

Increasing Independent, Spontaneous
Writing using Multisensory,
“Simultaneous Oral Spelling” and
the “COPS Editing Strategy”

Let's Get Moving!

EDU 595
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Rationale

- Observations in classrooms and discussions with colleagues across the district suggested a disconnect between independent, student centered instruction and direct writing instruction.
- By focusing on independent reading and writing during “Daily 5” literacy activities and focusing on specific reading strategies in small group teachers tend to neglect direct writing instruction.
- Teachers need a quick, direct, multisensory strategy to address specific skills needs related to writing sentences.



RESEARCH QUESTION

How will the supplemental use of multisensory, “Simultaneous Oral Spelling” instruction in conjunction with the “COPS Editing Strategy” affect independent, spontaneous writing?



Simultaneous Oral Spelling (SOS)

aka “Four Point Program”

Defined

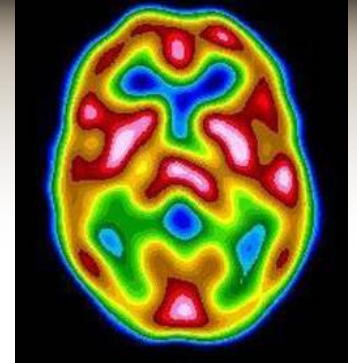
- A multi-faceted word learning technique that teaches students to store new words in memory by associating their “whole appearance” and pronunciation with the strings of letter symbol the sequences of letter names and the handwriting motions that, respectively, determine, describe, and reproduce their spellings (Benton, 1998)



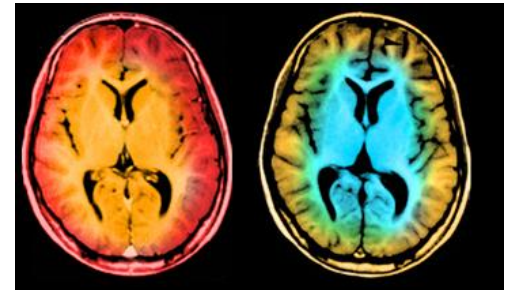
Simultaneous Oral Spelling (SOS)

aka "Four Point Program"

