Differences Of Written Expression in the Classroom

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Written Language Development

- Writing skills develop last in children because they represent very complex cognitive processes.

Disorder of Written Expression

“Reading, writing, and spelling are strongly related and are all language activities…These interrelationships between, reading, spelling, and writing suggest that teaching must incorporate all forms of language into instruction, using special techniques that build associations between speech and print.” (pp. 4-5)

“Handwriting fluency predicted compositional fluency and quality in primary and intermediate grades; handwriting fluency and spelling predicted compositional fluency in the primary grades.” (p. 239)

Written Language

• Transcription Vs Generation
  – Transcription: “…involves the production of letters and spelling, which are necessary to translate ideas into a written product.” (p. 238)
  – Generation: “…translates ideas into language representations that must be organized, stored, and then retrieved from memory.” (p. 238)

“Many students with learning disabilities have significant problems in the acquisition and use of written language, and written language problems often continue to adversely effect their lives as adults.” (p. 454).

Disorder of Written Expression

• Since the writing process is so complex it is the last language area to develop in children.
• There is a high rate of comorbidity with disabilities in oral language, reading and mathematics.
• They have rates of AD/HD and executive function deficits.
• They may attempt to avoid writing.

Common Disorders that co-occur with Written Language Difficulties

• Disorder of Written Expression often co-occurs with:
  – Reading Disorders and Spelling problems
  – Nonverbal Learning Disabilities
  – Oral Language Disabilities
  – AD/HD

I. Most of children with Bipolar Disorder, Spina Bifida AD/HD and Autism Spectrum Disorders have a Learning Disorder.

II. For all of the above groups Disorder of Written expression occurs twice as often as Reading and Mathematics Disorders.

III. People with the above disorders should be evaluated and treated for Learning Disorders, such as Disorder of Written Expression.

Dickerson, S., et.al. (December, 2002). Learning Disabilities in Children with ADHD and Other Clinical Disorders. ADHD Report, 10 (6), pp. 5-8.
Disorder of Written Expression

- The study of “DWE” has lagged behind that of Dyslexia
- Written language can provide much neurocognitive and psychiatric data on a client.

Written Expression and Spelling

“...many children with LDs involving reading or oral language cannot produce narrative text because they cannot spell.”
(p. 258)

Symptoms of Written Language Differences

• In adults written expression difficulties often manifest themselves as spelling problems.
• Those with Mathematics Disorder have writing problems because of motor impairments.
• “Writing difficulties involve problems with handwriting, spelling, and/or comprehension-the expression of ideas at the text level.” (p. 238)

Written Language Fluency

“Interestingly, handwriting fluency is an effective predictor of composition, note taking, and other written language tasks in adults.” (p. 239)

Dyslexic college students had writing difficulties because of difficulties spelling in context and with speed of handwriting.

Disorder of Written Expression

• Two Possible Types of DWE:
  – The student initially had problems with reading and later developed DWE.
  – The student never had problems with reading, but developed DWE.

Berninger, V. (Spring, 1999). The “Write Stuff” for Preventing and Treating Disabilities. 25 (2)// from reprint on International Dyslexia Association Website: http://www.interdys.org.
Disorder of Written Expression

• “Spelling skill is based on the application and integration of phonological, orthographic, and morphological principles…” (p. 11)
• “Considerable research supports the contention that efficient phonological processing skills are needed in order to spell successfully…” (p. 11)
• “Knowledge of orthographic structure (i.e., the constraints of permissible letter sequences) is evidenced by the ability to sequence common letter strings in the right order (e.g., ight).” (p. 11)

Disorder of Written Expression

• “For these students repeated exposures to words in reading do not appear to increase spelling proficiency, and their errors often reveal a lack of sensitivity to orthographically illegal letter strings (e.g., spelling *houses* as *howsis*).” (p. 11)

• “The writer who has not yet mastered morphological principles will likely spell words the way they sound (e.g., spelling *jumped* as *jumpt* rather than adding *ed* to indicate a past-tense verb).” (p. 11)

Disorder of Written Expression

• “…writers with learning disabilities who experience problems with organization, flexibility, planning, and editing are also likely to experience difficulty in learning how to consistently apply capitalization and punctuation rules.” (p. 13)

• “…adults with learning disabilities defined words using linguistic strategies more common among young children…Considerable experience with words is required before a writer can use the words easily in text.” (p. 13)

Disorder of Written Expression

• Those with word finding problems will have trouble with DWE.
• Written verbosity and rapid access to words and syntax makes for higher quality writing. LD college students tend not to have these qualities and hence have written expression that tends to be of low quality.


