Design Principles and Key Elements in SRSD for Writing
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Vanderbilt University / Arizona State University
Becoming a good writer is not easy!

• “Writing is the mental equivalent of digging ditches.” (Kellogg)
• “Writing is simple. Just sit down at the typewriter and open a vein.” (Fox)
• “Writing is no trouble- just jot down ideas as they occur to you. The jotting is simplicity itself- it is the occurring which is difficult.” (Lealock)
• “Every sentence is like pangs of birth.” (Dr. Seuss)
SRSD designed to develop in tandem:

* powerful writing strategies (e.g., for planning or revising)
* critical strategies for self-regulation of the writing process
* knowledge needed to use these strategies
* positive attitudes, efficacy, and attributions toward writing
Why Strategies and Self-Regulation?

Theoretically: Theories of skilled writing (e.g., Hayes & Flower, 1980; Zimmerman & Risemberg, 1997; Hayes, 1996)

Writers engage in a variety of self-directed and initiated cognitive moves to regulate and carry out writing tasks, including but not limited to:

* thinking about and planning what to write
* considering purposes, audience, and focus
* establishing goals for what to do and say
* gather information (often from multiple sources)
* rereading, monitoring, evaluating, revising
* making decisions
Why Strategies and Self-Regulation?

Empirically:

*Rijlaarsdam and colleagues (2006) found that the cognitive moves students engaged in accounted for approximately 80% of variance in the quality of writing when timing was taken into account.

* Graham (2006) found that planning and revising become more sophisticated with age and schooling; more skilled writers use more sophisticated planning and revising strategies than less skilled ones; how much planning and the type of revising students engage in is related to writing performance; and teaching planning and revising improves how well students’ write.
Why Knowledge?

Theoretically: Knowledge is an essential element in theories of skilled writing (e.g., Hayes & Flower, 1980; Hayes, 1996) and beginning writing (Scardamalia & Bereiter, 1986; Hayes, 2012).

Writers employ multiple types of knowledge in conjunction with writing strategies and processes to carry out writing tasks. This knowledge includes (but is not limited to):

* an overarching conceptualization (schema) of what constitutes good writing (as well as the elements of good writing)
* knowledge about the characteristics and elements of a specific genre
* topic knowledge
Why Knowledge?

Empirically:

• Graham (2006) found that writer’s knowledge becomes more sophisticated with age and schooling; more skilled writers have more knowledge about genre and discourse than less skilled ones; knowledge of writing is related to writing performance; and increasing students’ knowledge of genre improves how well students’ write.

• Olinghouse, Graham, & Gillespie (2012) found that discourse knowledge accounted for a significant amount of variability in the overall quality of narrative, persuasive, and information writing after content knowledge, transcription, skills, gender, and writing achievement were first controlled.
What do good writers do?

• Normally Achieving Writers:
  – “Drafting it, revising it, and editing it.”
  – “Has a beginning, middle, and end.”

• Students with Writing Problems:
  – “Spelling every word right.”
  – “Write as neat as you can.”
How do you make your paper better?

• Normally Achieving Writers:
  – Make the ending real exciting.”
  – “Put my sentences in different order.”

• Students with Writing Challenges:
  – “Write it bigger so it takes up more space.”
  – “Make sure I have my date and name on there.”
Why Motivation?

Theoretically: Theories of skilled writing (Hayes, 1996) are starting to recognize the essential role of motivation in writing (even though researchers such as Pajares, Hidi, and Boscolo have long emphasized it).

Motivation influences writers’ engagement, persistence, and their use of writing strategies, knowledge, and skills.

Motivational factors include (but are not limited to):

* self-efficacy

* attributions

* attitudes about writing

* value placed on writing
Why Motivation?

