The Pennsylvania State University

The Graduate School

College of Education

EVALUATING EFFECTIVE WRITING STRATEGIES FOR ADOLESCENT STUDENTS

IN AN EMOTIONAL AND/OR BEHAVIORAL SUPPORT SETTING

A Thesis in

Special Education

by

Lauren L. Valasa

© 2009 Lauren L. Valasa

Submitted in Partial Fulfillment
of the Requirements
for the Degree of

Master of Science

May 2009
The thesis of Lauren L. Valasa was reviewed and approved* by the following:

Linda H. Mason
Associate Professor of Education
Thesis Adviser

Kathy L. Ruhl
Professor of Education
Head, Department of Educational and School Psychology and Special Education

Richard M. Kubina
Associate Professor of Education

*Signatures are on file in the Graduate School.
Abstract

A successful transition from school to adulthood is difficult for individuals with emotional and/or behavioral difficulties (EBD) who do not have the literacy skills required for higher education and employment. A preliminary review of literature indicated that there is no research focusing on writing with adolescent students with EBD. A self-regulated strategy development (SRSD) writing intervention, created for students with EBD in the primary grades was adapted for adolescent students with EBD. Student performance for writing a persuasive response was evaluated through a single-subject design. Results indicated that the SRSD instructional model can be used to increase the number of words, the number of essay parts, and enhance the writing quality of the persuasive responses of adolescent students with EBD.
Table of Contents

List of Tables.................................................................................................................. v
List of Figures.................................................................................................................. vi
Introduction..................................................................................................................... 1
Literature Review............................................................................................................ 2
Self-regulated strategy development for Adolescents with EBD....................................... 5
Method............................................................................................................................ 6
  Study design.................................................................................................................. 6
  Setting........................................................................................................................... 7
  Participants.................................................................................................................... 7
  Intervention procedures............................................................................................... 8
    Lesson 1: Developing background knowledge/introducing the strategy......................... 9
    Lesson 2: Modeling and providing prompted practice................................................ 10
    Lesson 3: Supported practice writing a persuasive response...................................... 12
    Lesson 4: Guided practice writing a persuasive response.......................................... 12
    Lesson 5: Repeated independent practice writing a persuasive response................... 13
Scoring & Reliability...................................................................................................... 13
Results............................................................................................................................. 14
  Quality of response..................................................................................................... 14
  Number of parts written............................................................................................... 20
  Number of words written............................................................................................. 20
Treatment Acceptability............................................................................................... 20
Discussion....................................................................................................................... 21
  Limitations and future research.................................................................................. 23
Summary......................................................................................................................... 23
References....................................................................................................................... 24
Appendix A: Lesson Plans.............................................................................................. 26
Appendix B: POW + TREE Mnemonic Chart................................................................. 40
Appendix C: POW + TREE Graphic Organizer.............................................................. 41
Appendix D: Graphing Chart.......................................................................................... 42
Appendix E: Self-Statements Sheet................................................................................ 43
Appendix F: Holistic Quality Scoring Guide.................................................................... 44
Appendix G: Treatment Acceptability Response for Brett............................................. 45
Appendix H: Treatment Acceptability Response for Juliet.............................................. 46
List of Tables

Table Captions

Table 1. Quality of Response – Means and Standard Deviations (SD).................................15
Table 2. Number of Parts Written - Means and Standard Deviations (SD).............................15
Table 3. Number of Words Written – Means and Standard Deviations (SD).........................16
List of Figures

Figure Captions

Figure 1. Quality of Responses.................................................................17
Figure 2. Number of Parts........................................................................18
Figure 3. Total Words Written................................................................19
EVALUATING EFFECTIVE WRITING STRATEGIES FOR ADOLESCENT STUDENTS WITH EMOTIONAL OR BEHAVIORAL PROBLEMS

Now more than ever, societal demands for literacy make transitioning to adulthood difficult for struggling readers/writers, and especially for students with special needs. Students with emotional and behavioral difficulties (EBD) have been found to have particular difficulty integrating into the community after high school (Merrell & Walker, 2004). EBD is characterized by having externalizing or internalizing behavior patterns that impede social, behavioral, and/or academic progress and create challenges for society as a whole (Lane, 2007). Successful integration into modern society requires at a minimum functional reading and writing skills. Students with EBD, however, continue to face severe academic deficits in the area of literacy (Lane, Wehby, Little, & Cooley, 2005).

Students with EBD are known to perform one to two years below grade level, with significant differences in achievement as compared to their typically developing peers (Lane, Barton-Arwood, Nelson, & Wehby, 2007; Kauffman, 2001). Compared to students from other disability groups, these youth achieve lower math and reading scores and higher rates of course failure and grade retention (Gonzalez, Nordness, Trout, & Epstein, 2004; Kauffman, 2001; Wagner, 1995). Furthermore, 50.6% of students with EBD age 14 and older dropped out of high school in 1998-1999 (U.S. Department of Education, 2001). With this, students with EBD are less likely than their peers to pursue higher education or employment after high school (Levine & Edgar, 1995; Zigmond & Miller, 1992).

Successful societal integration is extremely difficult without skills for understanding and reciprocating written language. An inability to reciprocate written expression limits a student’s opportunity to express ideas and demonstrate knowledge. Writing instruction for students with
EBD, however, is an understudied area (Regan, Mastropieri, & Scruggs, 2005). There is even less research on writing interventions for adolescent students with EBD. One approach however, self-regulation strategy development (SRSD) instruction, has been validated for struggling adolescent writers (Graham & Perin, 2007) and proven effective for children with EBD (Mason & Shriner, 2008; Lane, et al., 2008).

The purpose of this thesis is to (a) review current research on writing instruction for students with EBD and (b) evaluate a SRSD writing intervention for adolescent students with EBD.

**Literature Review**

Writing research for adolescent students with disabilities has been focused on students with learning disabilities (LD). Mason and Graham (2008) reviewed 40 studies across six programs of research in writing instruction for adolescents with LD. As a result, Mason and Graham recommended the following validated instructional approaches for adolescents with LD. First, students should be taught strategies for self-regulating writing behavior throughout the writing process. Second, teachers should encourage teacher-student and student-student conferencing during the writing process intended to foster development of ideas, planning, writing, revising, and editing. Third, students with LD should be provided scaffolded, guided, and independent practice. Last, the teacher should model the entire writing process, including self-statements, and provide explicit instruction in text structure and genre. The SRSD instructional model, which produced the largest effect size reported in the review, provides a framework for implementing all of the effective, validated approaches for students with LD recommended by Mason and Graham.
While instructional approaches for students with LD have been promising for students with EBD (Regan, Mastropieri, & Scruggs, 2005), little writing research has been conducted specifically with students with EBD. Most school-based research conducted with students with EBD focuses on social/behavioral supports rather than academic interventions (Nelson, Benner, Lane, & Smith, 2004). In an attempt to support students with EBD both behaviorally and academically, Regan, Mastropieri, and Scruggs (2005) investigated use of dialog journals in a single-subject multiple-baseline study design with five sixth-grade students diagnosed with EBD. Students were asked to free-write about social/behavioral issues daily in journals and asked to respond to teacher-developed questions and comments concerning previous journal entries (Regan, Mastropieri, & Scruggs, 2005). The researchers visually analyzed the data and conducted randomization tests across each dependent variable (student attention, length of writing, quality of writing, and student survey) and within each experimental phase (baseline, intervention, and maintenance). The authors concluded that implementing dialog journals led to increased engaged time for all students, and increased writing fluency and quality for four out of five students. In a post-instruction satisfaction survey, the students with EBD deemed dialog journals valuable for their ability to provide an outlet to discuss behavioral issues and increase self-awareness.