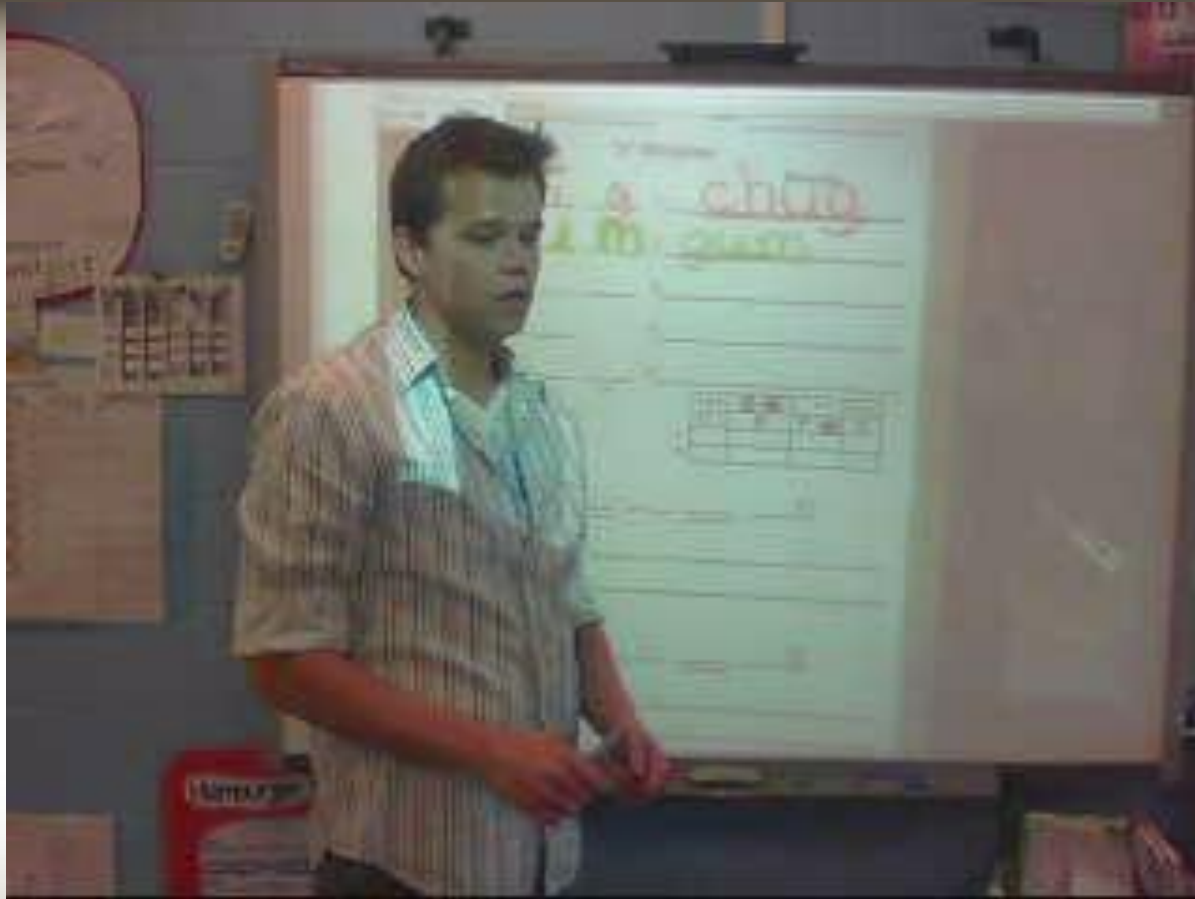
- The findings of Samuel Orton, M.D., the neurologist that worked with Stillman and Gillingham to create the Orton Gillingham methodology were the primary basis for Lachman's (2002) study on SOS.
- Focused on processes occurring in brain during reading and writing; found that only a single hemisphere was actively processing information and postulated that the other hemisphere was creating mirrors of the stimuli entering the brain.
- SOS encourages the use of both hemispheres in the brain ensure appropriate retention of sounds-symbol relationships.



<http://www.capersonalinjurycaselawnotes.com/uploads/image/PET%20scan.jpg>



SOS IN ACTION: WORDS



RESEARCH BACKGROUND



Review of Relevant Research

- MacArthur, et al., 2006

The use of the “COPS” editing strategy supports instruction on one aspect ten self-regulating strategies which found increases in self-efficacy, confidence, and student control during spontaneous writing experiences.



Capitalization

Overall Appearance

The dog runs.

Punctuation

. ! ?

Spelling

boy boi



Review of Relevant Research

- Mee (1998), Lienemann & Reid (2006), and Lachman (2002)

“Since the linkage between the levels must be simultaneous or quickly successive and strongly concordant, it is crucial to completely suppress the mirrored record to make a fast and correct association with sounds or abstract meanings (p. 171).”



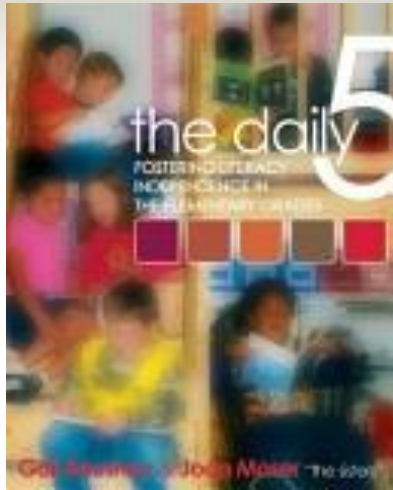
PARTICIPANTS

- 2 classes of 3rd Grade students
- 41 total participants
 - 31 in the control group
 - 10 in the treatment group
- Treatment group selected by greatest need on pre-assessments.