Empirically:

* Graham (2006) found that motivation is related to students’ writing performance; and instructional procedures designed to enhance motivation improve how well students’ write (limited evidence)

Observation: Struggling writers often have low self-efficacy and motivation, maladaptive attributions (“I was born a bad writer), negative attitudes; especially after 2nd grade
Couple of Additional Points

• Need to remember there are the strategies taught (e.g., a strategy for planning and writing; or for revising) and the procedure for teaching it (SRSD). A positive impact depends on both being effective.

• Our approach has been twofold: first, to teach genre-specific planning and writing strategies, as a writer’s performance in one genre is not predictive of their performance in another genre; second, to teach generic strategies that are important across genres (catch the reader’s interest, use effective vocabulary, and so on; “6 plus 1” traits).

• We teach multiple strategies together, and prefer to teach multiple strategies over time.
Meta-Analysis of SRSD:
Graham, Harris, & McKeown, in press)

• 38 true- and quasi-experiments with writing
  – Published and non-published
  – Grades 2 through high school
  – Only reviewed studies presented in English

• Multiple countries (e.g., US, Canada, Germany, Spain, Turkey)

• Multiple research teams
  – Random effects model used in the meta-analysis
  – Controlled for pretest differences when possible
# SRSD Effects at Posttest

<table>
<thead>
<tr>
<th>Assessment Point</th>
<th>Studies</th>
<th>Effect Size</th>
<th>Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posttest</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Quality</td>
<td>28</td>
<td>1.75***</td>
<td>1.26 - 2.25</td>
</tr>
<tr>
<td>Elements</td>
<td>18</td>
<td>2.24***</td>
<td>1.62 - 2.85</td>
</tr>
<tr>
<td>Length</td>
<td>15</td>
<td>0.47***</td>
<td>0.36 - 0.58</td>
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</table>
## SRSD Effects at Maintenance

<table>
<thead>
<tr>
<th>Assessment Point</th>
<th>Studies</th>
<th>Effect Size</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Maintenance</td>
<td></td>
<td></td>
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<tr>
<td>Quality</td>
<td>12</td>
<td>1.30***</td>
<td>0.72 - 1.88</td>
</tr>
<tr>
<td>Elements</td>
<td>8</td>
<td>1.41***</td>
<td>1.20 - 1.63</td>
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<tr>
<td>Length</td>
<td>6</td>
<td>0.00</td>
<td>-0.86 - 0.86</td>
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## SRSD Effects at Generalization

<table>
<thead>
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<th>Studies</th>
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<td>Generalization</td>
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<tr>
<td>Quality</td>
<td>7</td>
<td>1.10***</td>
<td>0.49 - 1.72</td>
</tr>
<tr>
<td>Elements</td>
<td>5</td>
<td>1.55***</td>
<td>0.96 - 2.15</td>
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<tr>
<td>Length</td>
<td>4</td>
<td>0.46***</td>
<td>0.20 - 0.72</td>
</tr>
<tr>
<td>Type of Student</td>
<td>Studies</td>
<td>Effect Size</td>
<td>Confidence Interval</td>
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<tr>
<td>Students with LD</td>
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</tr>
<tr>
<td>Quality Posttest</td>
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<td>2.37***</td>
<td>1.07 - 3.66</td>
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<td>Students with EBD</td>
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<td>1.65 - 2.29</td>
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<td>Poor Writers</td>
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<td>Quality Posttest</td>
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<td>1.73*</td>
<td>0.24 - 3.22</td>
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<td>1.02***</td>
<td>0.65 - 1.39</td>
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<td>Elements Posttest</td>
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<td>1.36***</td>
<td>0.68 - 2.05</td>
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<tr>
<td>Elements Maintenance</td>
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<td>0.84 - 1.50</td>
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<tr>
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<td>1.51***</td>
<td>0.89 - 2.13</td>
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<tr>
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<td>0.36 - 3.00</td>
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Added Value of Teaching Self-Regulation Procedures

• Enough component analysis studies have been conducted that compare SRSD instruction with and without explicit instruction in self-regulation that we were able to examine the added value of such instruction to the overall model (Brunstein & Glaser, 2011; Glaser & Brunstein, 2007; Graham & Harris, 1989a; Graham, Harris, & Mason, 2005; Harris, Graham, & Mason, 2006; Sawyer et al., 1992).