Despite the noted success of the intervention, there were limitations in implications of findings. In order to determine overall improvement in writing fluency and quality, written responses in the dialog journal were compared to a baseline prompt. However, an overall increase in writing fluency and quality is difficult to assume considering the dialog journal mimics oral conversational style by including many prompts and questions. In addition, students may have viewed the writing task as easier and more motivating because of the free-writing
format of the dialog journals. This improved view of writing may not generalize to the writing form/prompt format of traditional expressive, informative, and persuasive writing (Mason & Shriner, 2007).

Although dialog journals led to enhanced free-writing fluency and quality in the Regan, Mastropieri, and Scruggs study, students with EBD must be able to access the traditional writing curriculum according to the Individuals with Disabilities Act (IDEA) (Baker, Gertsen, & Scanlon, 2002). Mason and Shriner (2007), therefore, implemented a single-subject, multiple baseline persuasive writing intervention to access the traditional writing curriculum using SRSD instruction with six second through fifth grade students with EBD. The students were explicitly taught to write a persuasive essay in response to an instructor-provided prompt using the POW (Pick my Idea, Organize my notes, Write and say more) + TREE (Topic sentence, Reasons- three or more, Ending, Examine) strategy (Harris, Graham, & Mason, 2006). Results indicated that five of the six students had improved the quality of and increased the number of words written and the number of transition words written in their persuasive essays during the intervention and post-intervention phases. These five students also generalized and maintained performance over time. The authors stressed that the success of the study was supported by implementation of all six stages of the SRSD instructional delivery model (developing and activating background knowledge, discussing the strategy, modeling the strategy, memorizing the strategy, supporting the strategy, and independent practice) and noted that modeling was a critical element of instruction.

In a third study for students with EBD, Lane and colleagues explored the effects of SRSD instruction on the story writing performance of six struggling second grade writers at risk for EBD in a single-subject design (Lane, Harris, Graham, Weisenbach, Brindle, & Morphy, 2008).
The writing intervention was embedded within a positive behavior support (PBS) model, which focused on facilitating desired and functional behaviors in order to support behavioral and academic success. The students were explicitly taught to write a story in response to an instructor-provided line-drawn picture using the POW (Pick my Idea, Organize my notes, Write and say more) +WWW, What = 2, How = 2 (Who is the main character? When does the story take place? Where does the story take place? What does the main character do or want to do; what do the other characters do? What happens when the main character tries to do it; what happens with other characters? How does the story end? How does the main character feel; how do the other characters feel?) strategy. Results indicated that all six students displayed improved writing quality, story completeness, and increased length.

While all three interventions described above successfully enhanced the writing quality of elementary age students with or at risk for EBD, only the POW + TREE and POW + WWW, What = 2, How = 2 strategy interventions targeted improving writing in traditional classroom writing genres (i.e. narrative and persuasive). These two interventions employed the SRSD instructional delivery model.

In the current review, SRSD writing instruction was established to be effective for elementary-age students with EBD. However, no research has specifically explored writing interventions with adolescent students with EBD. Given the evidence-base for SRSD instruction with adolescents and for elementary students with EBD, the present study focuses on the effects of SRSD instruction for adolescent students with EBD.

SRSD for Adolescents with EBD

SRSD instruction has a strong empirical base. Over 25 published studies have documented that SRSD instruction leads to significant and meaningful improvements in writing
knowledge, writing quality, writing approach, self-regulation skills, and motivation (Santangelo, Harris, & Graham, 2008). Furthermore, in their comprehensive meta-analysis, Graham and Perin (2007) found that SRSD writing instruction produced the largest average weighted average effect size for adolescents in grades 4 through 12 (Graham and Perin, 2007). SRSD instruction has been established as effective for improving writing performance for students with LD (Graham & Harris, 1989), attention deficit hyperactivity disorder (Reid & Lienemann, 2006), struggling writers without an identified disability (Harris, Graham, & Mason, 2006), and average-achieving writers (De La Paz & Graham, 2002). SRSD writing instruction has also been proven effective for improving writing performance for elementary students with EBD.

In the current study, the following research questions were addressed:

1. What are the effects of SRSD instruction on persuasive writing quality of middle-school students with EBD?

2. What are the effects of SRSD instruction on the number of words written in the persuasive responses of middle-school students with EBD?

3. What are the effects of SRSD instruction on the number of persuasive parts written in the persuasive responses of middle-school students with EBD?

4. How do middle-school students with EBD perceive the value of the POW + TREE writing strategy?

Method

Study Design

A single-subject, multiple-probe, multiple-baseline study design was employed to assess the effects of POW + TREE (Harris, Graham, & Mason, 2006; Mason & Shriner, 2007) on the writing quality, number of parts, and number of words written in the persuasive essays of two
students with emotional and/or behavior problems in an alternative middle-school setting. This multiple-baseline study design allowed for comparisons to be made within and between subjects across the baseline, intervention, and maintenance phases.

Setting

An alternative school in a large university town in the Mid-Atlantic was chosen for the site of this study. The school offers Individualized Education Program (IEP) behavior support services for elementary, middle, and secondary students with EBD. Nine students are currently enrolled in the middle school program. At least two professionals, a teacher (who holds a Bachelors degree in special education), an emotional/behavioral support counselor, and a paraprofessional are present in the classroom at all times. There is also a part-time psychologist on staff. The program offers a continuum of services with the primary goal of re-integrating students to the general public school setting. No writing instruction is provided as part of the students’ academic curriculum.

Participants

In order for a student to be placed in the alternative school setting, according to the students’ classroom teacher, the student must exhibit behaviors that require intensive emotional and/or behavioral support. Together, the emotional support counselor, parent/guardian(s), principal, and special education teacher from the home school and the alternative setting review documented school behaviors and the services required in order to determine placement in the alternative school setting. The universities’ internal review board procedures were followed, parent/guardian and student consent was obtained. Student names have been changed to protect confidentiality.
**Brett.** Brett, a 14 year and 4 month-old eighth grade Caucasian boy, has a primary school identified disability of autism. According to his IEP, Brett will “lash out” at teachers when frustrated by an academic assignment. Brett has a behavior support plan. He currently receives group and one-on-one counseling for emotional and behavior difficulties 5-7 hours per week. According to his IEP, Brett’s disability affects his ability to organize time and materials, and complete assignments. His goals include breaking large assignments into small parts and developing self-supports to manage assignments. Brett currently performs at grade level in Social Studies, Science, Math, and English. However, his grades in Math and English are low due to incomplete homework assignments. Brett’s strengths include being a creative, deep thinker, intent listener, and strong reader.

