorize POW+TREE and Parts of a Business Letter

Skills using POW+TREE
　　　　Pick an idea
　　　　Organize notes
　　　　 Write a topic sentence
　　　　Write details
　　　　Write a conclusion
　　　　Check paragraph

Skills in writing a business letter
　　　　Pick an idea
　　　　Organize notes
　　　　Identify parts of a business letter
　　　　Write a paragraph
　　　　Write a business letter using the parts
　　　　Edit the letter

Advance Organizer

 We used POW+TREE to write a business letter. Today we are going to memorize POW+TREE and the parts of a business letter. If we memorize POW+TREE and the parts of a business letter we will complete letters more efficiently. Show students the Kroger business letter. Everyone let's identify the parts of this business letter. Allow students to identify the parts and help students who show difficulty identify the parts of the letter.

 Modeling

Show students the graphic organizer (see POW+TREE graphic organizer). Name each part and say what it is. P means pick and idea. O means organize my notes. W means write to say more. We use POW to brainstorm before we write sentences.

TREE helps us take ideas from POW and turn them into a paragraph. The paragraph is the body and conclusion of the business letter that we are learning how to write. T means topic sentence. R means three or more sentences. E means ending which is the conclusion. The last E means examine.

Now without looking at the graphic organizer I will say POW+TREE and identify each part. After modeling POW+TREE say the parts of a business letter. Using the Kroger letter (see Kroger letter example) say each part of a business letter. The parts of a business letter are the heading, inside address, greeting, body, closing, and signature. Point to each part so the students can see what each is. Now without looking at the letter I will say each part of the business letter. A business letter has a heading, inside address, greeting, body, closing, and signature.

Guided Practice Post

Now let's practice together. I will let you look at the POW+TREE organizer and the business letter. We will say the parts of each and then try saying the parts without looking at the organizer or the letter. Help students practice until they are comfortable so they can do it on their own.

Independent practice

Have students come up individually and name the parts to POW+TREE and name the parts of a business letter. If students have difficulties, practice with them again then have them identify the parts on their own.

Post Organizer

Say to students what they did for the day. Today we memorized the parts of POW+TREE and the parts of a business letter. Who would like to name the parts of POW+TREE? Who would like to name the parts of a business letter?

Appendix F

Support It Lesson 5 Students Choose a Topic and Write a Letter with POW+TREE

Skills using POW+TREE
  Pick an idea
  Organize notes
   Write a topic sentence
  Write details
  Write a conclusion
  Check paragraph

Skills in writing a business letter
  Pick an idea
  Organize notes
  Identify parts of a business letter
  Write a paragraph
  Write a business letter using the parts
  Edit the letter

Advance Organizer

Today you will choose your topic and you are going to write a business letter. Who can tell me why we may need to write business letters? How can POW+TREE help us write business letters? Before we begin let's review the parts of a business letter and POW+TREE. Call on students to say the parts. Students who cannot identify the parts from memory will practice with the teacher before they begin writing.

 Modeling

Before students begin show them an example of a business letter and the graphic organizer of POW+TREE. Allow students to use the POW+TREE organizer.

Guided Practice

Allow students to discuss their ideas and complete the POW+TREE. Ask students questions about what they are writing about. Allow students to expand on their topic. Allow students to use the example business letter from Kroger. If students are still having difficulties continue to

help them to put their thoughts on paper. After the students complete the POW+TREE direct them to complete the parts of a business letter.

Independent practice

Students transfer what they wrote on the graphic organizer into a business letter. Allow students to do as much on their own as possible. Remind students that what they are writing is not their final draft because the letter needs to be edited which is the ending part of TREE. Let the students know that mistakes are okay and that is a part of the editing process.

For the editing process, have students to read their business letters to the teacher out loud in an individual conference and see what writing errors they catch on their own. This also includes the parts of the business letter. Then help students identify and correct writing errors such as capitalization, punctuation, subject and verb agreement; and complete sentences.

Post Organizer

Say to students what they did for the day. Today we chose a topic for your business letter and wrote a business letter. Ask students questions about what they wrote.