• $ES = 0.48 \ (CI = 0.04 \ to \ 0.92)$
By Age

• Younger students
  \[ ES = 1.40 \text{ for quality} \]
  \[ ES = 2.41 \text{ for elements} \]

• Older Students (middle school and high school)
  \[ ES = 2.18 \text{ for quality} \]
  \[ ES = 1.86 \text{ for elements} \]

No statistically significant difference by age
By Instructor

• Teacher Delivered
  ES = 1.52 for quality
  ES = 2.55 for elements***

• Researcher Administered
  ES = 2.17 for quality
  ES = 1.86 for elements

*** p < .001
By Genre

- **Narrative**
  - $ES = 1.17$ for quality
  - $ES = 2.57$ for elements

- **Persuasive**
  - $ES = 1.97$ for quality
  - $ES = 1.55$ for elements

No statistically significant difference between genres
By Research Team

• Graham, Colleagues, and Students
  \( ES = 1.18 \) for quality
  \( ES = 2.32 \) for elements

• Other Research Teams
  \( ES = 2.43 \) for quality*
  \( ES = 4.25 \) for elements**

* \( p < .05 \)
** \( p < .01 \)
All Children Face Challenges in Writing

- generating content
- organizing their compositions
- formulating goals and higher level plans
- efficiently executing mechanics
- revising text and goals
Skilled Writers

- Organize their goals and sub-goals and can switch flexibly from simple to complex goals.
- Draw upon a rich store of cognitive processes and strategies for planning, text production, and revision to achieve their goals.
- Draw upon their knowledge of the patterns and schemas found in different writing genres or models.
- Develop novel or modified frameworks as the writing task becomes more complex.
- Are sensitive to the functions their writing is intended to serve and the needs and perspectives of their audience.
- Use effective self-regulation procedures throughout the recursive writing process.
In Writing Instruction, We Support:

• Shift from a product oriented model to a model that emphasizes interactive learning among teachers and students.
• Focus on the meaning of students’ writing.
• Student involvement in the selection of topic and genre.
• Creation of a writing community.
• Integrating writing with the rest of the curriculum.
• Developing strategies, skills, and mechanics in the context of meaningful writing activities.
However…

Many, if not most, students need instruction that is explicit and responsive to individual characteristics to acquire powerful strategies and skills. Further, writing development takes time, requiring thoughtful planning across the grade levels.
SRSD: Thoughtful Theoretical Integration

First Integrative Theoretical Root of SRSD:
Meichenbaum, 1977

“Cognitive-behavior modification typically involves children learning to control their own behavior through (SR) processes such as goal-setting, self-instruction, self-assessment and self-reinforcement; modeling is common and effective; students must understand the importance of what they are learning; CBM emphasizes the importance of the student playing an active and collaborative role in the design, implementation, and evaluation of training regimens; the instructor should gradually fade support and engage in Socratic dialogue; training should not be viewed as regimented or austere but, rather, individually tailored and highly responsive to each child ... and should occur long-term, across tasks of graduated difficulty and in different settings.”
Critical Elements of SRSD Derived by Theoretical Integration (Harris, 1982; Harris & Graham, 2009; Harris et al., 2009),

1. Active/Engaged Learning:
   – motivation theory
   – social cognitive theory
   – constructivism
   – sociocultural theory
   – cognitive-behavioral theory
2. Criterion Based:
   - Carroll’s model of learning
   - behavioral theory
   - cognitive-behavioral theory
A third root: Carroll's Model of School Learning

In 1963, Carroll proposed that
School Learning = f(time spent/time needed).

