



# **Improve Written Expression Using “Talk”: Adolescent Confidence Builder, Effective, Proven**

**CSHA  
3/26/2022  
10:30 a.m. - 12 p.m.**

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# Improve Written Expression Using “Talk”

## Disclosure Statement

### Relevant financial relationship(s) and relevant nonfinancial relationship(s)

I have the following relevant relationships in the products or services described, reviewed, evaluated or compared in this presentation.

- Maria Perkins, Speech–Language Services, Private Practice – Principal
- 3 D Educational Solutions: Consultant, Principal
- *Talk/Write Manual*, a writings skills program: Principal, author, publisher

This presentation is based on findings from a small N study conducted in Barstow, California and informally, with SDC students in a Southern California high school.

# Presentation Agenda


- I. Introduction
- II. Proof
- III. Problems & Factors
  - A. Confidence
  - B. Process & Load
  - C. Voices
  - D. Effect
- VI. Solutions?
  - A. Lessen the Load
  - B. Tapping Strengths
  - C. Technology
  - D. Teach Evaluation





# How do we know?

The students told us....



Student Questionnaire

Please circle 1-not helpful to 5-very helpful


- 1.Learning and using the maps for writing was 1 2 3 4 **5**
- 2.Talking out what I wanted to say in my writing was 1 2 3 **4** 5
- 3.Workshop 1, mapping and writing to persuade was 1 2 3 4 **5**
- 4.Workshop 2, learning to map and write to different kinds of prompts was 1 2 3 4 **5**
- 5.Workshop 3, writing about literature was 1 2 **3** 4 5
- 6.Workshop **4**, finding and fixing mistakes was 1 2 3 4 **5**

Please answer the following questions.

7.What were the most helpful parts of the Talk/WRITE program for you? Why? *I think the map was the most helpful part because it help me alot.*

8.What was the hardest part of the Talk/WRITE program? Why? *staying after school every day*

9.Do you feel better prepared to take the writing part of the exit exam now? Why or why not? *yes, I do think I will do good in the exit exam because I know more about writing an essay*



Student Questionnaire

Please circle 1-not helpful to 5-very helpful

- 1.Learning and using the maps for writing was 1 2 3 4 **5**
- 2.Talking out what I wanted to say in my writing was 1 2 3 **4** 5
- 3.Workshop 1, mapping and writing to persuade was 1 2 3 4 **5**
- 4.Workshop 2, learning to map and write to different kinds of prompts was 1 2 3 4 **5**
- 5.Workshop 3, writing about literature was 1 2 3 4 **5**
- 6.Workshop **4**, finding and fixing mistakes was 1 2 3 **4** 5

Please answer the following questions.

7.What were the most helpful parts of the Talk/WRITE program for you? Why? *how to write in first intro and in each paragraph*

8.What was the hardest part of the Talk/WRITE program? Why? *How to write the literature essay*

9.Do you feel better prepared to take the writing part of the exit exam now? Why or why not? *yes I feel better prepared because now I could write an essay really fast, Now I know what to put*

**Study details are available at [3deducationalsolutions.com](https://3deducationalsolutions.com)**

# How do we know?

- ▶ The teachers told us...

Talk/WRITE  
**TEACHER SURVEY**

Student: Al Ol

**Directions:** Please respond to the following questions by rating this student's performance on a scale of one to five: One is for "no change." Five is for "more often."

1. When called on, this student provides an opinion and adequate rationale (reasons) for that opinion, on topics in class discussions.  
No Change                      More Often  
1           2           3           4           5
2. This student raises her hand and offers her opinions on topics in class discussions.  
No Change                      More Often  
1           2           3           4           5
3. This student provides writing products that are organized.  
No Change                      More Often  
1           2           3           4           5
4. This student develops ideas adequately in her essays and written responses to questions.  
No Change                      More Often  
1           2           3           4           5

**PLEASE WRITE ADDITIONAL COMMENTS ON THE BACK OF THIS PAPER.**

**TEACHER SURVEY**

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**PLEASE WRITE ADDITIONAL COMMENTS ON THE BACK OF THIS PAPER.**



# How do we know?

- ▶ Pre and post test scores proved it....

**Student Progress Report: TW Workshop  
Barstow, California, Pilot**

Student Name	Pre-test Scores Wk 1		Post Test Scores Wk 6	
	Organization (1-10)	Development (1-10)	Organization (1-10)	Development (1-10)
JT	3	3	9	9
MP	2	1	7	6
LC	1	2	7	6
AO	2	3	9	10
MC	4	3	9	8
CP	1	2	9	5
PR	6	5	10	9
MR	1	1	9	5
MS	2	3	8	8
SS	NA	Did not attend the first session	7	7

# Results Summary

- ▶ Students
  - Improved essay
    - Organization: An average of 6.5 points (of 10 total)
    - Development: An average of 5.3 points (of 10 total)
  - Rated program methods/training with '4's and '5's (on a scale of 1 – not helpful, to 5-very helpful)
  - Reportedly (by an administrator from a staff meeting)  
expressed opinions more in class and supported these opinions with examples, etc.



# Problems?



# The Problem: Confidence?

\*Many students struggle with written expression.

- . \*Students classified as ELL (HumRRO, 2009)
- . Students with Language Learning Disabilities (Green, 2009)
- . \*Students who have dyslexia (Berninger, 1994, Syal & Torppa, 2019)
- . \*Students with Learning Disabilities. (Graham, et. al. 1993)
- . \*The average or 'typical' student (Graham, et. al. 1993)

# The Problem– Skills, Belief, or??

Teachers reported that students having difficulty lacked

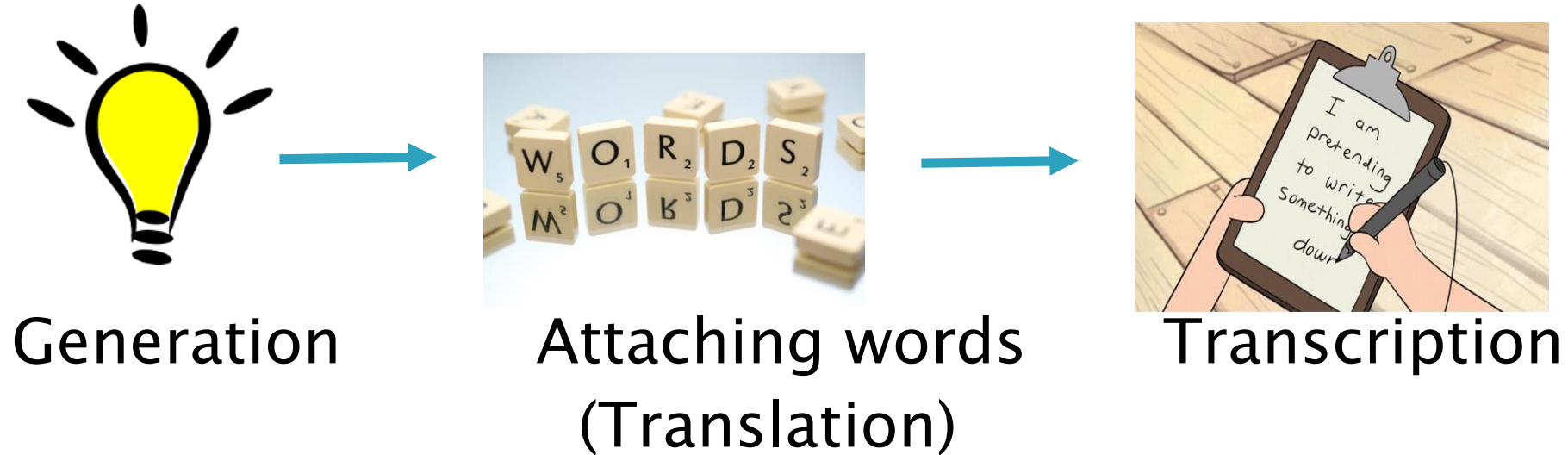
- prerequisite skills
- \*motivation
- materials of interest
- materials at appropriate reading levels (HumRRO, 2009)