Appendix F

Independent Practice Lesson 6 Students Choose a Topic and Write a Letter with POW+TREE

Skills using POW+TREE

Pick an idea
Organize notes
 Write a topic sentence
Write details
Write a conclusion
Check paragraph

Skills in writing a business letter

Pick an idea
Organize notes
Identify parts of a business letter
Write a paragraph
Write a business letter using the parts
Edit the letter

Advance Organizer

Today you will choose your topic and you are going to write a business letter. Who can tell me why we may need to write business letters? How can POW+TREE help us write business letters? Before we begin let's review the parts of a business letter and POW+TREE. Call on students to say the parts. Students who cannot identify the parts from memory will practice with the teacher before they begin writing.

 Modeling

 Ask students if there is anything they want modeled. This could include grammar such capitalization, punctuation, subject and verb agreement, and complete sentences.

Guided Practice

Allow students to discuss their ideas and complete the POW+TREE. If students ask questions show them examples. If they continue to ask questions, you can provide them with assistance.

Independent practice

Students transfer what they wrote on the graphic organizer into a business letter. Allow students to do as much on their own as possible. Remind students that what they are writing is not their final draft because the business letter needs to be edited. Let the students know that mistakes are okay and that is a part of the editing process.

For the editing process, have students to read their letters to the teacher out loud in an individual conference and see what writing errors they catch on their own. This also includes the parts of the business letter. Then help students identify and correct writing errors such as capitalization, punctuation, subject and verb agreement; and complete sentences.

Post Organizer

Say to students what they did for the day. Today we chose a topic for your business letter and wrote a business letter. Ask students questions about what they wrote.

Appendix G

POW for an Employment Application

Pick my ideas based on parts of an application

Position Applied for

Personal information

Education

Employment information

References

Organize my notes to my application

Put my notes and application side by side.

Match my notes to the application without writing.

Write my information on the application

<div align="center">**Appendix H**</div>

Background Knowledge Lesson 1 Introduction to Filling Out an Employment Application

Skills in filling out an employment application

> Pick ideas for information
> Organize notes for employment application
> Identify parts of an employment application
> Fill out an employment application using the parts and notes
> Edit the employment application

Advance Organizer

Say what they are going to do today. Today we are going to talk about an employment application. Make employment applications relevant to the students. We need to be able to inform people and to make a great impression to people we may not know. For example, if I was to fill out an employment application for a job I need to make sure I do it correctly to help show I am qualified. Show students the parts of an employment application (show students the application example). Say and point to each part of the employment application. Then have students identify the parts of the employment application. Help students if they do not know the parts of an employment application by saying the name of the parts of the employment application and have the students repeat the parts of the employment application.

Modeling

Show students an employment application of Pizza Hut. Identify each part of the employment application. They are personal information, education, employment information, references, and position applying for (see Pizza Hut application and Guided Pizza Hut application). Show students the example application and discuss each part. Model writing in the parts of the employment application using the Pizza Hut application.

Guided Practice

Student and the teacher will write the parts of an employment application together. Have students tell you what to write using the Pizza Hut employment application as an example. If students have difficulties in what to write tell the students what they are supposed to write. In future lessons they will have practice in what to write. Right now it is important to know the parts of an employment application and practice that.

Independent practice

Now students fill out an employment application to Pizza h\Hut. They are to use the example employment application from Pizza Hut. It is okay for students to fill out an employment application incorrectly at this point because they are going to learn the strategy POW. Have students identify the parts of the employment application they wrote. Provide students feedback without giving direct answers. The employment application students wrote in this lesson will be used in the next lesson as they discuss how POW can help them organize their thoughts and writing.

Post Organizer

Say to students what they did for the day. Today we filled out an employment application. Ask students questions about the parts of employment applications.

Appendix H

Discuss It Lesson 2 Introduction to POW for Employment Applications

Skills using POW

    Pick ideas for information
    Organize notes for employment application
    Write details
    Edit employment application

Advance Organizer

Say what they are going to do today and review. Before we get started let's review the parts of an employment application. Show students an example of an employment application and name the parts of the employment application as a class. Today we are going to talk about POW. Make POW relevant to the students. We use POW to help us remember our thoughts and ideas as we write. It helps us remember what we want to write so we can fill out a form. We also use it to revise and edit our employment applications. We will learn the parts of POW today. It is different because we are going to apply it to an application.

