Effects of Process-Based Writing Instruction using for Three Students with Writing Disabilities

First Author: Joungmin Kim
Corresponding Author: Hyunwook Kim

1 Soonchunhyang University, nicki123@sch.ac.kr
2 Jungwon University, kimhyunwook77@gmail.com

Abstract. Writing is one of the most complicated literate activities in which children with writing disabilities engage. This study presents the effects of process-based writing instruction using ALMind on writing skill of students with writing disabilities. For this study, 3 elementary students were involved. The study was untitled multiple baseline across subjects. According to the result, writing skills categorized in expression of accuracy and contents were increased.

Keywords: process-based writing instruction, ALMind, writing disability

1 Introduction

Writing is one of the major areas of communication in everyday life, to express one's intention to immediately organize your thoughts when compared to what you say, and others can post thoughts and effectively record information and is a means of conveying ideas [1]. Even in classrooms in which teachers report teaching text transcription skills in the context of meaningful, authentic composing activities [2][3]. A meta-analysis summarizing research on improving the content of expressive writing for students with LD to improve. There are many interventions or strategies regarding writing to improve writing content in a variety of genres [4]. In this study, the ALMind writing program has been utilized to guide writing for three students with writing disabilities. For the purpose of this study, how process-based writing instruction using ALMind effect to the three students with writing disabilities.

2 Methods

2.1. Participants

In this study, three elementary students with writing disabilities participated. More detailed information is in table 1.

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Table 1. Participants’ information

<table>
<thead>
<tr>
<th>Categories</th>
<th>Students</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>K-WISC-III</td>
<td>105</td>
<td>97</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>KISE-BAAT</td>
<td>2%ile</td>
<td>5%ile</td>
<td>10%ile</td>
<td></td>
</tr>
</tbody>
</table>

2.2. Instrument

The measurement tool was used from the related literatures [5][6][7] and has been modified to fit the purpose of this study. More information is contained in table 2.

Table 2. Measurement tools

<table>
<thead>
<tr>
<th>Expression accuracy</th>
<th>Content and area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>Accuracy of contents</td>
</tr>
<tr>
<td>Conjunction</td>
<td>Correspondence of content</td>
</tr>
<tr>
<td>Comprehension</td>
<td>High content</td>
</tr>
<tr>
<td>Correcting grammar and punctuation</td>
<td>Connection between the content</td>
</tr>
<tr>
<td>Postposition</td>
<td></td>
</tr>
<tr>
<td>Sequence of tense</td>
<td></td>
</tr>
<tr>
<td>Sentence connector</td>
<td></td>
</tr>
</tbody>
</table>

2.3. Process-based writing instruction using ALMind

This is the period of independence in the whole process of mediation dealing with the writing process-centric approach rather than writing output

2.3.1 Bring up ideas

ALMind was composed in three steps. More detail information is in table 3.

Table 3. Frist step of process-based writing instruction

<table>
<thead>
<tr>
<th>Step</th>
<th>ALMind</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Centric topic 3, major topic 6</td>
<td>More than 60% accurate for 3 sessions (9 out of 6)</td>
</tr>
<tr>
<td>2</td>
<td>Centric topic 3, major topic 6, minor topic 12</td>
<td>More than 75% accurate for 3 sessions (21 out of 16)</td>
</tr>
<tr>
<td>3</td>
<td>Centric topic 3, major topic 9, minor topic 18</td>
<td>More than 60% accurate for 3 sessions (30 out of 27)</td>
</tr>
</tbody>
</table>
2.3.2 Binding ideas

The idea is similar to watching a finished project eject the contents of the ALMind and the students need to look similar to the idea of writing good content themselves with the binder contents or duplicate content which is a process that can be verified.

2.3.3 Writing the first draft

Write a draft first, ALMind scan the entire words, checking all the measured components such as spelling, conjunction so on.

2.3.4 Polish up

Write on the topic of the writing process-centric is the basic curriculum language of special schools, the contents of the third-level textbook by utilizing the mind map of divergent thinking is as open topics as possible and selects the subject is presented in a student-centered experience and their related attributes to a writing Professor and possible topics.

2.4 Study procedure

2.4.1 Baseline

The first is a student sitting in front of the computer running the mind to know, student-friendly, 3 theme-oriented topic, 9 main topics, 18 sub topics painted step 3 load the picture, directed by ALMind, to enter each topic and write. Modify the input on the topic and mind the mindset to know time is 15 minutes, writing time is 25 minutes to the entire 40-minute class.

2.4.2 Intervention

The writing center required the process of learning about the procedure to assist in the demonstration phase, as outlined in the guide to practice, independent practice goes directly to step teaching method using arbitration.

Table 4. The example of process-based writing instruction

<table>
<thead>
<tr>
<th>Stage</th>
<th>Training &amp; learning activities</th>
</tr>
</thead>
</table>

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1. Select the subject
2. Writing a theme based on ALMind
3. Deciding topic related the theme
4. Thinking central topic and typing
5. Thinking main topic and typing
6. Thinking sub-topic and typing

1. A teacher tells the ALMind process and demonstrated.
2. Students followed direction of ALMind (e.g., demonstration stage)
3. Teacher reduced the demonstration and increase student work

1. Students write independently without teachers’ helps.
2. Student speaks in a low voice about a topic and write it down.

2.4.3 Maintenance

Keep checking after the mediation of the target children to determine the baseline and writing abilities in the same conditions.

2.4.4 Fidelity

Write-write for courses and course evaluations of professors to internalize strategies that teachers and students can look at the aspects of a conversation [8] on the basis of a study of the teacher's writing center process depending on the procedure goes to evaluate. Two special teachers were looking at the more than 50% of their intervention sessions for recording the video observation. To correct arbitrate a proceeding in a mediator goes to meet evaluates to a three-point scale. (Agreed upon score/full score) × 100, calculated results, 94% of the intervention fidelity.

2.4.6 Reliability

Write output more than 30% of the researchers and the expression for the two accuracy category and special teacher content categories based on scoring points. (Graded the same questions/full items) × 100% confidence level yielding results. 93.3

3 Result

3.1 Expression accuracy

As you can see figure 1, in the arbitration period, all three students’ data points tend to target students who showed a trend of rising the accuracy of expression.
Fig. 1. Expression Accuracy Rate
4 Conclusion

The results of the study, all three writing disabilities represented the target students showed improvement in the accuracy and content of the configuration. AlMind takes advantage of activity extend the thinking mind, to increase the vocabulary could affect free expression think computer programs by using the mind to know was a professor in the writing because writing an excellent study environment, did not give the burden to students interested in learning, rather.

References