

***DIFFERENCES IN WRITTEN  
EXPRESSION IN THE  
CLASSROOM***

***Seminar for Cascia Hall Preparatory  
School***

***Tulsa, Oklahoma***

***August 12-13, 2008***

Presented by: Kevin T. Blake, Ph.D., P.L.C.  
Tucson, Arizona

# Written Language Development



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

Fletcher, J.M., Lyon, G.R., Fuchs, L.S. and Barnes, M.A. (2007). Learning Disabilities: From Identification to Intervention. New York, NY: Guilford.

# *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)

Schupack, H. and Wilson, B. (1997). Reading, Writing and Spelling: The Multisensory Structured Language Approach. Baltimore, MD. International Dyslexia Association.





# *Written Language*

“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)

Fletcher, J.M., Lyon, G.R., Fuchs, L.S. and Barnes, M.A. (2007). Learning Disabilities: From Identification to Intervention. New York, NY: Guilford.



# *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)

Fletcher, J.M., Lyon, G.R., Fuchs, L.S. and Barnes, M.A. (2007). Learning Disabilities: From Identification to Intervention. New York, NY: Guilford.

# *Disorder of Written Expression*

“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).

Lerner, J. (1997). Learning Disabilities: Theories, Diagnosis and Teaching Strategies, Seventh Edition. New York, NY: Houghton Mifflin.



# *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.



Lyon, G. R. (1996). The State of Research. In S.C. Cramer and W. Ellis (1996). Learning Disabilities: Lifelong Issues. Baltimore, MD: Brookes, pp. 3-61.

# *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



Fletcher, J.M., Lyon, G.R., Fuchs, L.S. and Barnes, M.A. (2007). Learning Disabilities: From Identification to Intervention. New York, NY: Guilford.



# *Disorder of Written Expression: Comorbidity*

- 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.

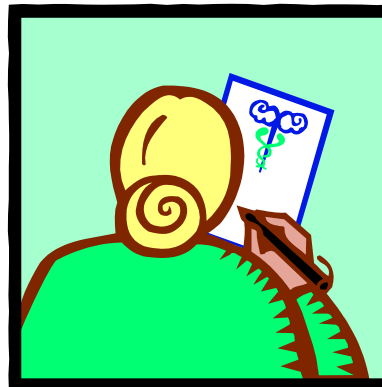
Hooper, S.R. (2002). The Language of Written Language: An Introduction to the Special Issue. Journal of Learning Disabilities, 35 (1), pp. 2-6.



# ***Written Expression and Spelling***

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

Fletcher, J.M., Lyon, G.R., Fuchs, L.S. and Barnes, M.A. (2007). Learning Disabilities: From Identification to Intervention. New York, NY: Guilford.



# 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)

Fletcher, J.M., Lyon, G.R., Fuchs, L.S. and Barnes, M.A. (2007). Learning Disabilities: From Identification to Intervention. New York, NY: Guilford.



# *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.

Fletcher, J.M., Lyon, G.R., Fuchs, L.S. and Barnes, M.A. (2007). Learning Disabilities: From Identification to Intervention. New York, NY: Guilford.

# *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)

Gregg, N. and Mather, N. (January/February, 2002). School is Fun at Recess: Informal Analyses of Written Language for Students with Learning Disabilities. Journal of Learning Disabilities, 35 (1), pp. 7-22.

# 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 *jump* rather than adding *ed* to indicate a past-tense verb).” (p. 11)

Gregg, N. and Mather, N. (January/February, 2002). School is Fun at Recess: Informal Analyses of Written Language for Students with Learning Disabilities. Journal of Learning Disabilities, 35 (1), pp. 7-22.



# *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)

Gregg, N. and Mather, N. (January/February, 2002). School is Fun at Recess: Informal Analyses of Written Language for Students with Learning Disabilities. Journal of Learning Disabilities, 35 (1), pp. 7-22.

# *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.

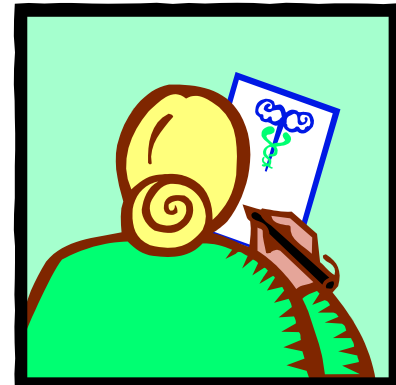
Gregg, N. and Mather, N. (January/February, 2002). School is Fun at Recess: Informal Analyses of Written Language for Students with Learning Disabilities. Journal of Learning Disabilities, 35 (1), pp. 7-22).