Modeling

Show students the graphic organizer (see POW graphic organizer). Name each part and say what it is. P means pick my ideas based on parts of an application. O means organize my notes to the application I am going to complete. W means write my information into the application.

Guided Practice Post

Let's talk about using POW, setting goals, and self- monitoring our writing. How can POW help with our information and ideas? How can POW help with filling out an employment application? Allow students to look at some samples of their applications so they can use it to set goals.

Independent practice

Ask students about their writing goals and ask them their thoughts individually on POW. After discussing it have students to write their goals down.

Post Organizer

Say to students what they did for the day. Today we discussed POW and set goals to improve our on filling out applications. If you want to share your thought on POW I welcome you to do so.

Model It Lesson 3 Fill Out an Employment Application with POW

Skills using POW

Pick ideas for information
Organize notes for employment application
Write details
Edit employment application

Skills in filling out an employment application

Pick ideas for information
Organize notes for employment application
Identify parts of an employment application
Fill out an employment application using the parts and notes
Edit the employment application

Advance Organizer

Say what they are going to do today and review. Today we are going to use POW to fill out an employment application. First let's review POW. P stands for pick your ideas for information. O stands for organize your notes to your application. W stands for write your information. . Allow students to say the parts of POW. Now let's talk about the parts of an employment application. Who can name me the parts of an employment application? Allow students to name the parts of an employment application. If they have difficulty show an example using an employment application (see employment example).

Make POW relevant to the students. We use POW to help us remember our thoughts and ideas as we fill out an employment application. We will fill out an employment application using POW to help us with filling out an employment application.

Modeling

Using a graphic organizer (see POW employment application graphic organizer) the teacher will model the POW in filling out an employment application to Pizza Hut. The teacher will identify each step of the POW and fill out the graphic organizer. P means pick your ideas for your information. I will pick ideas for the information of each part of the employment

application. The parts of the employment application are personal information, education, employment information, references, position applying for. My personal information is my name, address, zip code, email, work permit, and phone number. As I name what I need for personal information I write it on paper and use it as a cheat sheet. My idea for education is the high school I attended. I will write the high school I attended down on paper. My employment are the last places I work. I will write the last places of employment down on paper. My references are people who will speak in favor of me. I will write the references down on paper. My position I am applying for would be Cashier.

O means organize my notes. I will place my notes next to my employment application. Place notes and application side by side to see. Now I will find where to put the information I just wrote down on my application. I will look for headers such as personal information, education, employment information, references, and position applying for. I will now model how to find the information on the employment application. Show students how to match notes to the employment application.

W means write and say more. Now that I have located where I am going to write the information from my notes on my employment application. I can fill out my application. Model filling out the employment application.

Now edit the employment application so students can see you correcting mistakes.

Guided Practice

You and the students will fill out an employment application using POW together. Have students tell answers to POW. Students answers questions on personal information, education, employment information, references, and position applying for. As students answer you write the notes. Allow students to answer questions on matching the notes to the application for the organizational phase. If students have difficulties matching the notes to the application help them locate the information on the application and match it to the notes.

Independent practice

Now students will fill out an employment application to Pizza Hut. Allow them to see the notes and application examples used in guided practice. Give feedback to the students. It helps students to arrive at the answer but do not give answers if you don't have to.

Post Organizer

Say to students what they did for the day. Today we filled out an employment application. Ask students questions about using POW and how to fill out an employment application.

Memorize It Lesson 4 Memorize POW and Parts of an Employment Application

Skills using POW
    Pick ideas for information
    Organize notes for employment application
    Write details
    Edit employment application

Skills in filling out an employment application
    Pick ideas for information
    Organize notes for employment application
    Identify parts of an employment application
    Fill out an employment application using the parts and notes
    Edit the employment application

Advance Organizer

 We used POW to fill out an employment application. Today we are going to memorize POW and the parts of an employment application. If we memorize POW and the parts of an employment application, we will complete employment application more efficiently. Show students the Pizza Hut employment application. Everyone let's identify the parts of an employment application. Allow students to identify the parts and help students who show difficulty identifying the parts of an employment application.

 Modeling

Show students the graphic organizer (see POW graphic organizer). Name each part and say what it is. P means pick ideas for my information. O means organize my notes to the employment application. W means write to complete the employment application. We use POW to write important information down then organize it based on the application.

