

SELF-REGULATED STRATEGY DEVELOPMENT

CHARACTERISTICS OVERVIEW CHART

Verbal Skills	Grade Levels	Cognitive Level	Areas Addressed
<input type="checkbox"/> Nonverbal	<input type="checkbox"/> PK	<input type="checkbox"/> Classic	<input checked="" type="checkbox"/> (Pre)Academic/Cognitive/Academic
<input type="checkbox"/> Mixed	<input checked="" type="checkbox"/> Elementary	<input checked="" type="checkbox"/> High	<input type="checkbox"/> Adaptive Behavior/Daily Living
<input checked="" type="checkbox"/> Verbal	<input type="checkbox"/> Middle/High	Functioning	<input type="checkbox"/> Behavior
			<input type="checkbox"/> Communication/Speech
			<input type="checkbox"/> Social/Emotional

BRIEF INTRODUCTION

The self-regulated strategy development (SRSD) approach can be used to improve the writing skills of children and youth with autism.

DESCRIPTION

The self-regulated strategy development (SRSD) method was originally developed to teach writing skills to children and youth with learning disabilities (Harris & Graham, 1992) and, more recently, been used with students with emotional/behavioral disorders (Lane, Graham, Harris, & Weisenbach, 2006) and those with attention deficit disorders (Reid & Lienemann, 2006).

According to Harris and Graham (1996), SRSD aids young writers in (a) mastering higher level cognitive processes related to writing, (b) monitoring their use of effective writing strategies, (c) developing positive attitudes about the writing process, and (d) identifying themselves as competent writers.

STEPS

The steps of the strategy are:

1. *Developing and activating background knowledge.* Identify previously learned strategies and how they have impacted the learners.
2. *Discussing the strategy.* Identify the components of the strategy, its benefits and expectations. There are four components of the strategy: POW, WWW, and TREE, and self-regulation (see the table below for information on these).
3. *Cognitive modeling of the strategy.* The instructor shows the students how to use the strategies as he plans and writes an essay. He does this out loud and solicits student input.
4. *Memorization of the strategy.* The students learn the mnemonics and what they stand for.
5. *Collaborative support of the strategy.* The instructor supports SRSD use while gradually withdrawing the amount of support needed.
6. *Independent performance.* The students use the strategy without instructor prompts or reminders.

Mnemonic	Description
POW	P ick my idea O rganize my notes W rite and say more
WWW	W ho W hen W here
TREE	T opic sentence R easons E xplain E nding
Self-Regulation	G oal setting S elf-instruction S elf-monitoring S elf-reinforcement

*Note: From the National Center on Accelerating Student Learning
<http://kc.vanderbilt.edu/casl/casl6.pdf>.*

BRIEF EXAMPLE

Three sixth grade students with high functioning autism participated in group instruction to improve their writing. Their resource room teacher introduced this strategy in the students' general education classroom co-teaching with the general education teacher. Over a five-week period in 13 20-minute lessons, the two teachers went through the six strategy steps to teach the writing strategies (POW, WWW, TREE and the self-regulation steps (goals setting, self-instruction, self-monitoring, self-reinforcement). At the end of five weeks, each of the three students improved the complexity, length, and cohesiveness. Similar results were also seen with several students without autism.

TIPS FOR MODIFICATION

The instructional procedures are subject to change according to the dynamics of the group and participants' skill levels. For instance, if the group needs more practice, the teacher can provide additional instruction in small groups. Generalization improves if students are given prompts and supports to use the writing strategy across academic subjects.

SUMMARY

The SRSD strategy supports students with AU to learn self-regulation strategies and enhances the writing process when paired with POW, WWW, and TREE. This strategy has been used successfully with students with learning disabilities (Graham & Harris, 2003).