Also disheartening: state mandated test content has not matched that of classroom instruction (Abedi, 2004)

- 
-

# P -Factors – Writing Process

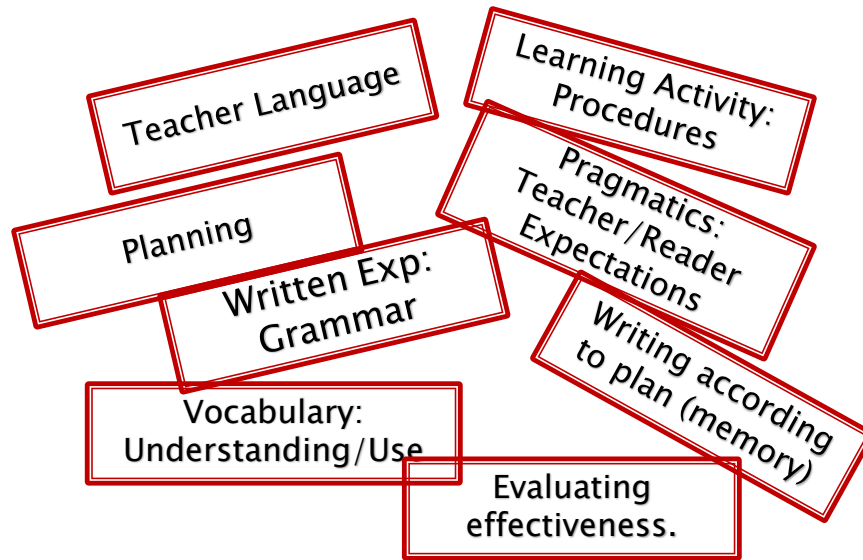
If we trace an idea from its inception to the written sentence that expresses it, the process looks like this:





# P-Factors – Cognitive Load

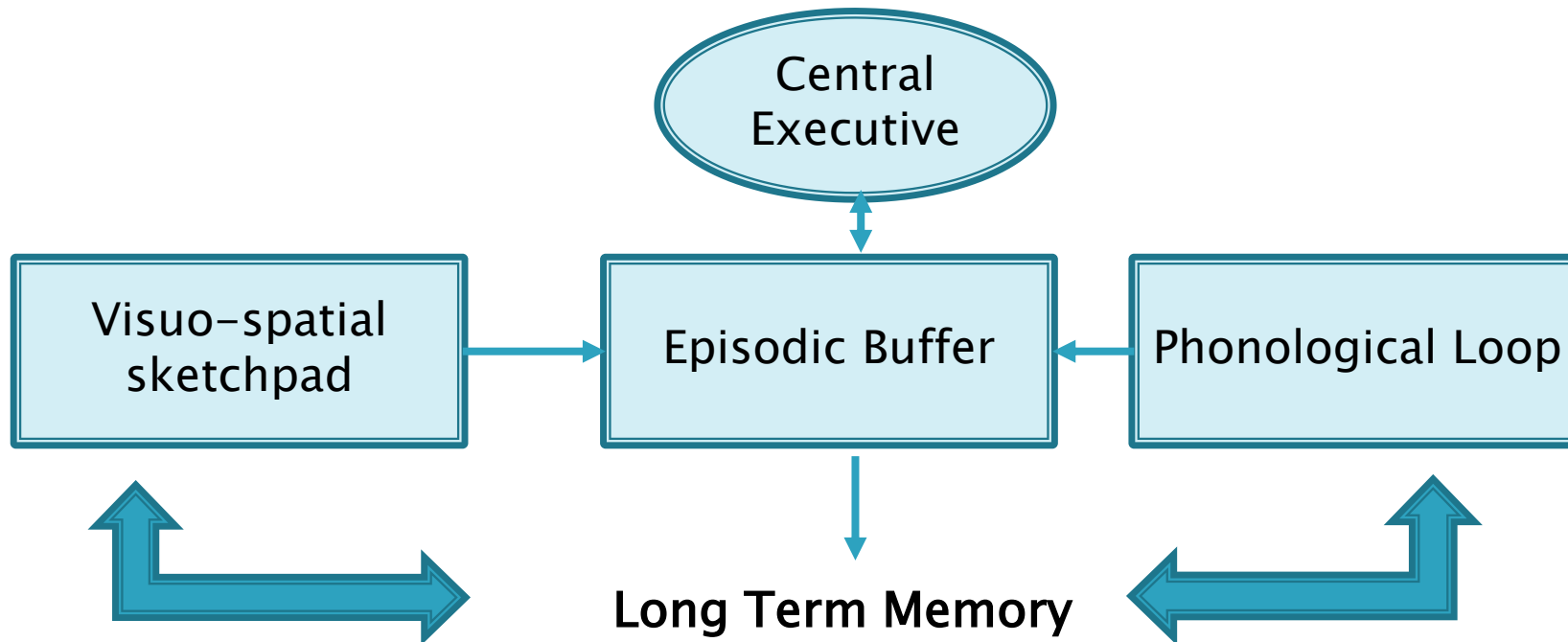
- ▶ “Cognitive load” here refers to the language demands and cognitive processes required for student learning and writing production.
- ▶ Which skill will buckle under the load?



# P-Factors – Working Memory

- ▶ All this is done here:

*Attention Controller*



*Baddeley, 2009, p. 58*

# P-Factors – Voices?

How do the working memory components work?

- ▶ An experiment: the mental math problem
  - a) Like writing?