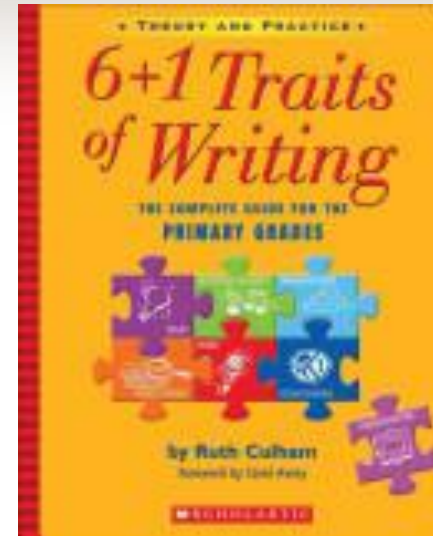


CONTROL GROUP

Classroom Instruction:



**“Daily 5”
Work on Writing**



“6+1” Traits of Writing



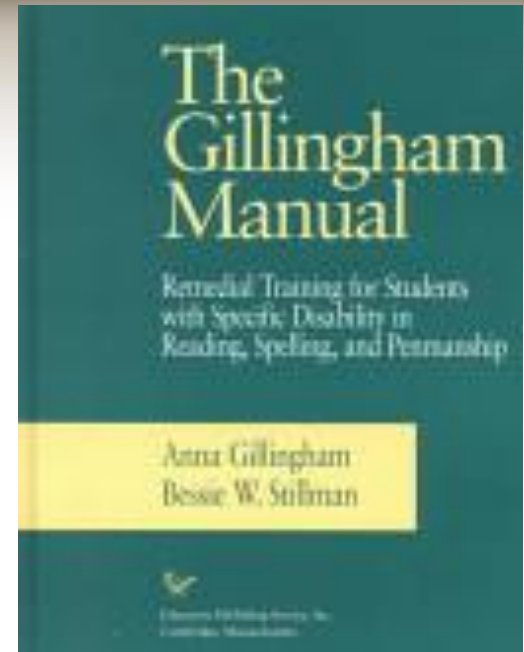
TREATMENT GROUP

Classroom Instruction:

- “Daily 5” independent Writing
- “6+1” Traits of Writing

Treatment:

- SOS strategy with additional multisensory cues
- “COPS” editing strategy/mnemonic



Simultaneous Oral Spelling (SOS)

Treatment Procedure: PHONETIC WORDS

Multisensory Strategy

1. Teacher says/shows word
Auditory
2. Students repeat word
Tactile
3. Students segment the sounds
Kinesthetic: Finger Tap
4. Students spell word aloud
5. Student writes word while spelling
Visual-Auditory-Kinesthetic
6. If correct, students write letters as they say names



Simultaneous Oral Spelling (SOS)

Treatment Procedure: SENTENCES

1. Teacher says/shows sentence
2. Students repeat sentence
3. Students segment/ “pound out” sentence
4. Students “tap out” word/ segment word based on word type
5. Students spell word aloud
6. If correct, students write letters as they say names
7. Student reads the word.
8. Repeat with each word.
9. Student reads sentence.
10. Students use COPS with teacher prompting to edit sentence and correct based on model sentence.



SOS in Action: SENTENCES



“COPS” Strategy

Treatment Procedure: SENTENCE EDITING

Following student sentence writing:

1. Teacher writes sentence on model dictation sheet.
2. Teacher models checking Capitalization.
3. Teacher puts checkmark in “C” column in the “COPS chart”
4. Students check own sentence.
5. Teacher observes to ensure correct editing.
6. Repeat for Organization, Punctuation, and Spelling.
7. Students copy sentence from segmented lines to solid lines on sheet.
8. Students independently edit (circling checks).
9. Teacher observes to ensure correct editing.
10. Repeat with each sentence.

Sentence Dictation

1. ^Δ Did you find cash?

Did you find cash.

2. ^Δ The men shot one.

The men shot one.

3. ^Δ Bob hit is shin.

Bob hit is shin.

	C	Δ	O big dog	P .! ? <input type="checkbox"/>	S boi or boy
1	✓		✓	✓	✓
2	✓		✓	✓	✓
3	✓		✓	✓	✓



FINDINGS: MIXED METHODS

- Student writing ability assessed prior to and following instruction.
- Qualitative Data:
 - Independent, spontaneous, open-ended writing task
 - Growth in writing stages suggested by DeFord (1991) determined based on writing samples.
- Quantitative Data:
 - Participants write dictated sentences.
 - Growth in ability to write with appropriate capitalization, organization, punctuation, and spelling determined based on writing samples.