**Juliet.** Juliet, a 12 year and 10 month-old seventh grade Caucasian girl, has a primary school identified disability of attention deficit hyperactivity disorder. She also has been identified with a specific learning disability in listening comprehension and language processing. Juliet receives group and one-on-one counseling for emotional and behavior difficulties 5-7 hours per week. She also receives learning support services for Math, Reading, and Writing. According to her IEP, Juliet is writing below basic level and has difficulty keeping her writing focused, often adding inappropriate details. Her teacher also notes that when given a writing assignment, Juliet is often resistant to completing her work. Juliet’s IEP goals include improving her response to verbal directions and writing a coherent essay according to a rubric that includes sentence structure, organization of ideas, and topic and ending sentence.

**Intervention procedures**

Students were provided with one-on-one instruction in a hallway outside of the classroom by a trained, advanced special education graduate student instructor. Five 30-minute lessons and
three 10-minute lessons were given over the course of two to three weeks. Existing behavior
support plans for individual students were maintained during all instructional sessions.

All six stages of the SRSD instructional delivery model were employed throughout the
lessons. Students were given POW (Pick my Idea, Organize my notes, Write and say more)
+TREE (Topic sentence, Reasons- three or more, Ending, Examine) together with a self-
monitoring strategy (Harris et al., 2006) so as to engender strong, independent persuasive writing
skills. Prior to instruction, the student and instructor collaboratively determined writing goals and
signed a learning contract. All lessons began with a review of previously learned concepts
combined with memory practice of the parts of the POW + TREE strategy. Verbal reinforcement
was given frequently for correct strategy usage. In order to enhance motivation through self-
monitoring, students were also given the opportunity to graph their own performance. All lessons
were based on previous SRSD writing interventions using POW + TREE (see Appendix A.;
Mason & Shriner, 2007; Harris, Graham, & Mason, 2006).

Lesson 1: Developing background knowledge/introducing the strategy. The purpose of
lesson one was to develop the students’ background knowledge and introduce the POW + TREE
strategy. Before the lesson began, the instructor described and discussed the words “persuasive”
and “writing response” with the student. The student was then prompted to share times when
asked to write a quick response in other classes. Next, the student was presented with the POW +
TREE mnemonic chart (see Appendix B) so that only POW showed and told that “POW gives
you power when you write because of the three steps: P-Pick my idea, O-Organize my notes, W-
Write and say more.” The instructor then discussed what makes a good persuasive response.

During the next part of the lesson, the remainder of the chart was uncovered. Each part
of TREE was reviewed and described in relation to a living tree (i.e., “T- The topic sentence is
like the trunk – it is strong and every part of the tree is connected to it, R- The reasons are like roots. They support the trunk. The more roots (or reasons) a tree has the stronger the trunk will be. E- The next part of the tree is “explain.” Explain means tell more about your reason. E- The ending is like the earth. It wraps around the tree”). Next, the instructor introduced the transition word list (a reference of words used to introduce an idea) and the TREE graphic organizer (see Appendix C). The TREE graphic organizer provides students with a method for organizing pre-writing notes, leaving space for a topic, reasons, an explanation for each reason, and an ending.

After becoming familiar with POW + TREE, the student was told to read a good model or anchor persuasive response along silently as the instructor read aloud. Together, the student and instructor determined if the writer used all parts of a persuasive response and discussed what words the writer used to show a reason is being given. As the student helped the teacher identify persuasive essay parts, the teacher modeled writing notes for each part in the appropriate section of the TREE graphic organizer. Afterward, the student reviewed a persuasive response that he or she wrote during the baseline phase and determined the parts. The student wrote each part on the graphic organizer. Transition words were also noted. The instructor then provided examples of how to improve the essay (i.e. give more reasons, use a counter reason, use good word choice, use an interesting first sentence, use an interesting ending sentence). The student was given a graphing chart (see Appendix D) and filled in one space for each step of TREE present in their persuasive essay. Last, the student was reminded of their goal to write better persuasive essays and of what makes a good persuasive essay.

**Lesson 2: Modeling and providing prompted practice.** During lesson two, the instructor modeled how to use POW + TREE for writing a persuasive response. In order to set the context in this lesson and all future lessons, the instructor first orally tested the student to see if he or she
remembered POW + TREE. Next, the instructor laid out a copy of the TREE mnemonic chart, TREE graphic organizer, and transition chart. The instructor then explained that she would first show the student how to write a response and then they would practice writing a good persuasive response by revising the previously written response together. Afterward, the instructor read aloud a practice prompt and modeled how to pick a side of an argument. The instructor said, “Remember that the first letter in POW is P-pick my idea. To do this, we have to be creative and think free.” The instructor then told the student that the second letter in POW is O-organize my notes and said, “I will use POW + TREE to help me. I will use the outline to make notes and organize my thoughts.” The instructor briefly reviewed the parts of a good persuasive response, stated the goal to write a better persuasive response with all parts, and reminded the student to use transition words to help organize reasons. The student was told that not only does a good persuasive response tell the reader what you believe, give reasons why, give an explanation for each reason, and have an ending, but also has a counter reason and explanation. The instructor then modeled the entire process for organizing notes out loud using problem definition, planning, self-evaluation, and self-reinforcement self statements throughout the writing process. After modeling, the teacher asked the student if he or she could remember things the teacher said to get started, things said while working, and things said when finished. The instructor asked the students to write some things they could say to themselves on the self-statement sheet (see Appendix E). Next, the student was given time to add to the outline developed in lesson one from the student’s previous writing. The instructor scaffolded instruction so that the student got all parts and encouraged the use of transition words. Finally, the student rewrote the response, counted the parts, and graphed the number of parts on the graphing sheet. The student was given
praise for using the strategy appropriately and reminded of the POW + TREE memory test again next time.

Lesson 3: Supported practice writing a persuasive response. During lesson three, after memorization practice, the student and teacher collaboratively wrote a persuasive response using POW + TREE. The student was given a blank graphic organizer, transition chart, his or her self-statements sheet, and a practice prompt. Next, the student was asked to, “Remember the first letter in POW is P-pick my idea.” The instructor then referred the student to his or her self-statements and helped the student pick a side and start to think of good reasons. The instructor said, “The second letter in POW is O-organize my notes. Use your TREE graphic organizer to help you.” Next, the instructor reviewed the goal - to write good persuasive responses - and reviewed what a good persuasive response includes (see above). After the student generated notes for all response parts, the teacher said, “Remember to look back at your notes and see if you can add more notes for your response parts. Remember also to look for more ideas for good word choice.” The instructor then reminded the student that, “The last letter in POW is W-write and say more” The student was encouraged to think of more good ideas and think of his or her self-statements during the writing process. Last, the student determined the number of parts in the essay and graphed the results on the graphing chart.