Raise your hand: Select the one that best describes your experience:



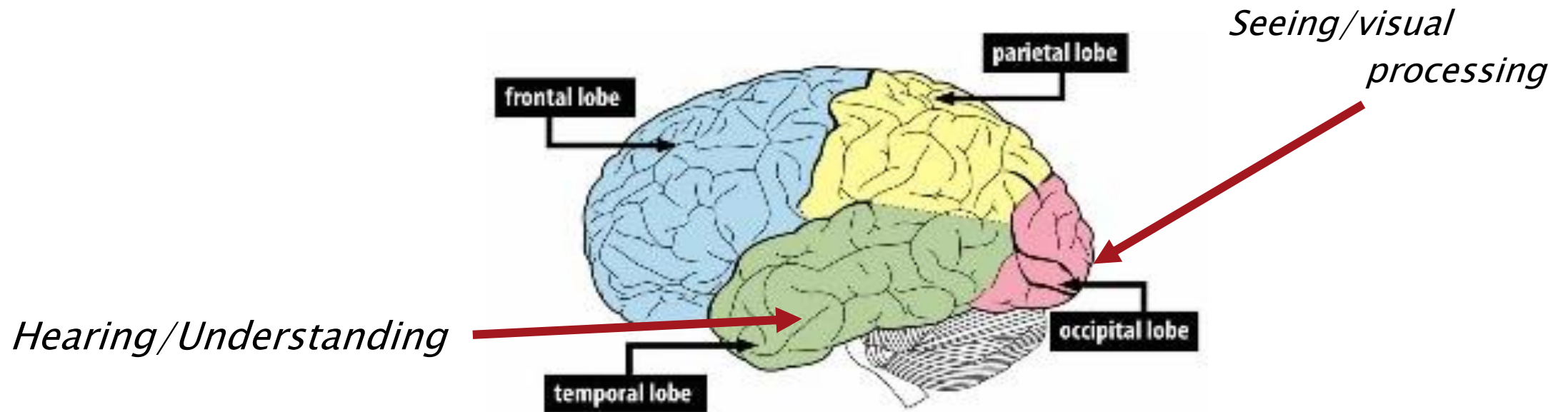
- 1) If you heard only a voice directing you when you completed this calculation.
- 2) If you mentally visualized the process.
- 3) If you heard both voice and visualized the process.

# P-Factors – Voices?

Conclusion 1: Like writing?

Role & capacity of attention controller?

Conclusion 2: Mental images? Inner voice? (Perrone-Bertolotti, M., et. al., 2014)





# P-Factors – Voices 2

- ▶ When?
  - Thinking
  - Silent reading
  - Writing(2014, Perrone-Bertolotti, et. al)
- ▶ Control?

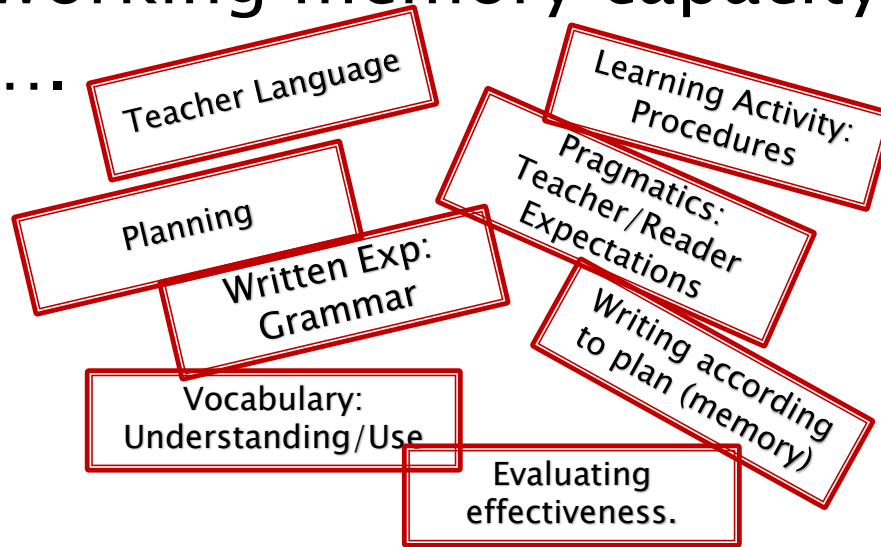


# P-Factors – Summary: Load & Neuro Function

What do writers have to have to write effectively?

1. LT Memory – Processes/meanings stored and retrieved as needed.
2. Attention controller to switch between tasks and voices.
3. Sufficient working memory capacity (resource sharing) & operation....

To handle all



# P-Factors – Struggling Writer Difficulties

## Students with LLI, Dyslexia, and ADHD:

1. \*All: Tend to focus on the spelling of a word causing them to ‘forget’ what they were about to write (Green, 2009; Hebert, et. al., 2018)
2. All: ‘Shift’ – Have less ability to switch attention between tasks (Berninger, et al., 2010, Zelasco, et al., 2016 – in Hebert, et al., 2018).
3. ALL: Difficulty inhibiting distractors (Berninger, et. al, 2010; Zelasco, et al., 2016 – in Hebert, et al., 2018).
4. Dyslexia: Insufficient working memory (Berninger, et. al, 2010)

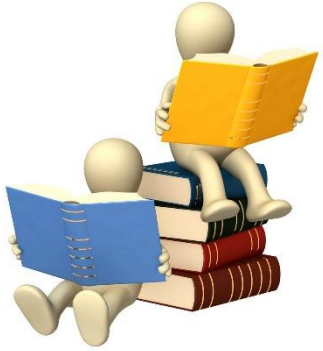
# P-Factors – Effect



Thinking Inner Voice – Simulation



# P-Factors – Effect



## Reading Inner Voice – Simulation

- ▶ I love fried chicken. It's so crispy and good. It crunches when I eat it. Each bite reveals a burst of slightly salty flavor. I could eat fried chicken every day!

# P-Factors – Effect

## ISSUE: Factors – Effect

Simulation

This is what those with attentional difficulties may hear:



# P-Factors – Effect



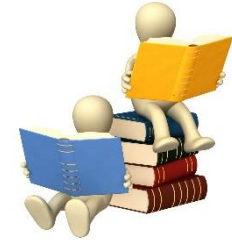
Simulation

- This is what you may see:



I love so crispy.. crunches...I eat.  
Each burst eat fried every day.

# P-Factors – Effect



## Students with Executive and Attention Dysfunction:

1. ‘Voice’ confusion: The words from their thinking inner voice is mixed in with the words they hear when looking down at their papers.
2. Limited ability to switch attention effectively between the thinking inner voice and the reading inner voice causes these writers to mix the words up mentally and in writing.

# P-Factors – Effect

## Skilled Writers

Think → write.



