Data-Based Instruction for Beginning Writers: Tools, Learning, and Collaborative Support

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What is DBI-TLC?

• DBI = Data-Based Instruction
• TLC = Tools, Learning, and Collaborative Support
• Development activities/partnerships with 2 school districts
• To support teachers’ use of Data-Based decision making (DBI)
• To improve outcomes for students, focusing on early writing development

Why Implement DBI?

• Some students do not respond to research-based interventions.
• These students require more intensive, individualized instruction.
• DBI provides a framework to individualize instruction.
• When teachers use DBI correctly, student achievement can improve.

Why Writing?

• Proficient writing is essential to learning in school and to later vocational success.
• Learning to write is critical to
  – Overall literacy development
  – Students’ ability to communicate what they know
  – Integrating knowledge and thinking critically

Instructional Strategies supported by Research

• Picture Word Prompt Sentence Instruction & Frequency Building
  – Datchuk, Kubina, & Mason, 2015
• Self-Regulated Strategy Development
  – Adkins & Gavin, 2012; Ennis et al., 2013, 2015; Lane et al., 2008; Mason et al., 2008, 2013
• Expressive Writing Program
  – White et al, 2014
• Self-Monitoring
  – Carr & Punzo, 1993; Mooney et al., 2005
*Hier & McCurdy, 2016 (NASP Presentation)
And that’s where DBI comes in!

- In this project, we provide
  - Tools for assessing young writers’ performance and progress
  - Tools for providing early writing intervention
  - A process for systematic decision-making to individualize instruction for struggling writers

What Components of Writing are Addressed with DBI?

- Text generation
  - Turning ideas into text (words, sentences, passages)
  - Includes idea generation, word choice, content, text structure, genre
- Transcription
  - Translating sounds, words, sentences, and passages into print
  - Includes handwriting or typing, spelling, and mechanics
- Self-regulation
  - What writers do to meet their writing goals
  - Includes goal setting, planning, organizing, self-monitoring, self-evaluating, revising, and self-rewarding

Eight Steps of DBI

**Step 3: Implement High-Quality Instruction**

a. Identify research-based instructional methods (see Writing Intervention Toolkit)
b. Determine amount of writing instruction
c. Develop a Writing Instructional Plan
d. Implement the intervention with fidelity

Simple View of Writing

Objectives

- In this session, you will learn to:
  - Select research-based writing interventions based on a student’s individual needs
  - Develop a basic Writing Instructional Plan (WIP)
  - Incorporate additional skill-based mini-lessons into your instruction as needed

Step 3a: Identify Research-Based Instructional Methods

- Identify research-based instructional methods to implement based on student strengths and needs.
  - Determine the focus and content of instruction
  - See Selecting Research-Based Writing Interventions in the Writing Intervention Toolkit.
Purpose of the Diagnostic Checklist

• To help teachers select writing interventions that:
  – Are based on sound research,
  – Address specific writing difficulties, and
  – Align with critical language and writing standards

Writing Components

• The diagnostic checklist is organized around these three components.
  – Transcription
  – Text Generation
  – Self Regulation

Revisiting Molly’s Case

Molly is a third-grade student who receives special education services focused on written language, including reading and written expression. She was identified for special education at the end of her second-grade year.

Her IEP team determined she would receive daily small-group instruction in reading and writing by the special education teacher, Mrs. Lewis.

Questions to Consider

• Think about:
  – The writing process (what happens during writing)
  – The writing product (the result of writing)
• Use the diagnostic checklist to:
  – Identify student strengths and weaknesses
  – Select an intervention that matches the student’s need

Sample From Table

One of Molly’s CBM Baseline Prompts
Handwriting: Does Molly...

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

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

Step 3a: Identify Research-Based Instructional Methods
Diagnostic Example: Beginning Writers Continuum (from 6+1 Traits)

| Level | Examples
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Emerging</td>
<td>Word Choice: Preferably used words</td>
</tr>
<tr>
<td>Developing</td>
<td>Sentence Fluency: Sentence correctness</td>
</tr>
<tr>
<td>Capable</td>
<td>Writing Fluency: Sentence complexity</td>
</tr>
</tbody>
</table>

How does Mrs. Lewis decide what to do?