- Time spent is a function of opportunity and perseverance. Opportunity is allocated time or the amount of time the classroom teacher makes available for school learning. Perseverance is engagement rate or the percentage of the allocated time that students were actually on task. Allocated time was multiplied by engagement rate to produce engaged time or time on task.

- Time needed is a function of aptitude, ability to understand instruction, and quality of instruction. Aptitude is the ability to learn academic material. Ability to understand instruction is the preparedness of the student for understanding the specific material to be learned (i.e., Bloom’s focus on prerequisite knowledge). A wide variety of instruction methods and techniques were proposed that should be present in quality instruction.

Thus, if a student is engaged, capable, ready, and quality instruction was available, the final factor for learning is sufficient time to learn: i.e., learning should be criterion based, not time based.
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Critical Elements of SRSD Derived by Theoretical Integration

3. Scaffolding
   – behavioral theory
   – motivation theory
   – cognitive-behavioral theory
   – constructivism
   – social cognitive theory
Scaffolding Defined:

“presenting a new cognitive strategy through a concrete prompt, or procedural facilitator; regulating difficulty during guided practice by beginning with simpler exercises and gradually increasing the difficulty of the task, i.e. by teaching in small steps and allowing practice prior to teaching the next small step; varying the context for practice by teacher-guided practice, reciprocal teaching, and working in small groups; providing feedback through traditional teacher check for correctness of responses, as well as self-checking procedures, including expert models; and increasing student responsibility by reducing the number of prompts and student support while providing students with practice using more complex material.” (Rosenshine & Meister, 1992)

MEICHENBAUM – add MODELING as a scaffold
Critical Elements of SRSD Derived by Theoretical Integration

4. Explicit Development of Self-Regulation
   – behavioral theory
   – cognitive-behavior modification
   – social cognitive theory
Basic Self-Regulation Components

- Goal-Setting
- Self-Monitoring (Self-Assessment/Self-Recording)
- Self-Instructions
- Self-Reinforcement

Additional Components:
- Managing the Writing Environment
- Imagery
Critical Elements of SRSD Derived by Theoretical Integration

5. Focus on Attitudes Toward Writing, Self-Efficacy, and Attributions
   – attributional theory
   – self-efficacy theory
   – expertise theory
   – motivation theory
Critical Elements of SRSD Derived by Theoretical Integration

6. Generalization and Maintenance Must be Planned and Supported
   -behavioral theory
   -cognitive-behavioral theory
   -cognitive theory
SRSD: Stages Metascript

- **Develop and Activate Background Knowledge**
  - read works in the genre being addressed (persuasive essays, informative, stories, etc.), to develop vocabulary (For example, “what is an opinion,”), knowledge (“what are the parts of a persuasive essay?”) concepts (“how does the writer grab the reader’s interest?”), and so on needed for instruction; continue development through the next two stages as needed
  - discuss and explore both writing and self-regulation strategies to be learned; may begin development of self-regulation, introducing goal setting and critical goals for this genre.
SRSD: Stages Metascript

• A stage DOES NOT EQUAL ONE LESSON

• Stages can, and often should be, combined

• Stages can, and often should be, recursive

• Teachers must monitor student understanding and performance to progress in instruction
SRSD: Stages Metascript

• *Discuss It – Discourse is CRITICAL in every stage*
  – strategy(s) to be learned: purpose, benefits, how and when they can be used (begin generalization support)
  – explore students’ current writing and self-regulation abilities
  – graphing (self-monitoring) may be introduced, using prior compositions; this may assist with goal setting
  – commitment to learn strategy and act as collaborative partner; establish role of student effort
  – current negative or ineffective self-talk, attitudes or beliefs may be addressed in positive ways
Persuasive Writing: TREE (ages 8-10; younger, 7-8, exists- STOP and DARE to come