## Overloaded & New Writers

I love fried chicken. It's so crispy and  
I love fried chicken. It's so crispy and

# P-Factors Summary– Motivation/ Confidence

## Limited interest or motivation

\*By high school, many students feel

1. that they can't express their ideas in writing or that "it's hard."
2. \*unmotivated to write OR lack confidence in their ability to write
3. **Significance:** "Information on any given topic will be remembered best by individuals who have great interest in it than by those who don't" (substitute in 'process'/ 'task').

(Baddeley, 2009, p. 378) EX Swazi Herder



# P-Factors Summary– WM, Attention, Executive Function

\*Struggling writers may experience

- ▶ Insufficient working memory function that allows processing of multiple complex tasks
- ▶ Less ability to ‘shift’ attention between tasks
- ▶ Difficulty inhibiting distractors
- ▶ ‘Inner voice’ confusion

Overloaded and new writers may have similar experiences too.

These difficulties may be compounded by other neuro, language, and/or reading difficulties or delays that students may also have.

# P-Factor– Significance

Students have to write to prove that they've learned.

Writing, unlike oral language, is not 'wired' and must be learned.

- These same students are able to argue and negotiate verbally. **However, they are unaware of the neurolinguistics skills** they possess that allow them to communicate verbally **and that can be tapped to facilitate the writing process.**

# Solutions?



# Solutions?

- ▶ CAHSEE program evaluators stated that

“.....Research suggests the importance of psychological as well as academic preparation for the CAHSEE. Students must believe that, with appropriate effort, **they can master the required skills** and pass the CAHSEE..... ensuring ‘Yes, we can’ beliefs.” (HumRRO, 2009, p. Xiii)



# The Question:

How do we build student confidence

in their own writing ability,

and tap students' existing neurolinguistics skills, aka talk, to improve writing skills. ....

.....despite all the obstacles that we and they face?



# Solutions: Unload & Tap Strengths

## Obstacles

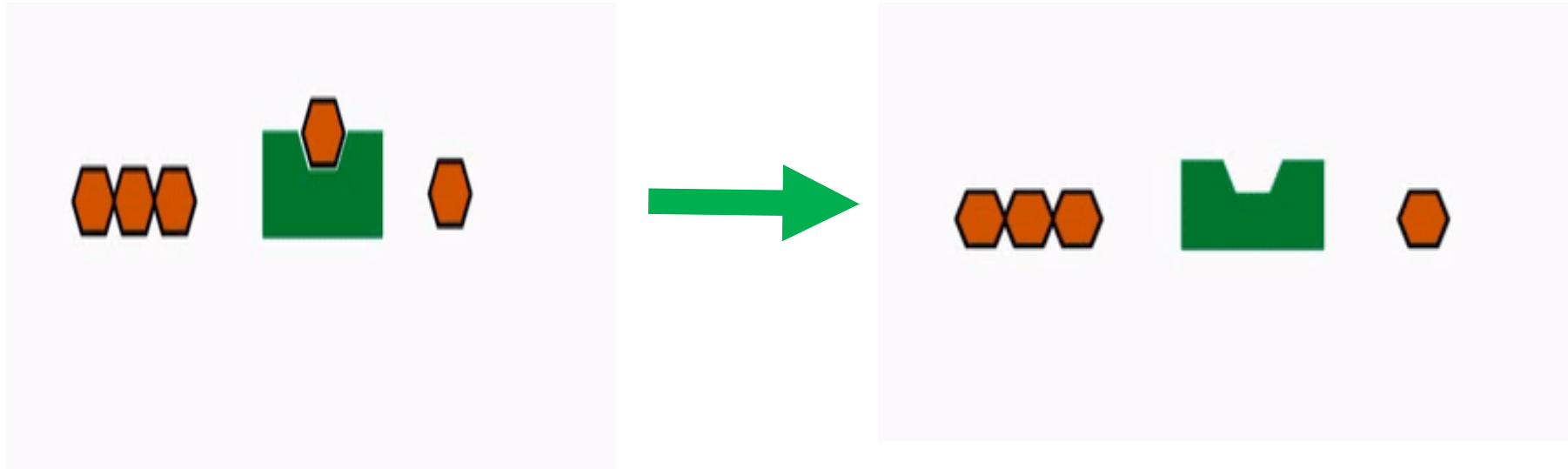
Attention shift  
Working memory limits  
Distracted  
'Inner voice' confusion  
Confidence/motivation



## Strengths

Visual > Auditory  
Oral language  
Language comprehension  
Pragmatics = Persuade  
\* Procedural memory (Burns, Martha, CSHA, 2019)

# Solutions: Lessen the Load



# Solutions: Lessen the Load - Instruction

## Instruction:

1. Planning & scaffolding: **Working Memory/Retention**
  - a. One skill builds on another (Starling, et al., 2012)
  - b. \*Select goals and timing based on function (Berninger, 1994, Baddeley, 2009)  
Essay organization & development first,  
mechanics next (or on separate days)
  - c. Limit the number of learning activities used: Model, collaboration, partnerships, individual
2. Teacher language:
  - a. Controls **attention**/comprehension: phrasing & timing
  - b. Controlled vocabulary – No more than 5 skill or content related new terms a session. Use frequently during the session.
3. Multi-modality approach with sufficient repetition **Working Memory/Retention**
  - a. students see, hear, say, write (e.g. skills review)
  - b. graphic organizers: simple, intuitive, to aid recall.

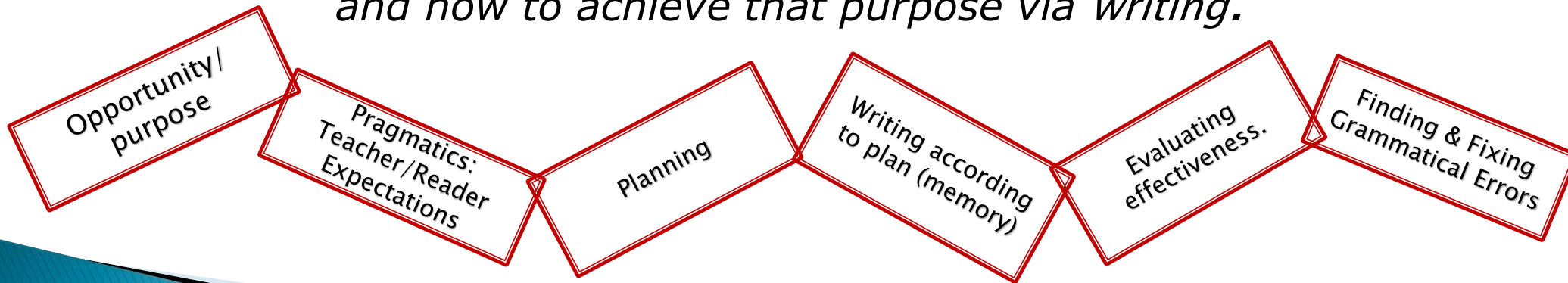
# Solutions: Lessen the Load: Instruction - scaffolding

1<sup>st</sup> Decide on the most important outcome, and prioritize that.