Now without looking at the graphic organizer I will say POW and identify each part.

After modeling POW say the parts of an employment application. Using the Pizza Hut application (see Pizza Hut application example) say each part of an employment application.

The parts of an employment application have personal information, education, employment information, references, and the position you are applying for. Point to each part so the students can see what each is.

Now without looking at the employment application I will say each part of the employment application. An employment application has personal information, education, employment information, references, and the position you are applying for.

Guided Practice Post

Now let's practice together. I will let you look at the POW organizer and the employment application. We will say the parts of each and then try saying the parts without looking at the organizer or the employment application. Help students practice until they are comfortable so they can do it on their own. Also, pull out McDonalds and Subway applications and discuss the parts.

Independent practice

Have students come up individually and name the parts to POW and name the parts of an employment application. Students need to say how POW is used to compete an employment application. If students have difficulties, practice with them again then have them identify the parts on their own.

Post Organizer

Say to students what they did for the day. Today we memorized the parts of POW and the parts of an employment application. Who would like to name the parts of POW? Who would like to name the parts of an employment application?

Appendix H

Support It Lesson 5 Fill Out an Employment Application with POW

Skills using POW

> Pick ideas for information
> Organize notes for employment application
> Write details
> Edit employment application

Skills in filling out an employment application

> Pick ideas for information
> Organize notes for employment application
> Identify parts of an employment application
> Fill out an employment application using the parts and notes
> Edit the employment application

Advance Organizer

Today you will fill out an employment application. Who can tell me why we may need to fill out an employment application? How can POW help us fill out an employment application? Before we begin let's review the parts of an employment application and POW. Call on students to say the parts. Students who cannot identify the parts from memory will practice with the teacher before they begin writing.

Modeling

Before students begin show them an example of an employment application and the graphic organizer of POW. Allow students to use the POW organizer.

Guided Practice

Allow students to discuss their ideas and complete the P writing information to use on the employment application. After students have completed their notes each part of the employment application requests students to organize their notes to the application. If students have difficulties show students to put their notes and application side by side so they can identify where each part goes on the application. Ask students what comes next. Students should be able to say they complete the employment application after they know where everything goes.

Independent practice

Students transfer what they wrote on the graphic organizer onto an employment application. Allow students to do as much on their own as possible. Remind students that what they are writing is not their final draft because the employment application needs to be edited. Let the students know that mistakes are okay and that is a part of the editing process.

For the editing process, have students to read their employment application to the teacher out loud in an individual conference and see what writing errors they catch on their own. This also includes the parts of an employment application. Make sure students have placed the correct information in the correct places.

Post Organizer

Say to students what they did for the day. Today we chose to fill out an employment application. Ask students questions about what they wrote on the application such as personal information, education, employment information, references and position applying for.

Appendix H

Independent Practice Lesson 6 Students Choose Employment Application to Fill Out with POW

Skills using POW

       Pick ideas for information
       Organize notes for employment application
       Write details

Edit employment application

Skills in filling out an employment application

Pick ideas for information
Organize notes for employment application
Identify parts of an employment application
Fill out an employment application using the parts and notes
Edit the employment application

Advance Organizer

Today you will we fill out an employment application. Who can tell me why we may need to fill out an employment application? How can POW help us fill out an employment application? Before we begin let's review the parts of an employment application and POW. Call on students to say the parts. Students who cannot identify the parts from memory will practice with the teacher before they begin writing.

Modeling

Ask students if there is anything they want modeled.

Guided Practice

Allow students to discuss their ideas and complete notes using the POW. If students ask questions show them examples. If they continue to ask questions you can provide them with assistance.

Independent practice

Students transfer what they wrote on the graphic organizer into the employment application. Allow students to do as much on their own as possible. Remind students that what they are filling out on an employment application will be edited for putting information in the correct places. Let the students know that mistakes are okay and that is a part of the editing process.

For the editing process, the students will have to edit the employment application. Allow students to use an example employment application if they need assistance to the editing process and see what writing errors they catch on their own. This also includes the parts of the employment application and ensuring there are no blank information spaces, or no incorrect information.

Post Organizer

Say to students what they did for the day. Today we filled out an employment application. Ask students questions about what they wrote.