- After considering Molly’s strengths and weaknesses, she decides to focus her 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

Summary: Step 3a

- The Selecting Research-Based Interventions tool is designed to help teachers select writing interventions that:
  - Are based on sound research,
  - Address specific writing difficulties, and
  - Align with critical language and writing standards
- This should help you select interventions that have evidence of efficacy with beginning writers.

Apply it!

- Use your Selecting Research-Based Interventions tool to consider your student’s strengths and needs in the areas of:
  - Transcription
  - Text Generation
  - Self Regulation
- Use the checklists to consider both Process and Product
- Will you need to administer additional diagnostic measures?

Step 3b: Determine Amount of Writing Instruction

- Determine the amount (duration and frequency) of writing instruction.
  - For example, you may decide to implement the intervention 3 times per week for 30 min.
  - When possible, use guidelines from research to determine the amount.
Step 3c: Develop a Writing Instructional Plan (WIP)

- Develop WIP based on your selected instructional approaches. Basic WIP templates
  - Skill-Based Mini-lessons

Writing Instructional Plans (WIPs)

- Writing Instruction Plans are templates that can assist you with developing a plan for delivering and modifying writing instruction based on your student’s needs.
  - Provide flexible options for designing writing instruction

Option 1: Basic WIP Template

Basic WIP Template

Skill-Based Mini-Lessons

- Skill-based mini lessons were created to provide teachers with efficient and easy to implement writing lessons drawn from research-based interventions.
  - The mini lessons can be:
    - Delivered on their own for students with specific writing deficits
    - Inserted into a student’s Writing Instructional Plan (WIP)

Lembke, 2016
Skill-Based Mini-Lessons

- Mini-lessons have been developed for:
  - Transcription
  - Text Generation
- For lessons focusing on self-regulation, use *Powerful Writing Strategies* (Harris et al., 2008)

Mini-Lesson Quick Sheet

- Transcription
  - TR1: Phonics Warm-Up
  - TR2: Alphabet Practice
  - TR3: Word Building
  - TR4: Wordy Study
  - TR5: Alphabet Rockets
  - TR6: Word Sort
- Text Generation
  - TG1.1-1.3: Sentence Construction
  - TG2: Sentence Combining
  - TG3: Writing Goals
  - TG4: Repeated Writing
- Transcription + Text Generation
  - TRTG1: Writing Prompt

Sample Transcription Mini-Lesson

Sample Text Generation Mini-Lesson

Sample Text Generation Mini-Lesson (continued)

Self-Regulation Lessons

- Goal setting
- Self-instructions
- Self-monitoring
- Self-reinforcement
- Teacher evaluation
Illustration: Transcription Lesson

- Example lesson -- starring Dana and Isaac!
  - Alphabet Practice
  - Word Building
  - Word Study

Your thoughts...

- What do you think of the instruction?
- What evidence did you see of modeling, guided practice with corrective feedback?
- When/how might independent practice eventually come in?

Pause and Ponder

- How could you use a WIP with your student?
  - When would a blank template be useful?
  - When would a filled-in template be useful?
  - What else might you need to make a WIP template work for you?

Step 3d: Implement with Fidelity

- Implement the core components of the intervention with fidelity (as prescribed by the developers), based on guidelines from research.
- Why is it important to implement the intervention with fidelity?

✔️ for Understanding

DBI Step 3 – Implement High Quality Instruction

a. Identify research-based instructional methods (see Writing Intervention Toolkit)
b. Determine amount of writing instruction
c. Develop a Writing Instructional Plan
d. Implement the intervention with fidelity

To discuss—Which area is most difficult? Least difficult?

Next steps...

- Visit http://dbitlc.missouri.edu/ for more information
- Use the diagnostic checklist for one or more of your students
- Match to intervention
- After matching to intervention, if you’d like more information on mini lessons, contact Erica (lembkee@missouri.edu)