*Students to independently write an organized coherent persuasive essay.*

2<sup>nd</sup> Decide on the skills most important to achieving this goal.

*Students to understand the purpose of the essay, and how to achieve that purpose via writing.*



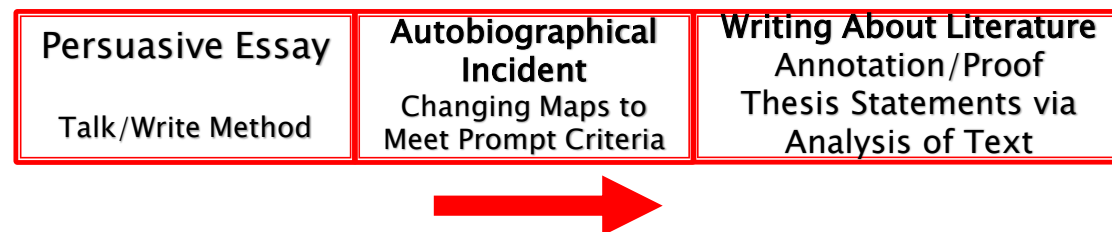
# Solutions: Lesson the Load: Instruction - scaffolding

3<sup>rd</sup> Task analyze and teach 'horizontally' as versus 'vertically' (all at once)

E.G. Talk/Write Program



Talk/Write Pilot





# Solutions: Lesson the Load: Instruction - scaffolding

Top-Down approach; Structured, Sequenced Layers

- ▶ **Get a topic**

**Narrow topic**

- ▶ **Map**

**Use a model essay to create a 3 part map**

**Create/fill in a 3 part map**

**Make a good opinion sentence, aka thesis**

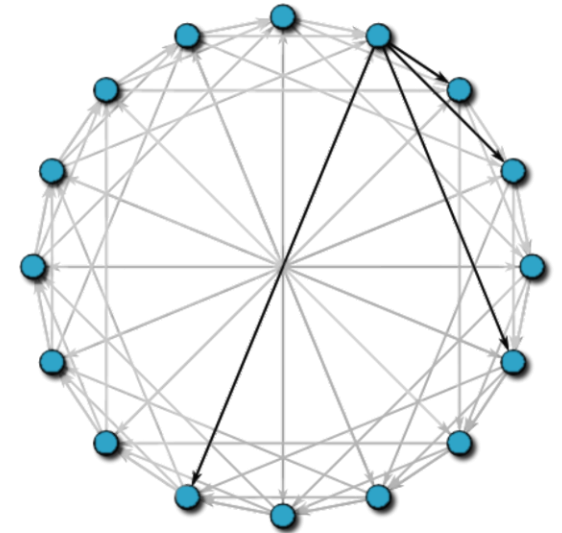
**Come up with good reasons.**

**Talk out a 3 part map**

- ▶ **Write the essay**

- **Write an introduction paragraph**

**Red: Layer 1**



# Solutions: Lesson the Load: Instruction -Activities

- ▶ Limit task learning requirements by limiting the number of instructional activities you use and procedures you follow.

EX: Each lesson is always begun and ended with a Skills Review form and activity. These tasks are always completed in the same way.

1. The format, phrasing are always the same.
2. Expectations are always the same

# Solutions: Lesson the Load: Instruction -Activities

▶ Unit 1, Lesson 4-2

SKILLS REVIEW SHEET

▶ Creating Opinion Sentences/"I Think" Method

Instructor's Copy

▶ ***TEACHER DIRECTIONS:** Use this copy of the Skills Review Sheet to conduct an oral review of information learned in this lesson. After students have completed an oral review, have them complete the written review as described below.*

▶ **FIRST: ORAL REVIEW**

▶ **TURN ON** the document projector.

▶ **PLACE** the Instructor's Copy of the Skills Review under the projector.

▶ **USE** a blank paper to cover the Instructor's Copy.

▶ **USE** the instructor's copy of the Skills Review Sheet to read each question aloud: Then, call on a student to answer.

▶ **REPEAT** back each student answer.

▶ **UNCOVER** the Instructor's Copy so that the answer to the question shows.

▶ **READ** the answer from the Instructor's Copy aloud to students.

▶ **SECOND: WRITTEN REVIEW**

▶ **PASS OUT** student copies of the Skills Review Sheet.

▶ **HAVE** students use answers from the Board Work Sample overhead to complete the handout.

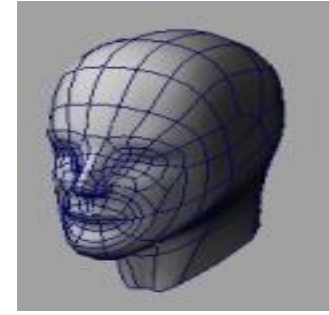
▶ **SAY:** I will ask you to answer some questions. I will then show you the answers.. Once we are finished, you will use these notes to answer questions on a Review Sheet. Writing information down can help you remember what you've learned.

# Solutions: Lesson the Load: Instruction - Activities

- ▶ Expected skill instruction activity sequence:
    - Conduct a skills review of previous lesson
    - Identify purpose of new skill;
    - Identify effect on readers of weak/strong examples (role play);
    - Identify evaluation criteria;
    - Have students evaluate weak/strong examples;
    - Model, collaborate, assign partnership practice and then independent practice to perform the targeted skill;
    - Conduct an end of session skills review of current lesson.
- \*At various points in the instruction, the students also switch papers to evaluate each others' products according to pertinent criteria, e.g. specificity, unity, organization, development.*



# Solutions: Lesson the Load: Instruction – Teacher Language



## ► Modeling:

- . Teacher Language: “I \_\_\_\_”
- . Can be used to demonstrate
  - a) an instructional activity – the first time that an activity is introduced.
  - b) to demonstrate a step in the writing process
- . \*Follow-up with ‘comprehension checks’ (questions)



# Solutions: Lesson the Load: Instruction – Teacher Language



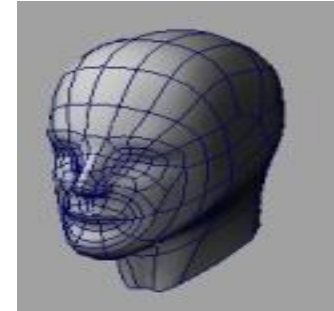
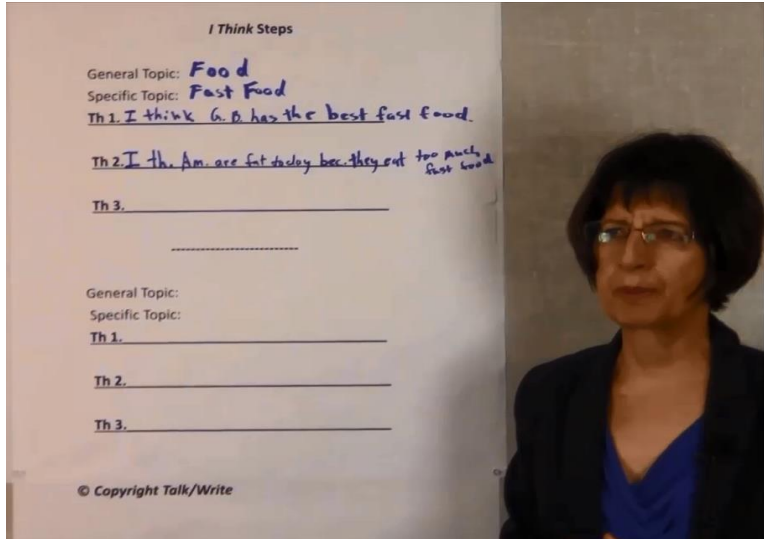
## ► Collaboration:

