Data-Based Instruction for Beginning Writers: Assessment, Intervention, and Decision-Making Tools

*MO CASE*

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Brief Intro to DBI-TLC

- What is DBI-TLC
  - DBI = Data-Based Instruction
  - TLC = Tools, Learning, and Collaborative Support

- Who is it for?
  - DBI is for students who need *intensive, individualized* instruction—those who do not respond to evidence-based instruction and intervention
  - TLC is for their teachers!
Brief Intro to DBI-TLC

• What does DBI-TLC provide?
  • TOOLS: assessments, interventions, data-based decision making tools
  • LEARNING: workshops embedded in the school year to provide teachers knowledge and skills, WHEN they need it
  • COLLABORATIVE SUPPORT: ongoing coaching that teachers can access while implementing DBI

• What was the aim of the DBI-TLC project?
  • How can we ensure that DBI Tools, Learning Modules, and Collaborative Support are accessible, feasible, and support teachers’ use of DBI to individualize early writing instruction?
  • Does DBI-TLC show promise to improve
    • teacher knowledge, skills, and self-efficacy related to DBI and early writing;
    • teachers’ use of DBI with fidelity;
    • teachers’ timely and appropriate individualization of instruction; and
    • student writing outcomes?

Presentation Overview
Supporting children with intensive early writing needs

Assessment

Instruction

Data - based decision making

Supporting children with intensive early writing needs

"Simple View" of Writing
Presentation Overview

Why writing?
Learning to write is critical to students’
- Overall literacy development
- Integrating knowledge and thinking critically
- Ability to communicate what they know
- Success in school and later life

Why writing?
Many students experience difficulty with writing
- But can make great improvements with early identification, instruction, and progress monitoring

Supporting children with intensive early writing needs

“Simple View” of Writing
Simple View of Writing

Supporting children with intensive early writing needs

Transcribing words into text (handwriting, spelling)

Turning ideas into text (words, sentences, passages)

Assessment

Instruction

“Simple View” of writing

Text Generation

Restricted to dictionary words

Self Regulation

Turning ideas into text (words, sentences, passages)
Simple View of Writing

Turn and Talk

• How does this agree/disagree with what you knew about early writing prior to this?
• What questions do you have?
Simple View of Writing: Assessment

Word Dictation (word level)

Picture-Word (sentence level)

Story Prompt (passage level)
Each task is designed to support self-regulation using word, picture, or story prompts.

Scoring:
- Total words written (WW)
- Words spelled correctly (WSC)
- Correct letter sequences (CLS; Word Dictation)
- Correct word sequences (CWS; Picture Word and Story Prompt)

Scoring Examples

How to Score Picture Word
Simple View of Writing: Instruction

Transcription: Alphabet Practice

Example lesson -- learning names and letters.

Transcription
Text Generation
Self Regulation

Transcribing words into text (focus on handwriting & spelling)
Transcription: Word Building

Transcription: Word Study

Simple View of Writing

Turning ideas into text (focus on sentence writing skills)
Text Generation: **Capitalization and Punctuation**

Text Generation: **Subjects and Verbs**

Text Generation: **Sentences must Make Sense**
Responsive Writing Instruction Requires...

- Assessment
- Instruction

Supporting children with intensive early writing needs

Data-based decision making

Supporting children with intensive early writing needs

Process: Data-Based Instruction

Case Example: Molly
Molly is an 8-year-old student who is having difficulty with writing.

Molly’s teacher, Mr. O’Reilly, has decided to use Data-Based Instruction to help improve Molly’s writing.

Step 1: Establish current level of writing performance (baseline).

One of Molly’s CBM Baseline Prompts:

- The mouse is small.
- The sun is shining.
- The can is mine.
Step 2: Set an ambitious long-term goal.

![Molly's Picture-Word Progress](image)

Step 3: Implement high quality instruction with fidelity based on student needs.

![Molly's Picture-Word Progress](image)

Handwriting: Does Molly...

![Handwriting assessment notes](image)

So, Molly appears to have relative strengths in handwriting.
Spelling: Does Molly...

So, Molly appears to have a mix of strengths and weaknesses in spelling, but I need to know more...

We might want to gather some more information...

- Collect additional samples
- Use other Diagnostic Tools
  - Samples are in Google folder
  - You may have diagnostic tools you like to use

Step 3a: Identify Research-Based Instructional Methods

Diagnostic Example: Words Their Way
Spelling Inventory
Text Generation: Does Molly...

So, Molly appears to have a mix of strengths and weaknesses in text generation, but I need to know more...

We might want to gather some more information...

- Collect additional samples
- Use Diagnostic Tools
  - Samples are in Google folder
  - You may have diagnostic tools you like to use

Diagnostic Example: Beginning Writers Continuum (from 6+1 Traits)
How does Mr. O’Reilly decide what to do?

- After considering Molly’s strengths and weaknesses, he decides to focus his instruction on:
  - Spelling words with long vowels and consonant blends
  - Sentence construction (using caps and punctuation)
  - Sentence combining (to make more complex sentences)

Matching an Intervention to Student’s Needs

<table>
<thead>
<tr>
<th>Time Interval</th>
<th>Intervention 1</th>
<th>Intervention 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Sep</td>
<td>Baseline</td>
<td>Baseline</td>
</tr>
<tr>
<td>1-Oct</td>
<td>Goal Line</td>
<td>Goal Line</td>
</tr>
<tr>
<td>1-Nov</td>
<td>Trend Line</td>
<td>Trend Line</td>
</tr>
<tr>
<td>1-Dec</td>
<td>Correct Word Sequences: 3 min</td>
<td>Correct Word Sequences: 3 min</td>
</tr>
<tr>
<td>1-Jan</td>
<td>Molly’s Picture Word Progress</td>
<td>Molly’s Picture Word Progress</td>
</tr>
</tbody>
</table>

Step 4: Monitor student progress toward the goal.
Step 5: Use decision rules to evaluate student progress & instructional effectiveness.

Compare student’s trend line to goal line

- If trend line is steeper than the goal line:
  - Increase the goal
  - Contour down
  - Change activities

- If trend line is even with the goal line:
  - Continue as is

- If trend line is flatter than the goal line:
  - Increase the goal
  - Contour up
  - Change activities

Molly’s Picture Word Progress
Step 6: Generate hypotheses to individualize instruction.

Generate Hypotheses

- If an instructional change is needed:
  - Use self-check questions
Generate Hypotheses

- If an instructional change is needed:
  - Use self-check questions

- The student needs a change to:
  - Setting or format (instructional arrangement)
  - Delivery (instructional explicitness)
  - See Decision-Making Rubric

- The student needs a change to **content**
  - See Transcription Scope and Sequence (Writing Intervention Toolkit), or other curricular materials
Generate Hypotheses

- The student needs a change in focus
  - See Instructional Alignment Tool and Diagnostic Checklists (Writing Intervention Toolkit)

What Does Mr. O'Reilly Do?

- He generates three hypotheses (all related to setting/format):
  - The intervention content and focus is good, but a change in format is needed:
    - Molly isn’t motivated.
    - Molly’s group size is too large.
    - Molly needs more time in current intervention.

Step 7: Make instructional changes based on hypotheses.
Step 8: Repeat the process!

Accessing Materials: See samples

Summary
Summary

Assessment → “Simple View” of Writing
Instruction
Data-based decision making

Questions? And thanks!

For more information, see: [http://dbittc.missouri.edu/](http://dbittc.missouri.edu/) or contact Erica Lembke, lembkee@Missouri.edu