Lesson 4: Guided practice writing a persuasive response. During lesson four, the student continued to practice the POW + TREE strategies for writing persuasive responses. The focus of this lesson was to wean the student off the graphic organizer and transition word list. The instructor explained to the student that he or she will not usually have a graphic organizer or transition word sheet with him or her writing a persuasive response. The instructor discussed and modeled how to write down a POW + TREE reminder at the top of the page and make spaces on
the paper for notes for each part. The instructor reminded the student by saying, “Remember the first letter in POW is P-pick my idea” and then referred the student to the self-statements sheet. Next, the instructor reminded the student that “The second letter in POW is O-organize my notes.” The instructor reviewed the goal - to write good persuasive responses - and also reviewed what a good persuasive response includes. After the student generated notes for all response parts, the instructor said, “Remember to look back at your notes and see if you can add more notes for your response parts. Remember also to look for more ideas for good word choice.” The instructor then said, “The last letter in POW is W-write and say more.” The student was encouraged to think of more good ideas and use self-statements while writing. Last, the student determined the number of parts in the essay and graphed the results on the graphing chart.

Lesson 5: Repeated independent practice writing a persuasive response. During lesson five, the instructor modeled writing a persuasive response in 10-minutes. The focus of this lesson was to establish the student’s independence in writing a response in a 10-minute period. The instructor began by modeling writing a persuasive response using the entire 10 minute period. The student, with instructor guidance and prompting wrote a response to a practice prompt. The student determined the number of parts in their essay and graphed the results on the graphing chart. Lesson 5 was repeated until the student could fluently write a 10-minute persuasive response with eight parts without instructor support. Both students required four repeated independent practice sessions.

Scoring & Reliability

Essays were typed by the instructor. Once typed, the instructor used Microsoft Word to calculate the number of words written in each essay. The graduate-level student was given an hour of training by a writing professor on how to score the number of parts in and quality of an
essay. A quality score of 1 through 5 was given to each essay based on a rating scale (see Appendix F for rubric). In determining the number of parts, a student was given one point for a topic sentence, one point for each reason or counter reason given to support the topic sentence, one point for each corresponding explanation, and one point for an ending sentence. Number of response parts and quality measures have been validated as effective measures of persuasive writing in prior research (Mason & Shriner, 2007; Graham et al., 2005, Harris et al., 2006). In addition to the instructor’s scores, the writing professor scored all responses for parts and quality. Reliability between the two scorers was determined to be 100% for number of essay parts and 100% for quality of essays.

Results

There was an overall improvement in the persuasive writing of both of the participants following the SRSD instruction for the POW + TREE writing intervention. Neither student returned to baseline level during or after instruction for quality of response or number of parts.

Quality of response. Quality scores are reported by the means (M) and standard deviations (SD) across all intervention phases in Table 1. Figure 1 displays quality scores across the baseline, instruction, and post-instruction phases. Brett’s quality scores ranged from 2-3 during baseline, 4-5 during instruction, and 4-5 during post-instruction. Juliet’s quality scores ranged from 2-3 during baseline, 5 during instruction, and 5 during post-instruction. Both Brett and Juliet made a significant improvement in the quality of their writing from the baseline phase (M = 2.4 for Brett and M = 2.33 for Juliet) to the instruction phase (M = 4.71 for Brett and M = 5 for Juliet). Brett and Juliet sustained their improvement throughout the post-instruction phase (M = 4.67 for Brett and M = 5 for Juliet).
### Table 1

**Quality of Response – Means and Standard Deviations (SD)**

<table>
<thead>
<tr>
<th></th>
<th>Baseline Mean (SD)</th>
<th>Instruction Mean (SD)</th>
<th>Post-instruction Mean (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brett</td>
<td>2.40 (0.55)</td>
<td>4.71 (0.49)</td>
<td>4.67 (0.58)</td>
</tr>
<tr>
<td>Juliet</td>
<td>2.33 (0.52)</td>
<td>5.00 (0.00)</td>
<td>5.00 (0.00)</td>
</tr>
</tbody>
</table>

### Table 2

**Number of Parts Written – Means and Standard Deviations (SD)**

<table>
<thead>
<tr>
<th></th>
<th>Baseline Mean (SD)</th>
<th>Instruction Mean (SD)</th>
<th>Post-instruction Mean (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brett</td>
<td>5.40 (0.55)</td>
<td>9.86 (1.21)</td>
<td>9.33 (1.15)</td>
</tr>
<tr>
<td>Juliet</td>
<td>7.00 (1.67)</td>
<td>10.00 (0.00)</td>
<td>10.67 (1.15)</td>
</tr>
</tbody>
</table>
Table 3

*Number of Words Written – Means and Standard Deviations (SD)*

<table>
<thead>
<tr>
<th></th>
<th>Baseline Mean (SD)</th>
<th>Instruction Mean (SD)</th>
<th>Post-instruction Mean (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brett</td>
<td>81.20 (21.25)</td>
<td>103.00 (13.39)</td>
<td>86.33 (12.42)</td>
</tr>
<tr>
<td>Juliet</td>
<td>119.00 (27.50)</td>
<td>110.71 (8.40)</td>
<td>129.33 (16.62)</td>
</tr>
</tbody>
</table>
Figure 1. Quality of Responses

Baseline | Instruction | Post-Instruction

0 | 1 | 2 | 3 | 4 | 5 | 6

Brett

Juliet
Figure 2. Number of Parts

Baseline | Instruction | Post-Instruction

<table>
<thead>
<tr>
<th>Date</th>
<th>Baseline</th>
<th>Instruction</th>
<th>Post-Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/21/09</td>
<td>12</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>1/22/09</td>
<td>10</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>1/26/09</td>
<td>8</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>1/27/09</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>1/29/09</td>
<td>4</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>2/03/09</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>2/04/09</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>2/02/09</td>
<td>12</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>2/05/09</td>
<td>10</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>2/10/09</td>
<td>8</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>2/11/09</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>2/12/09</td>
<td>4</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>2/25/09</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>3/24/09</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>3/25/09</td>
<td>12</td>
<td>14</td>
<td>16</td>
</tr>
</tbody>
</table>

Legend:
- Red dot line: Brett
- Red square line: Juliet
Figure 3. Total Words Written

Baseline

Instruction

Post-Instruction

Brett

Juliet
Number of parts written. Numbers of response parts are also reported by the means and standard deviations across all intervention phases (see Table 2). Figure 2 displays the number of response parts included across the baseline, instruction, and post-instruction phases. Brett’s number of parts ranged from 5-6 during baseline, 8-12 during instruction, and 8-10 during post-instruction. Juliet’s number of parts ranged from 7-9 during baseline, 10 during instruction, and 10-12 during post-instruction. Brett wrote M = 5.4 response parts during baseline, M = 9.86 parts during instruction, and M = 9.33 parts during the post-instruction phase. Hannah wrote M = 7 response parts during baseline, M = 10 parts during instruction, and M = 10.67 during the post-instruction phase.