Gregg, N. Coleman, C., Stennett, R.B. and Davis, M. (January/February, 2002). Discourse Complexity of College Writers With and Without Disabilities: A Multidimensional Analysis. Journal of Learning Disabilities, 35 (2), pp. 23-38, 56.

# *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)

Lerner, J. (1997). Learning Disabilities: Theories, Diagnosis and Teaching Strategies, Seventh Edition. New York, NY: Houghton Mifflin.



# *Disorder of Written Expression*

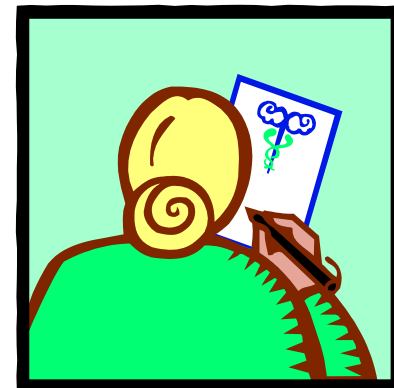
- Stages In The Process Of Good Writing:
  - **1. Prewriting**: Brainstorming, Outlines, Graphic Organizers
  - **2. Writing a Draft**: Write with the flow-little attention to the mechanics of writing
  - **3. Making Revisions**: Make corrections and final draft
  - **4. Sharing with an Audience**: Get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

Lerner, J. (1997). Learning Disabilities: Theories, Diagnosis and Teaching Strategies, Seventh Edition. New York, NY: Houghton Mifflin.

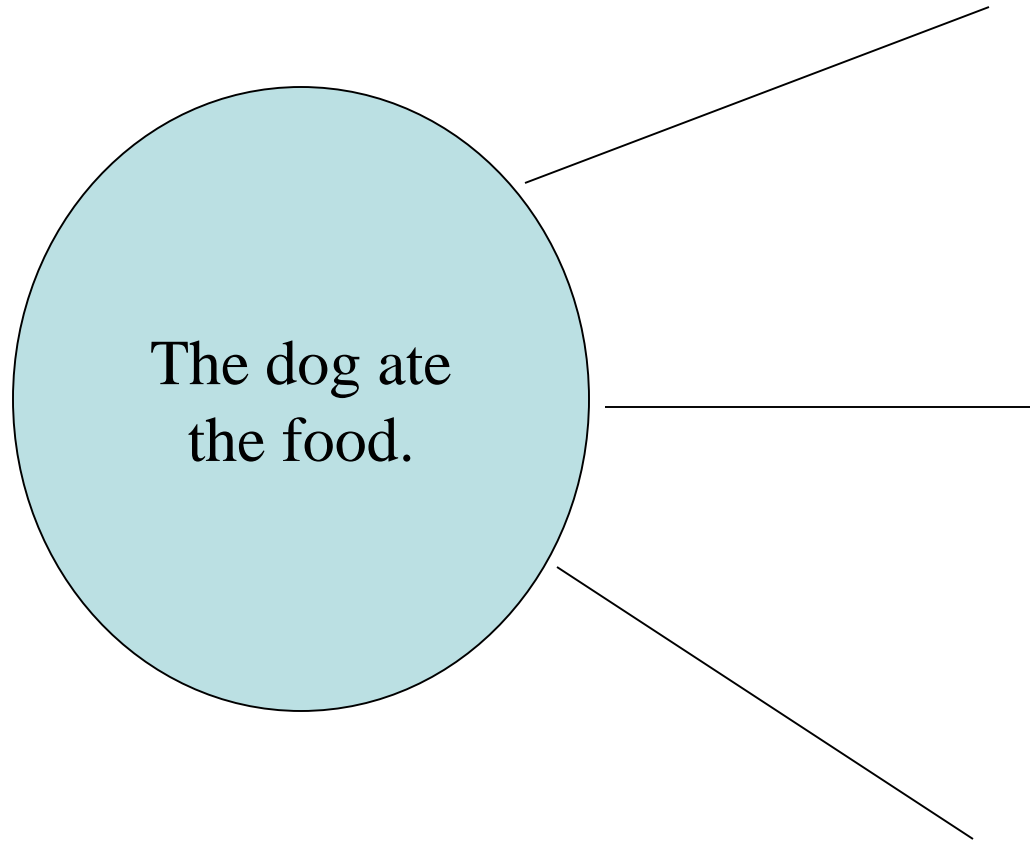
# *Disorder of Written Expression*

- “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)

Lerner, J. (1997). Learning Disabilities: Theories, Diagnosis and Teaching Strategies, Seventh Edition. New York, NY: Houghton Mifflin.



