Successful Transition to College for students with Learning Disabilities

MAY 2014

FAIRLEIGH DICKINSON UNIVERSITY
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General Profile of Students

• History of difficulty learning to read
• History of ADHD-often
• History of special education services and accommodations
• Meet university admission criteria
• Accommodation testing at Regional Center
• Scaffolding leads to improved skills in reading and writing
WRITING WORKSHOP

• All Freshmen

• Transfer Students

• Weekly Meetings

• Specific Two Semester Curriculum

Sharon W. Fleischer
Strategies for Struggling Secondary Writers

At Diverse Levels

• The Sentence Level
• The Paragraph Level
• The Essay Level
The **Uniqueness** of our Approach

- Bridge old techniques with new techniques
- Do individual writing assessments
- Place each college student in a writing workshop at his/her level
- Every student has 3 individual targeted skills
- When each skill is mastered, the student adds another skill to focus on from our hierarchy
Writing Challenges
Are related to...

• Learning differences
• Executive functioning
  • Repeated failure
  • Lack of confidence
• Working memory
  • Word choice
  • Word retrieval
• Weak oral vocabulary
ASSESSMENT of Written Expression

• TOWL IV: Spontaneously Written Story Picture Prompt
  o Story scoring:
    ✓ Gives Contextual Conventions
      ▪ punctuation, sentence structure
      ▪ noun -verb agreement, overall mechanics
    ✓ Gives Story Composition
      ▪ organization: ability to write beginning, middle, ending
      ▪ Expressive vocabulary, creativity, writing style

• TOWL IV SENTENCE COMBINING

• TOWL IV LOGICAL SENTENCES

• WJIII: WRITING FLUENCY
Controlled Observation

Handwriting VS Keyboarding
Zone of Proximal Development

- ZPD is the difference between what a learner can do without help and what a learner can do with help
<table>
<thead>
<tr>
<th>Student</th>
<th>TOWL IV</th>
<th>Skills</th>
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<td>CC Out of 39</td>
<td>SC Out of 21</td>
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<tr>
<td>Student 1</td>
<td>22</td>
<td>13</td>
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</table>
|          | • Observes comma rules  
|          | • Recognizes run-ons   |
|          | • Uses semi-colons to form compound sentences |
| Student 2| 18       | 12     |
|          | • Capitalizes the beginning of each sentence |
|          | • Uses lower case within the sentence unless it is a proper noun |
|          | • Recognizes a fragment |
| Student 3| 16       | 14     |
|          | • Observes comma rules  
|          | • Recognizes fragments   |
|          | • Recognizes run-ons   |
| Student 4| 30       | 15     |
|          | • Observes comma rules  
|          | • Uses consistent tense   |
|          | • Writes in 1st OR 3rd person (but does not go back and forth using both) |
| Student 5| 29       | 13     |
|          | • Uses lower case within a sentence unless the word is a proper noun |
|          | • Recognizes a run-on   |
|          | • Uses consistent tense   |
| Student 6| 31       | 18     |
|          | • Uses semi-colons to form compound sentences |
|          | • Subject-verb agreement is accurate   |
|          | • Parallelism   |
| Student 7| 35       | 20     |
|          | • Diverse rich vocabulary is used |
|          | • Paragraph organization includes topic sentences with supporting details   |
|          | • Incorporates a well-developed thesis   |
| Student 8| 38       | 20     |
|          | • Uses semi-colons to form compound sentences |
|          | • A variety of sentence types is used   |
|          | • Uses transitions   |
Multi-Sensory Approaches

**CUISENAIRE RODS**

- Color coded
- Tactile
- Interactive
- Feedback is immediate
Sentence Types

- Everyone starts at the sentence type to be introduced to the color coding used in our multisensory instruction, but different students start at different sentence types.

- Simple Sentences
  - ex: The dog runs.

- Compound Sentences
  - ex: The dog runs, but she falls.

- Complex Sentences
  - ex: The dog runs until she falls in the deep snow.
For this workshop, you will be introduced to the use of strips of varying colors and lengths that you will be using to represent parts of a sentence. Before you begin to work with the different sentence types, it is important to learn the colors of the strips that will be used to represent the sentence parts. For the exercises on simple and compound sentences, you will be using the following strips:

- **Coordinating conjunction or conjunctive adverb**: Ex.: and, but, or, yet, therefore, however
- **Action or linking verb**: Ex.: drive, throw, is, seem, were
- **Object or complement**: Ex.: noun-car, boy, adj.-tired, sad
- **Subject**: Ex.: noun-tree, cab, pronoun-I, you
- **Adjective modifier**: Ex.: pretty, blue, mad
- **Adverb modifier**: Ex.: now, quickly, too
Writing Workshop Cuisenaire rods

Practice for “FANBOYS”
(for, and, nor, but, or, yet, so)

Use the Cuisenaire Rods to show the structure of these compound sentences.

1. I hate the \textcolor{green}{\textbf{cold}}, \textcolor{red}{\textbf{but}} I like the \textcolor{blue}{\textbf{snow}}.

2. He bought fresh fruit, \textcolor{blue}{\textbf{yet}} it was rotten.

3. The weather was warm, \textcolor{green}{\textbf{for}} it was summer.

4. The man got new shoes, \textcolor{blue}{\textbf{and}} they matched his suit.
STRATEGIES for Sentence Development

• Model oral sentence
• Participate with oral sentence
• Model written sentence
• Writing with template
• Writing without template
• Grow the sentence
VERBAL STRATEGIES

• Verbal brainstorming

• Oral rehearsal

• Predictability of syntactic patterns
We lost power.