Number of words written. Table 3 shows the means and standard deviations of the number of words written within each intervention phase. Figure 3 displays the total number of words written for each response across the baseline, instruction, and post-instruction phases. Brett’s number of words written ranged from 58-99 during baseline, 78-119 during instruction, and 72-94 during post-instruction. Juliet’s number of words written ranged from 79-153 during baseline, 97-120 during instruction, and 114-147 during post-instruction. Brett wrote M = 81.2 words during baseline and M = 103 words during instruction. Following instruction, Brett wrote M = 86.33 words. Juliet decreased her average number of words written from M = 119 at baseline to M = 110.71 during instruction. Juliet wrote M = 129.33 words during post-instruction.

Treatment Acceptability

Following instruction, the students were given the writing prompt, “Should students your age be taught the POW + TREE strategy? Explain why or why not.” Both students responded that students should learn POW + TREE (see Appendix G and H).
Discussion

The review of literature clearly indicates a severe need for research in the area of writing instruction with adolescent students with EBD. A SRSD writing intervention created for students in the primary grades and adapted for adolescent middle-school students with EBD was evaluated through a single-subject design. Measures included the number of words written, number of response parts, and overall quality of responses. The students made an overall improvement in the quality of their persuasive writing after learning the POW + TREE strategy. These findings confirm prior research indicating that SRSD instruction enhances writing skills for adolescent students (Graham & Perin, 2007a; Graham & Perin, 2007b). The results extend the existing research base by demonstrating that the POW + TREE strategy can be adapted and utilized to facilitate SRSD writing instruction for middle-school students with EBD.

Prior to instruction, both students wrote responses with several parts but received low quality scores. During baseline, Juliet tended to include a topic and a long list of disorganized reasons. Explanations, counter reasons, and endings were rarely included. These responses received a high number of parts and number of words written but low quality scores. During instruction, Juliet wrote organized responses including explanations, counter reasons, and endings. On these responses, Juliet received a higher mean number of parts and doubled her mean quality score. As noted in prior research, the organized responses yielded a lower mean number of words written. This may have been because Juliet did not include irrelevant information in the organized responses or learned to brainstorm for and include only strong reasons to support the topic (Graham et al., 2005; Harris et al., 2006).

Brett also wrote several parts and received low quality scores during baseline. Prior to instruction, Brett tended to argue both sides of the topic and/or leave out an ending. During
instruction, Brett included all response parts and argued one side of a topic. Doing so increased the number of parts written and greatly enhanced the quality of his responses. In turn, the mean number of words written in each response was also increased.

These findings confirm previous research validating quality measures as effective measures of persuasive writing (Mason & Shriner, 2007; Graham et al., 2005, Harris et al., 2006).

While both students made an overall improvement in their persuasive writing, Brett’s number of parts, quality scores, and number of words slightly decreased at the beginning of lesson five and during his first repeated independent practice session. During lesson five, the student began to practice writing in 10-minute timed sessions. Brett struggled to finish within the 10 minute time slot, leaving out an ending or counter reason in each of these responses. Repeated independent practice sessions seemed to have provided the necessary support to continue writing strong persuasive responses following the first two timed sessions in lesson five.

Juliet’s improved scores remained stable throughout all lesson five repeated independent practice sessions. Researchers have established that additional practice supports maintenance (Mason & Shriner, 2007).

Post-instruction scores also reflected an overall increase in persuasive writing. Brett’s second post-instruction scores, however, slightly decreased in quality, number of parts, and number of words. This may have been because the second post-instruction assessment occurred five weeks after instruction. Juliet’s post-instruction scores did not decrease following the five week hiatus.
Limitations and future research

There were several limitations in the study. First, due to limited time and resources, only two students were able to participate in the study. Therefore, future research is needed to replicate results with more students. Secondly, neither scorer was blind to the purpose or methods of the intervention. Again, lack of time and resources required the use of informed, experienced scorers. Lastly, maintenance and generalization data were not collected. Future research is needed to confirm that skills are able to be generalized and can be maintained long after instruction. Due to the lack of current research, future researchers should also explore the SRSD instructional delivery model for adolescent students with EBD in traditional writing genres other than persuasive writing.

Summary

A successful transition from school to adulthood is difficult for individuals with EBD. Integration into modern society is near impossible for adolescents with EBD without the literacy skills necessary for higher education and employment. While there is a lack of research in the area of writing for adolescent students with EBD, SRSD instruction has been proven effective for struggling adolescent writers. The present findings indicate that SRSD instruction for the POW + TREE strategy can be used to enhance the writing quality of adolescent middle-school students with EBD. Future research is needed to replicate results across students and settings.
References


Appendix A

Lesson Plans

**POW + TREE**

**Lesson 1**

**Lesson Overview**

The purpose of this first lesson is to develop the students' background knowledge and discuss the strategies. The teacher will review the POW strategy and introduce the TREE strategy. The students will find parts in an anchor response. It will be important to establish students' understanding of the term ‘persuade.’ The students will look for TREE parts in an persuasive response that they had previously written. They will graph the correct number of parts on charting paper. It will be important for the teacher to discuss that although a student may have a part, that part could be made better. Students should be given the opportunity to share how they would make their response better.

**Student Objectives**

The students will orally state what makes a good persuasive response. The students will be able to find TREE parts in an response read in class. Students will locate TREE parts in their own previously written response.

**Materials**

POW + TREE CHARTS, TREE graphic ORGANIZERS, response example (Country Living), students’ previously written response, TRANSITION WORD LIST, GRAPHING SHEET, paper, pencils, scratch paper

**Set the Context for Student Learning**

Tell the students that they will be learning a new writing trick - one that will help them write a response that tells the reader what they believe or what they think about something. This is called a persuasive response. Describe and discuss both words to be sure that “persuasive” and “writing response” makes sense to them. Tell them for this project you will be asking them to write a response in 10-minutes. You may want to spend some time discussing how this is different from writing a full essay. Ask the students to share times they have to write a quick response in their other classes.

**Develop the Strategy and Self-Regulation**
Step One – Develop Background Knowledge

_____ Review POW. Put out the POW + TREE CHART so that only POW shows. Tell them that POW gives them POWER when they write because of the 3 steps:

P – Pick my idea.
O – Organize my notes
W – Write and say more

_____ Tell the students that POW is more powerful when combined with other writing strategies.

_____ Describe and discuss what makes a good persuasive response. Some students may not be at all familiar with this. Be sure to tell students that:

_____ A. A good persuasive response tells a reader what I believe, gives a reader good reasons why I believe it (the goal is 3 or more), an explanation for each reason, and has an ending sentence. The best essays include a counter reason too! (You will be practicing this with them, so you just want to be sure they have the idea here).