- . Teacher Language: “What do I do first? Next?”
  - Students state the steps that the teacher needs to do.
- . Used for \*verbal practice of steps
  - a) for an instructional activity – just introduced
  - b) to complete a writing procedure

**Goal:** Capitalizes on student procedural memory so that students are able to ‘say the steps, and do the steps until they become habit.’ (‘Control attention’, Perrone-Bertolotti, et. al., 2014, p. 231; retention – Luria, in Baddeley, 2009)

# Solutions: Lesson the Load: Instruction – Teacher Language

- ▶ This is what it sounds and looks like:

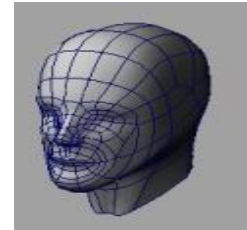


Language used to get attention?  
Language used for modeling?  
Language used for collaboration?

# Solutions: Lesson the Load: Instruction – Language

## Modeling vs. Collaboration

### Language



- ▶ **Attention:** Watch me. Watch what I do because you will do it too.
- ▶ Modeling: First I\_\_\_\_\_ **Separates auditory from visual input**
- ▶ Collaboration: What do I do next? **Procedural memory**
- ▶ Direction Timing/Length: The teacher
  1. says a step in the process, demo's the step, and then asks students 'What did I do'
  2. says a step in the process, asks students 'what am I going to do?,' demo's, and then asks 'what did I do?' **More verbal practice.**

# Solutions: Tap Strengths=Confidence



# The Question: Building Confidence

- ▶ Students, and especially adolescents, are often able to verbally negotiate and express their desires and wants (Ericson's Identity Stage).
- ▶ These same students, and our struggling writers, **are unaware of the neurolinguistics skills** they have that allow them to communicate verbally **and that can be tapped to ease the writing process.**

**The question is:** How do we teach students to tap their existing neurolinguistics skills, aka talk, to improve writing skills. .... build their confidence in their own writing ability.



# Tapping Strengths & Strategies: Research

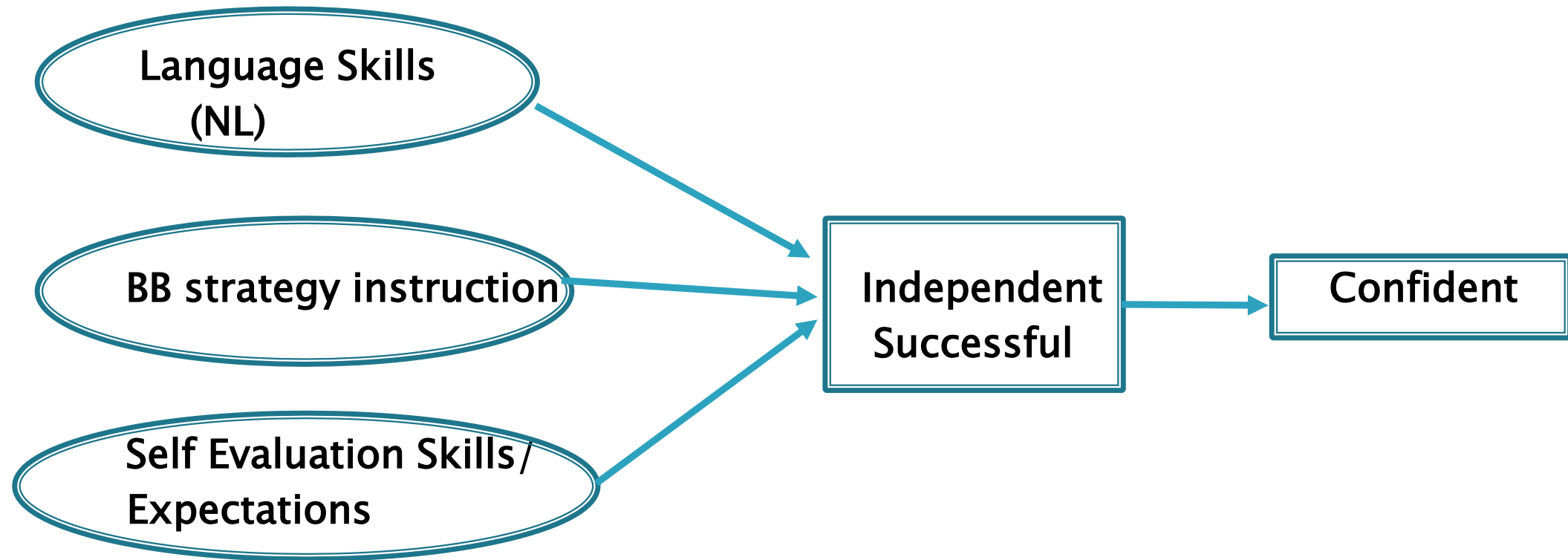
- ▶ Research informed techniques used:

Borrowed from 3 paradigms:  
social psychology,  
brain based research,  
and strategy instruction.

# Tapping Strengths & Strategies: Research

- ▶ **\*Social psychology:** Increased self regulation efficacy contributes to self efficacy for academic attainment. (Zimmerman, et al., 1992). Teach students effective strategies AND to evaluate own work, so to see success.
- ▶ **Brain based learning:** Set up instructional activities that promoted multi-modality learning, i.e. that activate motor, linguistic, sensory pathways (Jensen, 2008)
- ▶ **Cognitive-linguistic function:** Teach students to tap the underlying networks both semantic and pragmatic that they have built via everyday interactions (Paul & Norbury, 2012, Berninger, 1994).
- ▶ **University of Kansas Strategic Instructional Model:** Teach strategies (procedures) as this results in student retention and active use for academic purposes.

# Solutions: Tapping Strengths & Strategies



# Solutions: Tapping Strengths & Strategies

**Purposeful Writing = Form follows function.**

- The brain is a 'function' machine.
- All innervation, neurological impulses, connections form a system of major and minor networks that perform various functions that allow us to live and operate (Berninger, 1994; Baddeley, 2009)
- Set function goals so that students develop the neurological connections that allow them to perform these functions easily.
  - ▶ What's a function goal? The three basic communication functions are to: persuade, inform, and entertain.