- Add:
  - Modifier (when) $\rightarrow$ last week
  We lost power last week.
  
  - Modifier (where) $\rightarrow$ in Old Tappan
  We lost power last week in Old Tappan.
  
  - Change subject from a pronoun $\rightarrow$ my street
  My street lost power last week in Old Tappan.
  
  - Add a prepositional phrase $\rightarrow$ after the snow storm
  My street lost power last week in Old Tappan after an ice storm.

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<tr>
<th>Subject</th>
<th>Verb</th>
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<th>Modifier</th>
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"Detail Circle" By Dr. Charlie Haynes

- Make a "Why" Sentence
- Add a Basic Fact
- Make a "For instance" Sentence
- Add a Sensory Adjective
- Make a "How" Sentence
- Use humor
- Use a Simile
- Use a Question
- "Detail Circle" By Dr. Charlie Haynes
STRATEGIES for Paragraph & Essay writing

• Prewriting

• Backwards Planning- Time Management Strategy

• Vocabulary Word Banks

• Self Monitoring- Editing Is On Going

• Mnemonics
PREWRITING STRATEGIES

• Free writing

• Questioning – 4W1H

• List making

• Webbing / Clustering

• Outlining
Backwards Planning

Assignment “Chunking”

1. Look at prompt and underline/highlight key words
2. Read story “The Lottery”; Annotate it
3. Choose character to write about; Brainstorm key characteristics
4. Locate quotes from text
5. Prewrite essay using Inspiration, Questioning or Free writing
6. Expand prewrite to Rough Draft
7. Edit/ Revise Rough Draft
8. Complete 2nd Draft to be Submitted
## February 2014

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WORD BANK TEMPLATE

• Synonym word banks

• Noun – Pronoun – Proper Noun word banks

• Vocabulary content word banks
  • Example: Shaun White, snow boarder, Olympic competitor, winter sport athlete
**MNEMONICs**

**PREP** - to understand a prompt monitor

- Pick Apart
- Reword
- Explain
- Proof Read

**POWER** - to write a first draft

- Plan
- Organize
- Write
- Edit
- Rewrite

**COLA** - to edit & self-monitor

- Content
- Organization
- Language
- Appearance
ACTIVITIES for FLUENCY

QUICK WRITES

6 WORD MEMOIRS
WRITING WORKSHOP II

• Patterns of Essay Development

• Introduce 7 main patterns of essay types
• Define each type
• Model type with a “professional” print essay
• Analyze structure of model
• Brainstorm topics
• Create introduction and thesis with topics
Specific Types of Essays

- Arguments and Persuasive (6)
- Examples (1)
- Process (2)
- Division and Classification (5)
- Cause and Effect (3)
- Definition (4)
- Compare and Contrast (4)
Compare and Contrast

- Use graphic organizer
  - 3 column chart
  - Venn diagram
- Present two methods of organization
  - Point by point
  - Topic by topic
  - Give Template for each
- Do “Mock” outline, introduction and thesis
- Present Models of Professional Essays
Argumentation and Persuasion

• Define essay type using models from op-ed

• Read and analysis professional model
• Present template: basic essay is 6 paragraphs
• Generate list of topics
• Outline topics together
• Do “Mock” outline, introduction, thesis
EDITING MADE EASIER WITH ASSISTIVE TECHNOLOGY

• Microsoft Office
• White Smoke
• Visuwords.com
• Apps “dragon dictate”
• App for iPad “How to Write An Essay”
HANDOUTS

* Multi-sensory Cuisenaire color chart
* Sequential Hierarchy of Writing Skills
* Chart of Individual Corrections
Comments or Questions
Text to Speech for Editing
Instructions for Microsoft Speak

1. Go to the file menu.
2. Choose “options”.
3. Choose “Quick Access Toolbar”.
4. On top of the left column “Choose commands from:” – Click on the down arrow and choose “Commands from NOT in the ribbon”.
5. Choose “Speak”.
6. Click on “Add”, the click on “Ok” at the bottom of the screen.
7. Highlight text in the document, click on the speak icon, and Microsoft will read aloud your selection.

For MS 2010
Editing
Whitesmoke Software

• Must purchase and download
• More in-depth check than Microsoft Word
  – Detects homonyms and improper word usage
  – Once the application is opened on your computer you can check any document by simply pushing the F2 key
  – Once you have made the changes in Whitesmoke you can have that re-inserted into your document
Speech to Text
Operating Systems

• Setting up Windows 7 - Speech to Text
  – Open the “Start” menu.
  – Go to the “Control Panel”.
  – Go to the “Ease of Access Center”.
  – Choose “Start Speech Recognition”.
  – It will first prompt you through the steps to set up a microphone.
    • You must have a headset with microphone in order to use this tool.
  – Once the microphone set up is complete you will be prompted to choose to
    activate your speech recognition manually or with your voice.
    • If you choose manual you will have to open the toolbar when needed
    • If you choose voice activation you simply have to say “start listening” to wake up the tool
      bar.
  – When the toolbar is open and listening, you can dictate instructions for your
    computer or use it to type in a document, email, etc.
  – It will type what you say into your document.
  – Once being used on your computer it will become more familiar with your
    voice and you will get more accurate results the more you use it.