QUANTITATIVE DATA

Work Sample

1. Dad got,
2. Dot is Sqd.
3. The yam is big.
4. Tim and his cat run.
5. A web is on the bed.

Data Coding

STUDENT NUMBER: 22

Instrument for assessment of writing dictated sentences (Linemann & Reid, 2006)

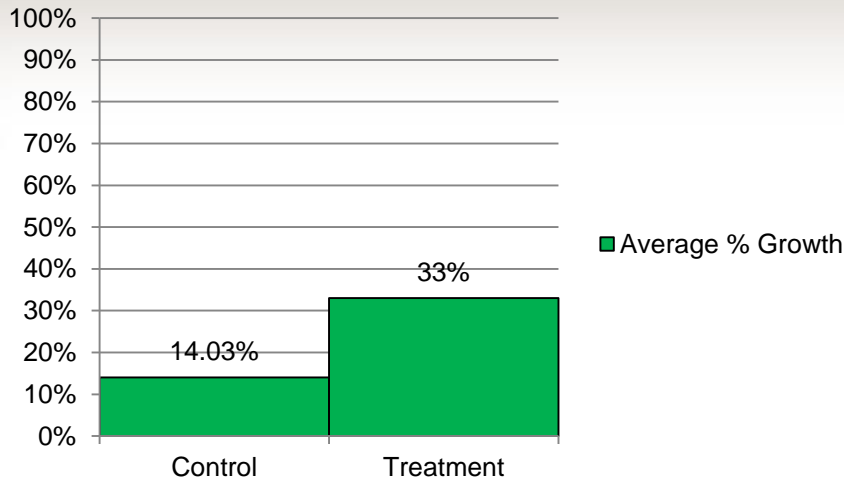
Sentence:	PRE TEST			
	Capitalization	Organization (spacing)	Punctuation	Spelling
1	0	1	0	1
2	0	1	0	1
3	0	1	0	1
4	0	1	0	1
5	0	1	0	1
Total Accurate	5/5	5/5	0/5	5/5
Total Score	15/20			75%

Sentence:	POST TEST			
	Capitalization	Organization (spacing)	Punctuation	Spelling
1	0	1	0	1
2	0	1	0	1
3	0	1	0	1
4	0	1	0	1
5	0	1	0	1
Total Accurate	5/5	5/5	5/5	5/5
Total Score	20/20			100%