# Tapping Strengths & Strategies

## Neuro-Linguistic Skills: Which and why

Goal: Teach persuasive writing:



- 1) foundational skill for more advanced forms (e.g. research)
- 2) gives students an opportunity to express their opinions & be heard
- 3) builds on oral language skills students currently have
- 4) \* meets Common Core standards (\*see [3deducationalsolutions.com](http://3deducationalsolutions.com) for Common Core map)



# Tapping Strengths & Strategies

## Neuro-Linguistic Skills: Which and why

Language skills are more developed for those communication functions most frequently performed by individuals (Fey, 2002)

Adolescents= argue/persuade/winning = seeking to develop own beliefs, reasons for these, and proof (Ericson's Identity Formation stage)

Persuasive essays can therefore capitalize on the oral language skills and logic that students intuitively have.

**Proposed:** Teach students ways in which their brains work (cognitive linguistic processes), and how to tap these cognitive linguistic skills for an academic task, persuasive writing. To persuade effectively = Motivator = Obtain desires.

# Tapping Strengths: WHY: Cognitive-Linguistic Skills Taught

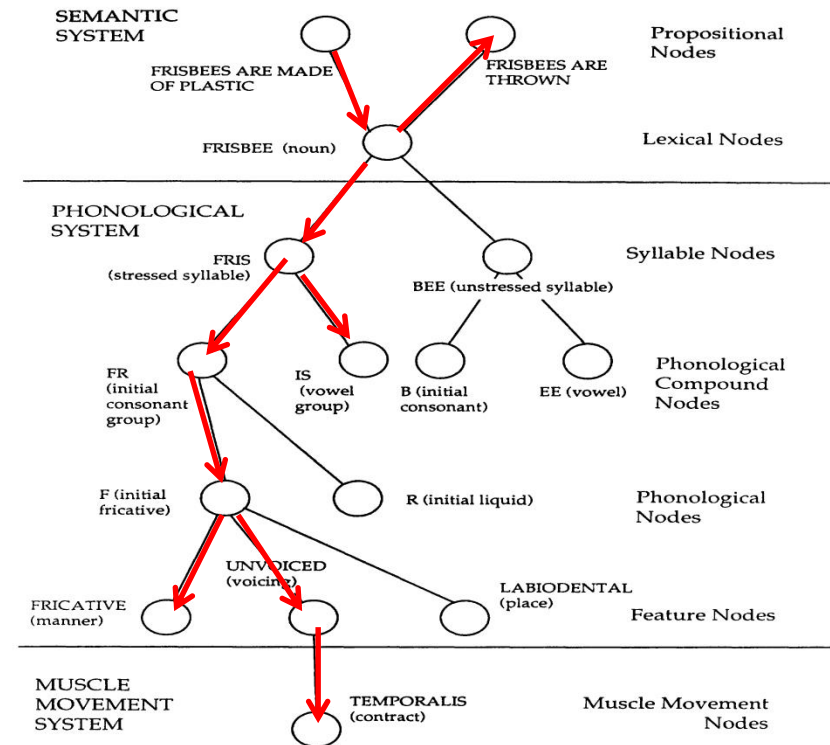


FIG. 1. Nodes representing *frisbee* in the semantic, phonological, and muscle movement systems. Many nodes necessary for producing this word have been left out to simplify the figure.

(Burke, McKay, Worthley, Wade, 1991)

# Tapping Strengths & Strategies

## Neuro-Linguistic Skills: Which and why

- ▶ Teach strengths: why and how to
  1. Access stored words and sentences
  2. Judge sentences/writing
  3. Capitalize on experiences/beliefs
  4. Talk to Write

# Tapping Strengths & Strategies

- ▶ Teach Reader Perception Expectation: Reader/Listener

- ▶ **Tell students:**

1<sup>st</sup>: Read this sentence silently: The boy hit the ball.

Did you hear the words you read?

This is what happens when someone reads your writing. They hear it as if someone/you are talking to them.

'They hear the words in their head.'

**?**

- ▶ **? Elicit Student confirmation and comprehension: Questions**

# Tapping Strengths & Strategies

## ► Teach Reader Perception/Expectation: Reader/Listener

### **Tell students:**

2<sup>nd</sup> Now pretend that someone comes up to you on the street and says: \*%# #!

- a. What would you think of that person?
- b. Most people would shut down or walk away.
- c. They might not say anything to you....
- d. Walk Away Consequences//Not getting what you want, not believing you

### **\*? Elicit Student confirmation and comprehension: Questions**



# Tapping Strengths - Accessing Stored Words & Sentences

- ▶ **Tell students:** You know all the words and sentences you need to know to write.

All the words/sentences you say and hear every day of your life are stored in your brain. (aka Chomsky & Connectionists research)

- ▶ **Prove to students:** \*Role play
- ▶ **Elicit Student confirmation of skills:**  
**Questions**
- ▶ **BB technique:** Talk out essays before you write.

# Tapping Strengths - Accessing Stored Words & Sentences

This is what it looks and sounds like:



# Tapping Strengths - Judging Sentences

- ▶ **Tell students:** We said that you have words and sentences stored in your brain. You can actually use this ability to judge whether your sentences make sense. I'll prove it to you:
- ▶ **Prove to students:** 2 Sentence Task
- ▶ **Elicit Student confirmation of skills:**  
**Questions**
- ▶ **BB technique:** Talk out sentences & essays before you write.

# Tapping Strengths – Experience & Beliefs: RESEARCH

## ► Research:

- 1) Schema theory (Baddeley, et.al., 2009)  
Our experiences are stored in theoretical cognitive structures called 'schema' (Bartlett 'Ghost story retell')
- 2) Language is most developed and complex when used to express ideas for frequently used communication functions (Fey, 1986)  
Basic functions: Inform, persuade, or entertain.
- 3) Nippold (2000): Study of high school students' essay writing.  
Lengthier more complex essays were persuasive in function.



# Tapping Strengths – Experience & Belief

**Tell students:** We are able to tell more about a topic when we have had some experience with that topic.



**Prove to students:** Timed naming of words for categories (sports, food, clothes, cars). List length tells area of experience.

- ▶ **Elicit Student confirmation of skills: Questions**
- ▶ **BB Technique:** Write about your own experiences or beliefs. You will have more to say and will be able to explain these ideas more easily.