_____ B. Good persuasive responses make sense and have several parts. Tell the students that they will learn a trick for remembering the parts of a good persuasive response.

Step Two – Introduce TREE

_____ Introduce TREE. Uncover the rest of the chart. Say, “Let’s look at what the parts of a good persuasive response are.” Tell the students to look at the chart. Go over each part of TREE, describing how it relates to a living TREE.

T The topic sentence is like the trunk – it is strong and every part of the tree is connected to it.

R The reasons are like the roots. They support the trunk. The more roots (or reasons) a tree has the stronger the trunk will be.

E The next part of TREE is “explain.” Explain means to tell more about your reason. Explaining why you do not believe in a counter reason makes the trunk stronger too.

E The ending is like the earth. It wraps around the tree (like wrap it up).

Step Three – Find Parts in a Response

_____ Tell the students that now they are going to read a persuasive response to find out if the writer used all of the parts – what I believe, at least three reasons why, gives an explanation for each reason, and an ending sentence. (Leave out the TREE CHART where students can see it.)

_____ Introduce transition word list. Tell the students that this chart shows a list of words that can be used to help the author write their response.
Lay out a TREE GRAPHIC ORGANIZER. Point out the TREE Reminder at the top, and review what it stands for. Point to the boxes and tell them that when they find a part you will note this is the box.

Give each student a copy of (Country Living); ask students to read along silently while you read the response out loud. Tell them to raise their hands when they hear what the writer believes, each reason why, an explanation, and an ending sentence or if they hear/see a transition word. Each time you find a reason why, discuss with the students what words the writer used to show that a reason is being given. Also note how the writer gives the reason and then tells more about the reason (expands on the reason). Be sure to point out the counter reason and how the author explains it! It is OK to move around the chart out of order as you find the parts - they don’t have to be found in order. Call on students as they raise their hands (each student should have a turn). As they identify each part, you write each in the appropriate space on the graphic organizer: do not use full sentences - do this in note form. Students do not write the notes now...just raise hands!

Repeat this for another essay (practice essay #2, Should Children Have to Go to School) – DO THIS ONLY IF NEEDED

Step Four – Look at Current Writing Behavior

Ask the students if they remember the persuasive responses they have been writing in their journals? Give out the prompt selected for this lesson (note: Linda will determine this).

Tell students to read their response and see which parts they have. [You need to have worked out ahead of time what parts they had and which ones they didn’t have; for persuasive responses - what I believe (1 point), the reasons why (1 point for each reason), at least 1 explanation for each reason (1 point for each explanation), and an ending (1 point).] Be sure to note that many students have a counter reason but they did not explain why the counter reason did not change their belief. A counter reason and its parallel refute count as two points (1 point for the counter reason, 1 point for the refute) NOTE: IF TIME, Have them list their parts on an outline sheet.

Briefly note, with each student, which parts they have and which they don’t. Note transition words. As a group or individually, briefly note common parts missing.

Note also that even though we have a part, we might be able to make that part better next time- this makes our response more fun to write and more fun to read. Discuss examples of how they could do each of the following: (DO NOT MAKE ADDITIONAL NOTES TODAY, YOU WILL DO THIS TOMORROW!!)

- can give more good reasons
- can use a counter reason but must explain (refute) it
- can use good word choice, or “million dollar words”.
- can use an interesting first sentence
- can use an interesting ending sentence
Step Five – Graph Current Level of Performance and Set Goals

Give each student a GRAPHING SHEET - have each student fill in the graph for the number of parts they had in their pretest response. Be very positive by reminding them that you are just now learning the trick of writing good responses. Explain that they fill in one space for each step in TREE: 1 for topic, 1 for each reason (counter reason), 1 for each explanation (refute), and 1 for wrap-up.

Explain goal - to write better persuasive responses. Remind the students that a good persuasive response tells the reader what you believe, gives reasons why, gives an explanation for each reason, and has an ending sentence. Good responses also present a counter argument and a refuting explanation. AND, good persuasive responses are not only fun to write and for others to read, they make sense.

The goal is to have all of the parts and "better" parts the next time we write a persuasive response.

Wrap-Up

Remind the students of POW + TREE test again next time.
POW + TREE
Lesson 2

Lesson Overview

The teacher models how to use POW + TREE for writing an persuasive response. The teacher models the use of self-statements during the process. Students write personal self-statements. The students revise their previously written response.

Student Objectives

The students will orally say the mnemonic for POW + TREE and state what each letter stands for. The students will attend to the teacher’s modeling lesson. The students will write self-statements for the POW + TREE writing strategy. The students will revise their response.

Materials

POW + TREE CHARTS, TREE graphic ORGANIZERS, GRAPHING SHEET, SELF-STATEMENT SHEETS, TRANSITION LIST, Country and City Living prompt, student responses and outlines, paper, pencils

Set the Context for Student Learning

Test to see if the students remember POW + TREE: do it out loud to save time. It is essential that each student memorize these. If students are having trouble with this, spend a few minutes practicing it. Tell the students you will test them on it each day to make sure they have it.

Develop the Strategy and Self-Regulation

Step One – Model the Strategy

Pick my Idea

_____ Lay out a copy of the TREE GRAPHIC CHART, ORGANIZER, and TRANSITION CHART. Then explain: “Remember that the first letter in POW is P - pick my idea. Today we are going to practice
how to write a good persuasive response - review what that means if necessary. To do this we have to be creative, we have to think free. Today I will show you how to write a response and then we will practice by revising out responses. Because we are just learning POW + TREE, we will take our time to write and revise today."

____ Read aloud the practice prompt: “Country and City Living.” Model how you would decide which place to live in. Note: we often select “city” so that the students can see the two sides of an argument. This one can foster fun discussion after you have written the essay. They can vote for the “country” side read the day before or the “city” side you will write today.

Organize my Notes

____ The second letter in POW is O- ORGANIZE my NOTES. Tell the students that today you are going to write a persuasive response today with their help – Say, “I will use POW + TREE to help me. I will use the outline to make notes and organize my thoughts.” Briefly review - point at - the parts of a good response on the graphic. Review - what should my goal be - to write a better persuasive response with all parts. Remind them that a good persuasive response tells the reader what you believe, gives reasons why, gives an explanation for each reason, and has an ending sentence. Remind them that the transition words will help them organize their reasons too. Also, good persuasive responses have a counter reason and explanation and are fun for me to write and for others to read, and make sense.