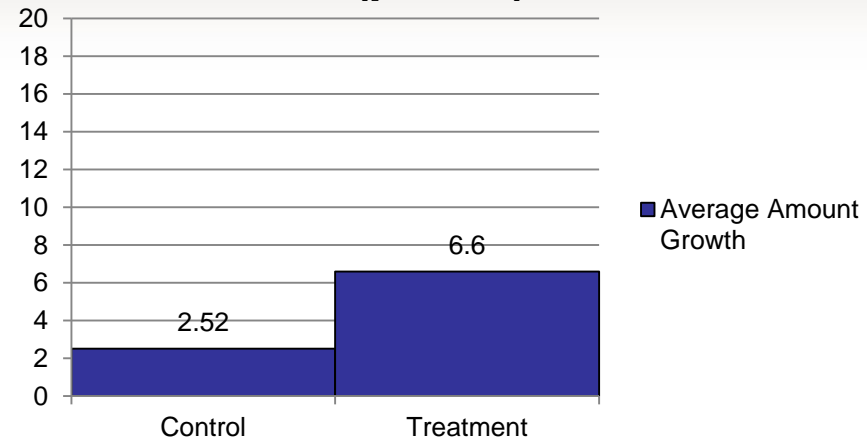


QUANTITATIVE DATA: AVERAGE GROWTH

Average % Growth



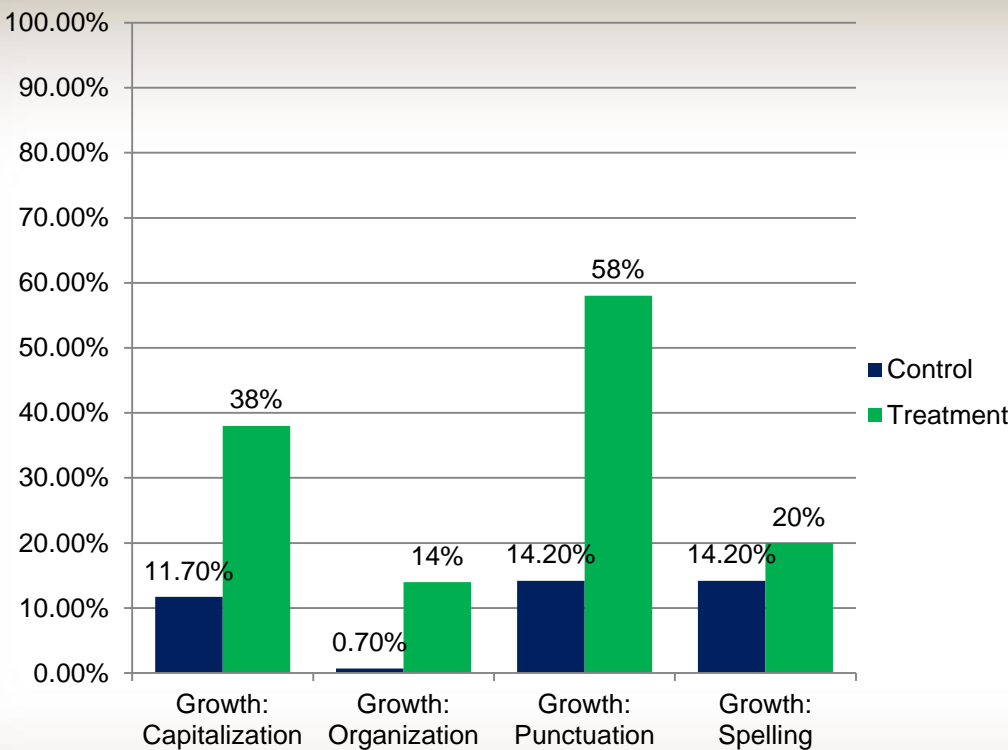
Average Amount Growth (points)



	Control	Treatment	Difference
Average % Growth	14.03%	33%	18.97%
Average Amount Growth (20 total)	2.52	6.6	4.08



QUANTITATIVE DATA: GROWTH SPECIFIC TO SKILL



	Control	Treatment	Difference
Mean Growth: Capitalization	11.7 %	38%	26.3%
Mean Growth: Organization	.7%	14%	13.3%
Mean Growth: Punctuation	23.8	58%	34.2%
Mean Growth: Spelling	14.2 %	20%	5.8%



QUANTITATIVE DATA TRENDS

- The treatment group exhibited significant growth on the qualitative assessment. The treatment group showed a growth 18.97% greater than the control growth.
- When considering the treatment group, appropriate use of punctuation demonstrated the greatest growth (58% growth).
- When considering the control group, participants exhibited equal growth in both punctuation and spelling (14.2%).