Appendix I

Writing Attitude Survey
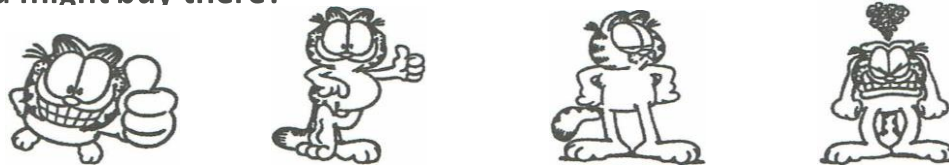
Name _____ School ---------- Grade ___

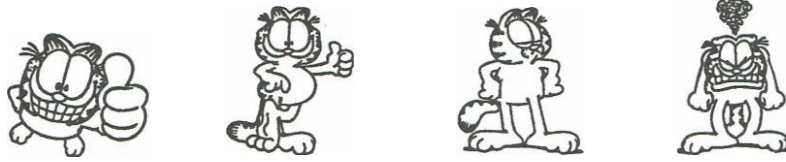1. How do you feel about the writing instration?

2. How do you feel about POW ?

3. How would you feel writing a letter to a store asking about something you might buy there?
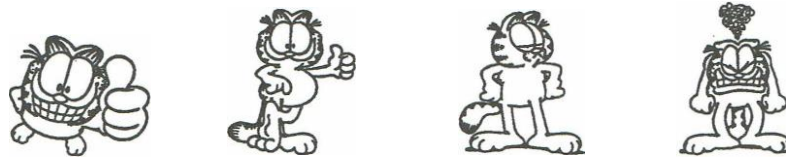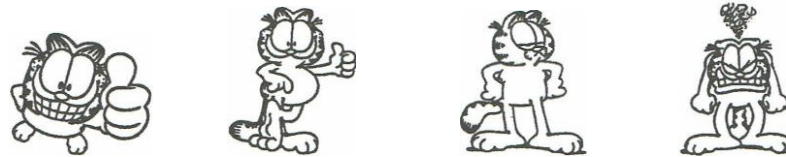
4. How do you feel about POW + TREE ?

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5. How would you feel writing to someone to change their opinion?

6. How would you feel about writing?

7. How would you feel writing for fun?

8. How would you feel writing a letter stating your opinion about a topic?
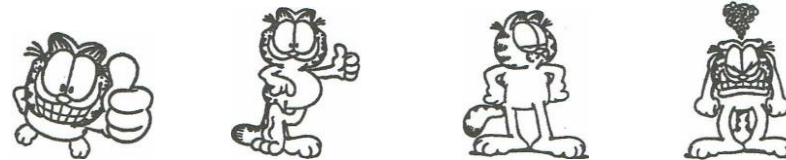
9. How would you feel if you were an author who writes books?

Measuring attitude toward writing **17**

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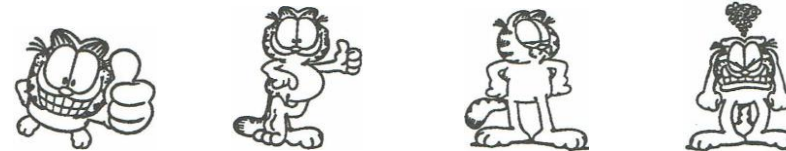
10. How would you feel if you had a job as a writer for a newspaper or magazine?

11. How would you feel about becoming an even better writer than you already are?

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?

14. How would you feel writing about something you did in science?

15. How would you feel writing about something you did in social studies?

16. How would you feel if you could write more in school?

17. How would you feel about writing down the important things your teacher says about a new topic?

18. How would you feel writing a long story or report at school?

19. How would you feel writing answers to questions in science or social studies?

20. How would you feel if your teacher asked you to go back and change some of your writing?

21. How would you feel if your classmates talked to you about making your writing better ?

22. How would you feel writing an advertisment for something people can buy?

23. How would you feel keeping a journal for class?

24. How would you feel writing about things that have happened in your life?

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25. How would you feel writing about something from another person's point of view?

26. How would you feel about checking your writing to make sure the words you have written are spelled correctly?

27. How would you feel if your classmates read something you wrote?

28. How would you feel if you didn't write as much in school?