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

TREE
T  TOPIC Sentence
   Tell what you believe!
R  REASONS - 3 or More
   Why do I believe this?
   Will my readers believe this?
E  EXPLAIN Reasons
   Say more about each reason.
E  ENDING
   Wrap it up right!
Examples

1. Should children your age be allowed to choose their own pet?
2. Should children get paid for going to school?
3. Should children your age be allowed to have friends sleep over?
TREE- Graphic Organizer

• I believe: ________________________________
• Reason 1: ____________________________________________
• Elaboration: ____________________________________________
• Reason 2: ____________________________________________
• Elaboration: ____________________________________________
• Reason 3: ____________________________________________
• Elaboration: ____________________________________________
• Ending: ______________________________________________
Self-Monitoring Rockets

• Parts and Stars (word choice, catchy opening, detail, personal goals)
SRSD: Stages Metascript

• **Model It**
  – teacher modeling and collaborative modeling of writing and self-regulation strategies, resulting in appropriate model compositions
  – analyze and discuss strategy and model’s performance; make changes as needed
  – can model self-assessment and self-recording through graphing of performance
  – continue student development of self-regulation strategies across tasks and situations; discuss use (continue generalization support)
  – as needed, model and then support additional strategies and skills for class, small groups, or individuals; for example, many of our students have needed help learning to make good notes
  – use the classroom as a writing community throughout instruction
SRSD: Stages Metascript

• **Memorize It**
  – typically begun in earlier stages, require and confirm memorization of strategies, mnemonics), and self-instructions as appropriate
  – students must be able to explain the meaning of each step and its’ importance, not just state mnemonics
  – continue to confirm and support memorization and understanding in following stages, as needed
SRSD: Stages Metascript

• *Support It – Guided Practice*
  – teachers and students use task and self-regulation strategies collaboratively to achieve success
  – challenging initial goals established collaboratively; criterion levels increased gradually until final goals met
  – prompts, guidance, and collaboration faded individually
  – self-regulation components continued, those not yet introduced may begin (such as self-reinf.)
  – discuss plans for maintenance, continue support of generalization
SRSD: Stages Metascript

• *Independent Performance*
  – students able to use task and self-regulation strategies independently; teachers monitor and support as necessary
  – fading of overt self-regulation may begin
  – plans for maintenance and generalization continue to be discussed and implemented

Think of how we teach a child to ride a bike!
Differentiate!

- Goal Sheet A
- Name___________________
- 
- I will use each step of COUNT and Plan FAST when I write.
- In addition, my goals are (pick 1, 2, or 3):
  - I will add more characters to my story.
  - I will describe my characters in more detail for the reader.
  - I will describe where the story takes place better for my reader.
  - I will add more details to what happens in the story.
  - I will add more emotions and feelings for my characters.
  - I will use more sparkle words that make my story fun for the reader.
  - I will make the ending of my story more interesting for the reader.
- ________________________________
- 
- ________________________________
• Goal Sheet B
• Name___________________

• I will use each step of COUNT and Plan FAST when I write.
• In addition, my goals are (pick 2 or 3):
• I will use my notes to make sure my storyline/sequence of events is very clear and easy to follow.
• I will elaborate on things like location, time, and characters by using well thought out details.
• I will use more sparkle words that describe in captivating ways.
• I will bring my characters to life using different emotions in the beginning, middle, and end of the story.
• I will use a variety of types of sentences like long, short, questions, exclamations, and so on.
• I will use dialogue in my story where it helps make my story more fun to read.
• I will check my story for proper spelling, punctuation, capitalization, and word choice.

• ___________________________________________________________________
• ___________________________________________________________________
• ___________________________________________________________________
STOP
Suspend Judgment
Take a Side
Organize Ideas
Plan More as You Write

- Did I list ideas for each side?
- Can I think of anything else? Try to write more.
- Another point I haven’t considered yet is . . .
- Put a star next to ideas you want to use.
- Put an X next to arguments you want to dispute.
- Number your ideas in the order you will use them.