____ Model the entire process for Organizing your Notes. EXPLAIN that you will be talking out loud all the steps of completing the outline. Use problem definition, planning, MILLION DOLLAR WORDS, self-evaluation, and self-reinforcement self-statements as you go. Follow the steps and statements below, filling in ad lib statements where indicated. Ask the students to help you with ideas and the writing, but be sure you are in charge of the process:

____ Say, “What is it I have to do? I have to write a good persuasive response. My response needs to make sense and have all the parts. Remember P in POW - pick my idea - let my mind be free. (Pause) Take my time, think about what I believe and good reasons why will come to me.” (Pause)

____ Say, “Now I can do O in POW - Organize my Notes. I can write down ideas for each part. I can write ideas down in different parts of this page as I think of ideas” (be sure to model moving out of order during your planning). "First, what do I believe - what do I want to tell the reader I believe?" (Now - talk out and check the spot for Topic Sentence). “Good I like this idea! Now I better figure out reasons (model at least 3) and give an explanation for each reason. Let my mind be free, think of good ideas.” (Now talk out and briefly write notes for at least 3 reasons- not in full sentences - use coping statements at least twice.) Model writing notes and explanation for a counter reason. After generating notes for all response parts say – “Now I can look back at my notes and see if I can add more notes for my response parts” (actually do this - model it - use coping statements). “I will remember to use transition words too” “I can also look for ideas for good word choice or million dollar words” (do this).

Write and Say More
Say, "Now I can do W in POW - write and say more. I can write my persuasive response and think of more good ideas or million dollar words as I write." Now - talk yourself through writing the response; the students can help. Use a clean piece of paper and print. Start by saying, "How shall I start? I need to tell the reader what I believe, I need a topic sentence." Then pause and think, then write out the sentence, look back at the chart and note you made a check mark. Note that you need to be sure you are including everything and it is important to keep checking the outline. Then write the first reason, use a transition word (refer to the transition chart to help you). Do be sure to add 1-2 more ideas and million dollar words not on your plan as you write. Don't hurry, but don't slow it down unnaturally. Also, at least 2 times, ask yourself, "Am I using good parts and, am I using all my parts so far?" Use coping statement. Also ask yourself, "Does my response make sense? Will the reader buy my reasons?" Model writing the ending sentence. Check off the spot on the outline. When response is done, say, "Good work, I'm done. It'll be fun to share my response with others."

**Step Two – Self-Statements**

Ask the students if they can remember: 1) things you said to yourself to get started? 2) things you said while you worked, 3) things you said to yourself when you finished.

Ask the students to write some things they could say to themselves on the SELF-STATEMENT SHEET.

- What to say to get started. This must be along same lines as "What is it I have to do? I have to write an persuasive response using TREE." – be sure students use their own words.
- Things to say while you work: self-evaluation, coping, self-reinforcement, and any others he/she likes (in students' own words).
- Things to say when you're finished (in students' own words).
- Note that we don't always have to think these things out loud; once we learn them we can think in our heads.

**Step Three – Student revisions**

Give the students time to make notes on their previously written outline (if you did not have time for this in prior lesson have them use their previously written response and put parts on the graphic organizer prior to revising). Be sure to work with the students to get all parts. Encourage them to use transition words.

Ask the students to rewrite their response.

Ask the students to count the parts.

Graph this response on the GRAPHING SHEET. Ask students, "Does this response have all the parts?" Discuss how many more parts they got this time. Be sure to provide lots of praise for how well they are learning to use TREE.
Remind the students of POW + TREE test again next time.
POW + TREE
Lesson 3

Lesson Overview

The students and the teacher collaboratively write an persuasive response using the POW + TREE.

Student Objectives

The students will orally state the mnemonic for POW + TREE and what each letter stands for. The students will collaboratively write a persuasive response with the teacher. The students will identify orally parts of the response that is written.

Materials

POW + TREE CHARTS, TREE graphic ORGANIZERS, GRAPHING SHEET, SELF-STATEMENT SHEETS, TRANSITION LIST, paper, pencils

Set the Context for Student Learning

Test to see if the students remember POW + TREE: do it out loud to save time. It is essential that each student memorize these. If students are having trouble with this, spend a few minutes practicing it. Tell the students you will test them on it each day to make sure they have it. IF THE STUDENTS DO NOT HAVE THIS MEMORIZED LET LINDA KNOW!

Develop the Strategy and Self-Regulation

Step One – Collaborative Writing – Support It.

_____ Give each student a blank GRAPHIC ORGANIZER AND TRANSITION CHART and ask each student to get out his or her SELF-STATEMENTS SHEET. Put out practice prompts.

_____ Tell the students that during the next couple of lessons you will be writing persuasive
responses, each time because they have practiced will be a little faster and have more added to the response. Tell them that the goal is to see how many GOOD reasons and explanations they can write. Also they want to be sure to give a counter reason and explain it too. This practice will help them write more in all their assignments.

____ Ask them to describe times that they have to complete an assignment quickly. If they do not give you ideas, provide some. For example, in a class test, in a sports activity, some games you need to think quickly. Tell the students that writing is like all activities, with practice and some tricks you can write a well-written persuasive paragraph in a short time.

____ Go through each of the following processes - students can share and use the same ideas, but each student should write a persuasive response using their own notes:

____ Say, “Remember that the first letter in POW is P - pick my idea.” Refer students to their self-statements for creativity or thinking free. Help each student decide what they believe and start to think of good reasons why.

____ Say, “The second letter in POW is O- ORGANIZE my NOTES. I will use TREE to help me. I will use this page to make my notes and organize my notes.” Review - what should my goal be? To write better persuasive responses. “Good persuasive responses tell the reader what you believe, gives good reasons why, give an explanation for each reason, and have an ending sentence. Also, good persuasive responses have a counter reason and are fun for me to write and for others to read, and make sense.” After students have generated notes for all response parts say - “remember to look back at my notes and see if I can add more notes for my response parts” - help them actually do this. Remind them also to look for more ideas for good word choice or million dollar words - help them do this.

____ Say, “The last letter in POW is W - write and say more.” Encourage and remind the students to start by saying “What is it I have to do here? I have to write a good response - a good response has all the parts and makes sense.” I can write my response and think of more good ideas or million dollar words as I write. Help students as much as they need to do this, but try to let them do as much as they can alone. Encourage them to use other self-statements of their choice while they write. If students do not finish writing today, they can continue at the next lesson.

**Step Two – Graph the Response**

____ Have each student graph his or her response. Ask each student to determine if their response has more parts than their previous essay. Let them fill in the graph. Reinforce them for reaching more parts.

**Wrap-Up**

Remind of POW + TREE test again next time.
POW + TREE
Lesson 4

Lesson Overview

In this lesson, the students continue to practice the POW + TREE strategies for writing persuasive responses. The focus of this lesson is to wean the students off the graphic organizer and transition word list.

Student Objectives

The student will write their own organizer and write a persuasive response with all the response parts.

Materials

GRAPHING CHART, SELF-STATEMENT SHEETS, paper, pencils

Set the Context for Student Learning

Test to see if the students remember POW + TREE. They should have it by now!