RESEARCH TABLE

Number of Studies	Ages (year)	Sample Size	Area(s) Addressed	Outcome
1	10	1	Writing skills	+

STUDIES CITED IN RESEARCH TABLE

1. Asaro, K., & Saddler, B. (2009). Effects of planning instruction on a young writer with Asperger Syndrome. *Intervention in School and Clinic, 44*(5), 268-275.
Strategy instruction, using a model developing by Harris and Graham incorporating mnemonics, was used to teach writing skills to a 10-year-old with Asperger Syndrome. Student work produces increased in quality using a holistic scale.

REFERENCES

- Asaro, K., & Saddler, B. (2009). Effects of planning instruction on a young writer with Asperger Syndrome. *Intervention in School and Clinic, 44*(5), 268-275.
- Graham, S., & Harris, K. R. (2003). Students with learning disabilities and the process of writing: A meta-analysis of SRSD studies. In H. L. Swanson, K. R. Harris, & S. Graham, (Eds.), *Handbook of learning disabilities* (pp. 323–344). New York: Guilford.
- Harris, K. R., & Graham, S. (1992). Self-regulated strategy development: A part of the writing process. In M. Pressley, K. R. Harris, & J. Guthrie (Eds.), *Promoting academic competence and literacy in school* (pp. 277–309). New York: Academic Press.
- Lane, K. L., Graham, S., Harris, K. R., & Weisenbach, J. L. (2006). Teaching writing strategies to young students struggling with writing and at risk for behavior disorders: Self-regulated strategy development. *Teaching Exceptional Children, 39*(1), 60–64.
- Reid, R., & Lienemann, T. O. (2006). Self-regulated strategy development for written expression with students with attention deficit/hyperactivity disorder. *Exceptional Children, 73*(1), 53–68.

RESOURCES AND MATERIALS

- Harris, K., & Graham, S. (n.d.). National Center on Accelerating Students Learning. Available at: <http://kc.vanderbilt.edu/casl/srsd.html>

GENERAL RESOURCES

- Autism Internet Modules (AIM) www.autisminternetmodules.org. The Autism Internet Modules were developed with one aim in mind: to make comprehensive, up-to-date, and usable information on autism accessible and applicable to educators, other professionals, and families who support individuals with autism spectrum disorders (ASD). Written by experts from across the U.S., all online modules are free, and are designed to promote understanding of, respect for, and equality of persons with ASD.

- The Autism Web Course: http://cdd.unm.edu/swan/autism_course/about/index.htm. This web course was developed out of materials from the Interactive Collaborative Autism Network (ICAN). The Autism Programs at the University of New Mexico has updated and added information to this web course.
 - Characteristics
 - Assessment
 - Academic Interventions
 - Behavioral Interventions
 - Communication Interventions
 - Environmental Interventions
 - Social Interventions
 - Family Support Suggestions

- Indiana Resource Center for Autism (IRCA) <http://www.iidc.indiana.edu/irca/fmain1.html>. The Indiana Resource Center for Autism staff's efforts are focused on providing communities, organizations, agencies, and families with the knowledge and skills to support children and adults in typical early intervention, school, community, work, and home settings.
 - IRCA Articles: <http://www.iidc.indiana.edu/index.php?pageId=273>

- Texas Statewide Leadership for Autism www.txautism.net. The Texas Statewide Leadership for Autism in conjunction with the network of Texas Education Service center with a grant from the Texas Education Agency has developed a series of free online courses in autism. Please check the training page, www.txautism.net/training.html, for update lists of courses, course numbers and registration information. Current courses include the following:
 - Asperger Syndrome 101
 - Augmentative and Alternative Communication and the Autism Spectrum
 - Autism for the General Education Teacher
 - Autism 101: Top Ten Pieces to the Puzzle
 - Classroom Organization: The Power of Structure for Individuals with ASD
 - Communication: The Power of Communication for Individuals with ASD
 - Futures Planning for Students with Autism Spectrum Disorder
 - Navigating the Social Maze: Supports and Interventions for Individuals with ASD
 - Solving the Behavior Puzzle: Making Connections for Individuals with ASD