DARE
Develop Your Topic Sentence
Add Supporting Ideas
Reject Arguments for the Other Side
End with a Conclusion
STOP and DARE Directions

1. **S**uspend Judgment
   Consider each side before taking a position. Brainstorm ideas for and against the topic. When you can’t think of more ideas, see the first three cue cards:
   - (a) Did I list ideas for each side? If not, do this now;
   - (b) Can I think of anything else? Try to write more ideas; and
   - (c) Another point I haven’t considered yet is . . .

2. **T**ake a Side
   Read your ideas. Decide which side you believe in or which side can be used to make the strongest argument. Place a “+” on the side that shows your position.

3. **O**rganize Ideas
   Choose ideas that are strong and decide how to organize them for writing. To help you do this, see the next three cue cards:
   - (a) Put a star next to the ideas you want to use. Choose at least ___ ideas;
   - (b) Choose at least ___ argument(s) to refute; and
   - (c) Number your ideas in the order you will use them.

4. **P**lan More as You Write
   Continue to plan as you write. Use all four essay parts (see the last cue card if you can’t remember DARE):
   - **D**evelop Your Topic Sentence
   - **A**dd Supporting Ideas
   - **R**eject Arguments for the Other Side
   - **E**nd with a Conclusion
<table>
<thead>
<tr>
<th><strong>Cue Card #1</strong></th>
<th><strong>Cue Card #2</strong></th>
<th><strong>Cue Card #3</strong></th>
<th><strong>Cue Card #4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 1</strong> Suspend Judgment Did I list ideas for both sides? If not, do this now.</td>
<td><strong>STEP 1</strong> Suspend Judgment Can I think of anything else? Try to write more.</td>
<td><strong>STEP 1</strong> Suspend Judgment Another point I haven't yet considered is... Think of possible arguments.</td>
<td><strong>STEP 2</strong> Take a Side Place a “+” at the top of one box to show the side you will take in your essay.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Cue Card #5</strong></th>
<th><strong>Cue Card #6</strong></th>
<th><strong>Cue Card #7</strong></th>
<th><strong>Cue Card #8</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 3</strong> Organize Ideas Put a star next to ideas you want to use. Choose at least ___ ideas that you will use.</td>
<td><strong>STEP 3</strong> Organize Ideas Did I star ideas on both sides? Choose at least ___ argument(s) that you can dispute.</td>
<td><strong>STEP 3</strong> Organize Ideas Number your ideas in the order you will use them.</td>
<td><strong>DARE</strong> <strong>STEP 4</strong> Plan More as You Write Develop your topic sentence. Add supporting ideas. Reject possible arguments. End with a conclusion.</td>
</tr>
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</table>
**Brainstorming Sheet**

**S**uspend Judgment. Brainstorm ideas for and against the topic.

<table>
<thead>
<tr>
<th>(for)</th>
<th>(against)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<td>6.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>7.</td>
</tr>
</tbody>
</table>

**T**ake a Side. Place a “+” at the top of the box that shows the side you will take.

**O**rganize Ideas. Decide which ideas are strong and which ideas you can dispute.

**P**lan More as You Write. Remember to use all four essay parts and continue planning.

Now write your essay on another piece of paper.
### STOP and DARE Checklist

<table>
<thead>
<tr>
<th>Suspend Judgment</th>
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<td>Can I think of anything else?</td>
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<td></td>
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<table>
<thead>
<tr>
<th>Organize Ideas</th>
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<tbody>
<tr>
<td>Put a star next to ideas you want to use. Choose at least ____ ideas that you will use.</td>
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<tr>
<th>Plan More as You Write</th>
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<tbody>
<tr>
<td>Use DARE</td>
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<thead>
<tr>
<th>Develop Your Topic Sentence</th>
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</thead>
<tbody>
<tr>
<td>Add Supporting Ideas</td>
<td></td>
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<tr>
<td>Reject Arguments for the Other Side</td>
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<tr>
<td>End with a Conclusion</td>
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</tbody>
</table>
Linking Words