QUALITATIVE DATA

Work Sample

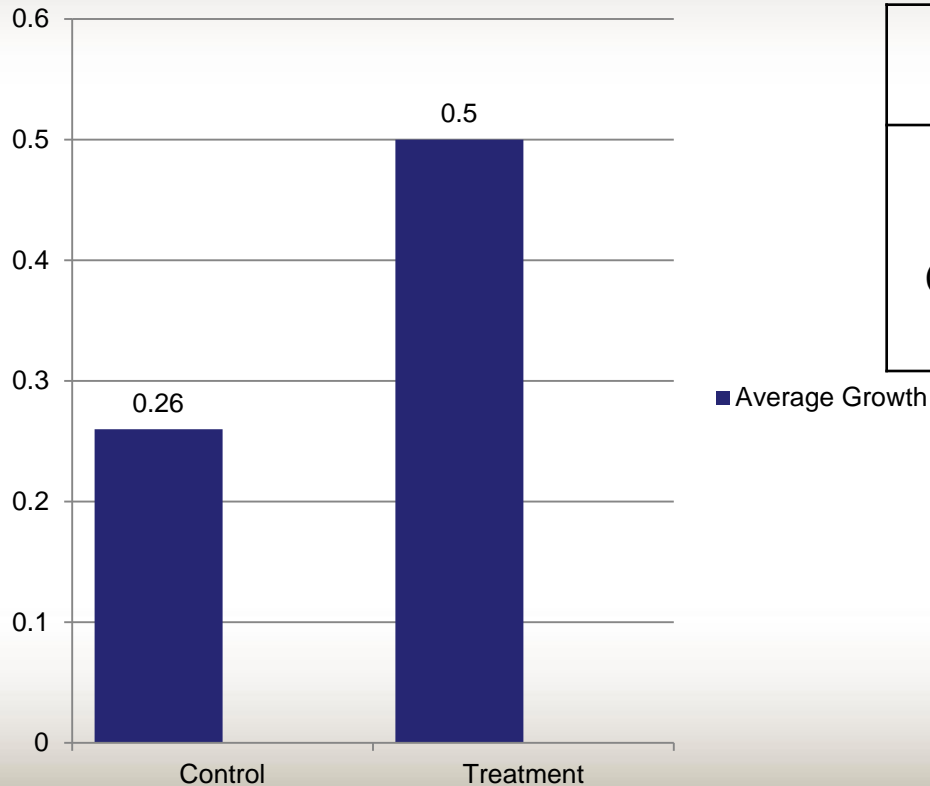
I love bikes, I think there fun,
 I actually got a new one last
 month, I ride my bike to school
 every Thursday. I try and keep
 in nice and clean, I've rode
 bikes ever since I was three
 If you dont like bikes your
 loco!
 My room is even bike them
 I ride my bike around the
 block every day. It's fun
 because I connect with my
 Mom on the walkie talkie.
 My bikes pretty I have two
 bikes, the first one I got is
 blue, the other is pink and black
 there are so many types
 of bikes, my bikes names are
 misty and bikey.
 I love bikes

Data Recording

	Evidence/Stage of Writing	Is this stage evident? Mark an "X" to designate evidence	
		PRETEST	POSTTEST
1	Scribbling		
2	Differentiation between drawing and writing		
3	Concepts of linearity, uniformity, left to right motion		
4	Development of letters and letter like shapes		
5	Combination of letters, possibly with spaces indicating letters, words, and sentences		
6	Writing known, isolated words		
7	Writing simple sentences with use of inventive spellings		
8	Combining two or more sentences to express complete thoughts	X	
9	Control of punctuation – periods, capitalization, use of upper- and lower-case letters		X
10	Form of discourse – stories, information materials, letters, etc.		



QUALITATIVE DATA: Average Growth in Stages



	Control	Treatment	Difference
Average Growth (number of stages)	.26	.5	.24



QUALITATIVE DATA TRENDS

- The treatment group exhibited an average growth of 0.5 stages while the control group grew .26 stages on average.
- The growth of the treatment group is nearly double the control group.



RESULTS

- According to data analysis, both the control and the treatment groups exhibited growth on both assessments.
- Participants in the treatment group exhibited significantly superior growth on the quantitative assessment of dictated sentences.
- The treatment group's growth on the qualitative, writing stages assessment was double that of the control group.



DISCUSSION

Research Question: How will the supplemental use of multisensory, “Simultaneous Oral Spelling” instruction in conjunction with the “COPS Editing Strategy” affect independent, spontaneous writing?

- Based on data collected, it would seem that the supplementary use of the treatment interventions positively affected independent, spontaneous writing.



FUTURE RESEARCH

- As a classroom teacher, what is the most effective way to implement the SOS strategy with struggling students?
- Will the positive affects of the intervention be generalizeable to early primary grades?
- At what grade level would the use of SOS and COPS be the most effective?



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