# Disorder of Written Expression: Demonstration



# *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](mailto: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



Mather, N. and Jaffe, E.L. (2002). Woodcock-Johnson-III: Reports, Recommendations and Strategies. New York, NY: John Willey and Sons.



# Technology for the DWD Child in the Classroom

- Digital Voice Recorder with Camera
- Available from:
  - [www.rcaudiovideo.com](http://www.rcaudiovideo.com)
  - [www.2dayblog.com](http://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



Bryant, B.R., Bryant, D.P. and Rieth, H.J. (2002). The Use of Assistive Technology in Postsecondary Education. In L.C. Brinckerhoff, et.al. (Eds.), Postsecondary Education and Transition for Students with Learning Disabilities, Second Edition. Austin, TX: Pro ED, pp. 389-429.

# 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](mailto:www.ews@us.ibm.com)
- Web: [www.ibm.com](http://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](mailto:service@franklin.com)
- Web: [www.franklin.com](http://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.  
P.O Box 8036  
Wisconsin Rapids, WI, USA  
54495-8036  
800-656-6740  
715-424-4242 (fax)
- Website: <http://alphasmart.com/index.html>
- <http://www.renlearn.com/neo/neo/>



# *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](http://www.encarta.msn.com/products/info/resuite.asp)

Mather, N. and Jaffe, E.L. (2002). Woodcock-Johnson-III: Reports, Recommendations and Strategies. New York, NY: John Wiley and Sons.

# *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)

Fletcher, J.M., Lyon, G.R., Fuchs, L.S. and Barnes, M.A. (2007). Learning Disabilities: From Identification to Intervention. New York, NY: Guilford.



# HELPFUL BOOKS FOR PROFESSIONALS AND LOVED ONES

- Mather, N & Goldstein, S. (2001). Learning Disabilities and Challenging Behaviors. Baltimore, MD: Brookes.
- Reid, G. & Fawcett, A. (2004). Dyslexia in Context. Philadelphia, PA: Whurr
- ***Nosek, K. (1997). Dyslexia in Adults. Dallas, TX: Taylor.***
- Bartlett, D. & Moody, S. (2000). Dyslexia in the Workplace. Philadelphia, PA: Whurr.
- Goldstein, S. (1997). Managing Attention and Learning Disorders in Late Adolescence & Adulthood. New York, NY: John Wiley & Sons.
- ***Silver, L.B. (2006). The Misunderstood Child, 4<sup>th</sup> Edition. New York, NY: Crown.***

***\*BOOKS IN THIS FONT ARE GOOD FOR THE LAYPERSON***

# HELPFUL BOOKS FOR PROFESSIONALS AND LOVED ONES

- ***Richards, R.G. (1999). The Source for Dyslexia and Dysgraphia. East Moline, IL: LinguSystems.***
- ***Roffman, A.L. (2000). Meeting the Challenge of Learning Disabilities in Adulthood. Baltimore, MD: Brookes.***
- Wren, C. & Einhorn, J. (2000). Hanging by a Twig: Understanding and Counseling Adults with Learning Disabilities. New York, NY: Norton.
- ***Rodis, P., Garrod, A., & Boscardin, M.L. (2001). Learning Disabilities & Life Stories. Boston, MA: Allyn and Bacon.***
- ***Shaywitz, S. (2003). Overcoming Dyslexia. New York, NY: Knopf.***

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# Helpful Organizations

- Learning Disabilities Association (LDA): [www.lda.org](http://www.lda.org)
- International Dyslexia Association (IDA): [www.interdys.org](http://www.interdys.org)
- Children and Adults with Attention Deficit Disorders (CHADD): [www.chadd.org](http://www.chadd.org)
- National Attention Deficit Disorder Association (ADDA): [www.add.org](http://www.add.org)

# Helpful Organizations

- Nonverbal Learning Disabilities Association (NLDA): [www.nlada.org](http://www.nlada.org)
- Asperger Syndrome Coalition of the United States (ASC-US): [www.asperger.org](http://www.asperger.org)
- ADD WareHouse: [www.addwarehouse.com](http://www.addwarehouse.com)
- LinguiSystems: [www.linguisystems.com](http://www.linguisystems.com)