First
Second
Third
Fourth
Fifth

Another
One more
Also
Additionally
Furthermore
Likewise
Besides
Still
In fact
Caveats about SRSD:

- Not a panacea; academic and social competence are complex, no single approach can affect all aspects
- Not a complete writing program
- We prefer to integrate SRSD with a process approach to writing, which works very well
- Not necessarily the intervention of choice for all students or at all times
- Remember differentiation and individualization – not all students need all stages; some do not need SRSD at all; some need more time in different places as they progress in owning these strategies; goals differ for students
- Strong professional development needed for teachers to own and use SRSD from a deep knowledge of writing, the writing process, and SRSD
- Teacher support enhances sustainability
Parting Words From Our Kids

• “Of course I can write now, somebody taught me how!”

• “I love food. All kinds of food. But I love Count and Plan Fast more than food.”

• “Teachers should teach this to all the kids in the world.”

• “Thank you for helping me get my thoughts into words.”
Selected Refs: SRSD


Selected Resources

- All of the stages of instruction can be seen in both elementary and middle school classrooms in the video by the Association for Supervision and Curriculum Development (2002): *Teaching students with learning disabilities in the regular classroom: Using learning strategies* [videotape 2]. Retrieved March 1, 2009 from http://shop.ascd.org/productdisplay.cfm?productid=602084 This video offers the most complete view of the process of SRSD, as two classes are followed throughout instruction.
• A free, online interactive tutorial on SRSD is available through Vanderbilt University at: http://iris.peabody.vanderbilt.edu/index.html The tutorial includes all stages of instruction and video clips. From the IRIS homepage, select Resources, in the Pick One box, click on Learning Strategies. Then, in the Select box, click on Modules. In the Link to Resources box, scroll down and click on the module titled “Improving Writing Performance: A Strategy for Writing Expository Essays.” Here is a direct link to the module: http://iris.peabody.vanderbilt.edu/pow/chalcycle.htm This module outlines and describes the process for teaching students the POW+TREE strategy. To learn about SRSD and implementing a story writing strategy, visit the “Using Learning Strategies: Instruction to Enhance Student Learning.” From the IRIS homepage, select Resources. In the Pick One box, click on Learning Strategies. Then, in the Select box, click on Modules. In the Link to Resources box, scroll down and click on the module titled “Using Learning Strategies: Instruction to Enhance Student Learning.” Here is a direct link to the module: http://iris.peabody.vanderbilt.edu/srs/chalcycle.htm This module outlines and describes the SRSD approach and how to use the POW + WWW strategy.
• 1. Harris, K. R., Graham, S., Mason, L. H., & Friedlander, B. (2008). *Powerful writing strategies for all students.* Baltimore, MD: Brookes. This book includes a discussion of how and why to use SRSD for writing, followed by lesson plans for all of the strategies we have developed for elementary through high school students, as well as prompts and support materials for instruction. Note, this book is less expensive at Amazon.com than it is from the publisher.

• 2. Graham, S., & Harris, K. R. (2005). *Writing better: Teaching writing processes and self-regulation to students with learning problems.* Baltimore, MD: Brookes. This book provides detail on each strategy we have developed, how the strategies can be scaled down or scaled up for different students, and covers the SRSD approach. Strategies useful in elementary through high school are included.

• 3. Harris, K., & Graham, S. (1996). *Making the writing process work: Strategies for composition and self-regulation* (2nd Ed.). Cambridge: Brookline Books. Our original book, there is greater detail on how to implement SRSD and develop the self-regulation components here than in either of the other two books we have written. There are detailed chapters on preparing, implementing, and evaluating SRSD instruction.
• Out soon – a new book for teaching adolescents using SRSD:

Mason and Reid!