Disorder of Written Expression

“Much reading occurs during the process of writing. When adults write, over half of the “writing” time is actually devoted to reading...As soon as writers complete a section of writing, they usually reread it.” (p. 456)

Disorder of Written Expression

- Stages In The Process Of Good Writing:
  - **1. Prewriting**: Brainstorming, Outlines, Graphic Organizers
  - **2. Writing a Draft**: Write with the flow—little attention to the mechanics of writing
  - **3. Making Revisions**: Make corrections and final draft
  - **4. Sharing with an Audience**: Get feedback from others

Disorder of Written Expression

• “Graphic organizers are visual displays that organize and structure ideas and concepts…In the context of writing, graphic organizers can help students generate and organize ideas as they prepare for a writing assignment.” (p. 463)

Disorder of Written Expression: Demonstration

The dog ate the food.
Disorder of Written Expression - Treatment

• Consult a Speech Language Pathologist
  – American Speech-Language Hearing Association
  – 10801 Rockville Pike
  – MD 20852
  – Voice: 800-498-2071
  – TTY: 301-897-5700
  – Fax: 301-571-0457
  – Web: Professional@asha.org
Disorder of Written Expression - Accommodation

• Accommodations:
  – Oral assignments instead of written
  – Extended time
  – Reduce quantity of required work, not expected quality
  – Provide a scribe, notetaker, tape recorder, etc.
  – Teach self-advocacy skills

Technology for the DWD Child in the Classroom

- Digital Voice Recorder with Camera
- Available from:
  - www.rcaaudiovideo.com
  - www.2dayblog.com
Disorder of Written Expression - Accommodations

- Outlining and Brainstorming Programs
- Word Processing Programs
- Word Prediction Programs
- Spell Checking Programs
- Proofreading Programs
- Speech Synthesis and Screen Reading

Accommodations for DWE

- Voice Activated Word Processor: IBM ViaVoice-
- IBM Corporation
- 1133 Westchester Avenue
- White Plains, NY 10604
- Voice: 888-746-7426

- E-Mail: www.ews@us.ibm.com
- Web: www.ibm.com
Accommodations for DWE

- Voice Activated Word Processor: Dragon Dictate/Naturally Speaking
- ScanSoft, Inc.
- 9 Centennial Drive
- Peabody, MA 01960
- Voice: 978-977-2000
- Web: [www.caere.com](http://www.caere.com)
Accommodations for Dyslexics and/or DWE

- Franklin Speaking Language Master Special Edition
- Franklin Electronic Publishers
- One Franklin Plaza
- Burlington, NJ 08016-4907
- Voice: 800-266-5626
- Fax: 609-239-5948
- E-Mail: service@franklin.com
- Web: www.franklin.com
  [http://www.franklin.com/estore/dictionary/SCD-1870/]
Developmental Coordination Disorder-Dysgraphia and/or DWE

- Helpful Technology:
  - AlphaSmart Direct, Inc.
  - Renaissance Learning, Inc.

Renaissance Learning, Inc.
P.O Box 8036
Wisconsin Rapids, WI, USA
54495-8036
800-656-6740
715-424-4242 (fax)

- Website: [http://alphasmart.com/index.html](http://alphasmart.com/index.html)
Disorder of Written Expression
Accommodation

- Microsoft Encarta Reference Suite, and Research Organizer
  Microsoft Corporation
- One Microsoft Way
- Redmond, WA 98052-6399
- Voice: 888-218-5617
- Web: 
  www.encarta.msn.com/products/info/resuite.asp

DWD and Curriculum

“The intervention studies in handwriting and spelling demonstrate how systematic, explicit instruction can effect better outcomes for students with LDs on skills that are foundational to written expression. Results also suggest how work targeting these foundational skills may simultaneously enhance related skills, such as word attack and word recognition, as well as higher-order processes related to composition. There was clear evidence of transfer to reading and composing in many studies focusing on the transcription component.” (p. 258)

HELPFUL BOOKS FOR PROFESSIONALS AND LOVED ONES


• **Nosek, K. (1997). Dyslexia in Adults. Dallas, TX: Taylor.**


*BOOKS IN THIS FONT ARE GOOD FOR THE LAYPERSON*
HELPFUL BOOKS FOR PROFESSIONALS AND LOVED ONES


*BOOKS IN THIS FONT ARE GOOD FOR THE LAYPERSON*
Helpful Organizations

• Learning Disabilities Association (LDA): www.lda.org
• International Dyslexia Association (IDA): www.interdys.org
• Children and Adults with Attention Deficit Disorders (CHADD): www.chadd.org
• National Attention Deficit Disorder Association (ADDA): www.add.org
Helpful Organizations

• Nonverbal Learning Disabilities Association (NLDA): www.nlda@nlda.org
• Asperger Syndrome Coalition of the United States (ASC-US): www.asperger.org
• ADD WareHouse: www.addwarehouse.com
• LinguiSystems: www.linguisystems.com