Develop the Strategy and Self-Regulation

Step One – Wean off Support Materials

_____ Explain to the students that they won’t usually have a TREE or transition word reminder pages with them when they have to write persuasive responses, so they can make their own notes on blank paper. Discuss and model how to write down the reminder at the top of the page:

POW
TREE
Then make a space on the paper for notes for each part.

Step Two – Collaborative Writing – Support It
Ask each student to get out his or her self-statements list. Put out 2 practice prompts. Each student can select one to write about. This time, let the students lead as much as possible, but prompt and help as much as needed. Students can make notes on the paper they wrote the reminders on. Go through each of the following processes - students can share ideas, but each student should write their own response using their own notes:

Say, “Remember that the first letter in POW is P - Pick my Idea. Refer students to their self-statements for creativity or thinking free. Help each student decide what they believe and start to think of good reasons why.

Say, “The second letter in POW is O- ORGANIZE my NOTES. I will use my TREE reminder to help me. I will use this page to make my notes and organize my notes.” Review - what should my goal be? To write better persuasive responses. “Good persuasive responses tell the reader what you believe, give good reasons why, give an explanation for each reason and have an ending sentence. Also, good persuasive responses have a counter reason and are fun for me to write and for others to read, and make sense.” After students have generated notes for all response parts say - remember to look back at the notes and see if I can add more notes for my response parts - help them actually do this. Remind them also to look for more ideas for good word choice or million dollar words - help them do this.

The last letter in POW is W - Write and Say More. Encourage and remind them to start by saying, “What is it I have to do here? I have to write a good response - a good response has all the parts and makes sense. I can write my response and think of more good ideas or million dollar words as I write.” Help students as much as they need to do this, but try to let them do as much as they can alone. If parts can be improved, or better word choice can be used, do make suggestions. Encourage them to use other self-statements of their choice while they write.

Have each student graph his or her response. Ask each student to determine if their response has at least or more parts than the last essay. Let them fill in the graph. Reinforce them for reaching more.

Wrap-Up

Repeat this lesson if necessary. If you believe they have it, celebrate student learning!
POW + TREE
Lesson 5

Lesson Overview

In this lesson, the students will use POW + TREE strategies for writing a persuasive response. The teacher will model writing a persuasive response in 10-minutes. The focus of this lesson is to establish the students' independence in a 10-minute period.

Student Objectives

The student will write their own organizer and write a persuasive response with all the response parts.

Materials

GRAPHING CHART, paper, pencils

Set the Context for Student Learning

Tell the students that today you will first show them how to write a response in 10-minutes and then they will write a persuasive response for you. When they are finished, they will graph the number of parts.

Test the Strategy and Self-Regulation

Before the students attempt to write a 10-minute response, you will model how to do this. This will take practice, you will need to time it so that you have everything planned and written in 9 minutes and then show them how to wrap up in the final 1 minute. Note: This is different from what we did last year when Ray taught the lessons. We want to model that when you have 10 minutes to write, you need to use all the time. Some students have a hard time writing this quickly, what we have found is that most finish writing in 7-8 minutes then stop. So...I would suggest modeling writing finishing all but ending sentence with 2-3 minutes left to go and then show them how they can add another reason. We can talk about this and I can model how to do this for you. Again...this is a new step...I think it may help!
After you model:

- Follow directions on the testing protocol.
- Put out 2 practice prompts. Each student can select one to write about. This time, the students will do everything on their own.
- Ask students to count and graph. IF they do not have all the parts ask them what they should do next time!

THE NEXT GROUP CAN START INSTRUCTION AFTER THIS LESSON. YOU WILL NEED TO GIVE THIS GROUP 4 ADDITIONAL 10-MINUTE PROBES WITHIN THE WEEK OR TWO AFTER THIS LESSON IS COMPLETE. OUR GOAL HERE IS TO AT LEAST DOUBLE THE NUMBER OF PARTS THAT STUDENTS WRITE AT BASELINE. THIS INCREASE CORRELATES NICELY WITH TRANSITION WORDS WRITTEN AND MORE IMPORTANTLY WITH THE QUALITY OF THE RESPONSE.
POW + TREE Mnemonic Chart

POW
P  Pick my Idea
O  Organize my Notes
W  Write and Say More

TREE

**TOPIC** Sentence
Tell what you believe!

**REASONS - 3 or More**
Why do I believe this?
Will my readers believe this?
Do I have a counter reason?
Does it change my belief?

**EXPLAIN** Reasons
Say more about each reason.

**ENDING**
Wrap it up right!
Appendix C

POW + TREE Graphic Organizer

**TOPIC Sentence**
Tell what you believe!

Yes_________

No_________

<table>
<thead>
<tr>
<th>Transition Words</th>
<th><strong>R</strong> Reasons -3 or More</th>
<th><strong>E</strong> EXPLAIN Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Why do I believe this?</td>
<td>Say more about each reason</td>
</tr>
<tr>
<td></td>
<td>Will my readers believe this?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Do I have a counter reason?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does it change my belief?</td>
<td></td>
</tr>
</tbody>
</table>

**ENDING**

Wrap it up right! DID YOU?_________
### Appendix D

Graphing Chart

Fill in or check a space for every TREE part

<table>
<thead>
<tr>
<th>Date:</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

Write # of Transition Words

|     |     |     |     |     |     |     |     |     |     |
Appendix E

Self-Statements Sheet

My Self-Statements

To think of good ideas:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

While I work:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

To check my work:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Appendix F

Holistic Quality Scoring Guide

Score of 5. Persuasive essay includes topic sentence, three or more reasons, an explanation for each reason and ending sentence. Essay is organized and includes a counter reason.

Score of 4. Persuasive essay includes a topic, three or more reasons, explanations, an ending and is organized.

Score of 3. Persuasive essay includes a belief with reasons and has some other elements of a persuasive response (i.e. explanation or ending).

Score of 2. Persuasive essay includes a belief with a list of reasons.

Score of 1. Persuasive essay includes a belief.

Score of 0. No essay parts. Student’s beliefs are unclear or the student argues both sides of an argument.
Appendix G

Treatment Acceptability Response for Brett

I think students should learn POW + TREE. I think this because first it helps you when you are taking a test. It helps you in a test by organizing your information. Second it helps with your writing skills by teaching a useful strategy. Third it makes writing easier because you have thought things through. However, you might not want to learn it if you have been taught a different strategy, but I still think it is a good idea to give it a try. That is why I think people should learn POW + TREE.
Appendix H

Treatment Acceptability Response for Juliet

I think students should be taught POW + TREE. My first reason why students should learn POW + TREE is students will have more to say. When students have more to say they will get good grades. My second reason is students will write better and the teachers will be impressed.

Finally, parents will be proud. When parents are proud, you might get rewards. However, some parents think POW + TREE is not helpful. I believe it is very helpful. And that’s why I think students should know POW + TREE because students will write more, students will write better, and finally, parents will be proud.