# Tapping Strengths – Experience & Beliefs

- ▶ This teacher is explaining how to pick a particular topic for use in an essay (experience & beliefs)
- ▶ This is what the lesson looks and sounds like:



# Tapping Strengths – Talk to Write

**Tell students:** Words are connected in our brains. Using common words like 'I think' will help you pull-out words for the thesis sentence that expresses your opinion.(aka Chomsky & Connectionist theory\research)

**Prove to students:**

Give specific topics and have students use 'I think' to say 3 opinion sentences (theses) to partner (listener/writer). Time this (5 minutes)

- ▶ **Elicit Student confirmation of skills: Questions**
- ▶ **BB Technique:** Use 'I think.'

# Tapping Strengths – Talk to Write

**This is what it looks and sounds like:**



# Tapping Strengths – Talk to Write

\*For those individuals with transcription difficulties (spelling):

Once mapping, and talking to write are mastered

use

**Technology**



...to increase fluency, reduce cognitive load, improves expression

, via speech to text programs: iPhone, Dragonfly, etc.

# Strategy– Teach Evaluation

Students will see progress

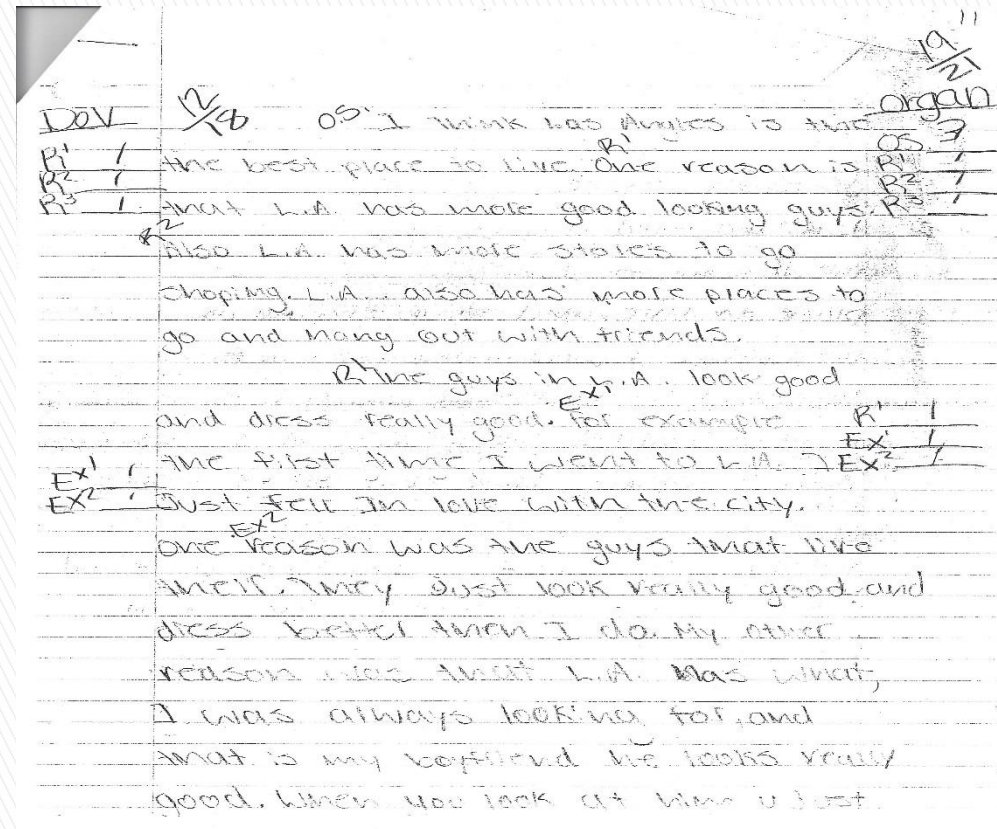
and success

when they are given a way to assess these,

aka teach evaluation.



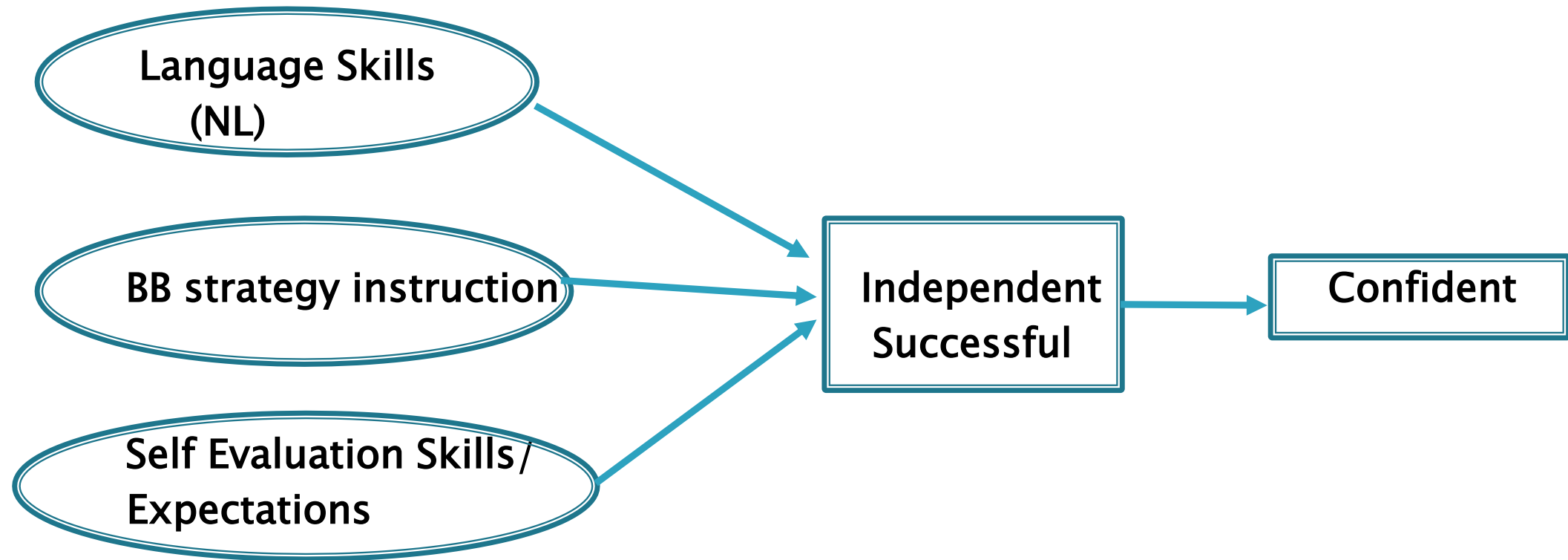
# Strategy- Teach Evaluation



This is what it looks like



# Tapping Strengths & Strategies



# Conclusion

Talk/Write Methodology =

Brain based strategy instruction + validation of oral language skills + self evaluation skills = independent function + success =

**CONFIDENCE**

# Upcoming 3D Events

**March 26<sup>th</sup>, 2022:** Enter our 3D raffle for: *Talk to Write manual, Essay assessment & 1 hour consult with therapy plan/priorities.*

**March, 2022:** A 3 Part Series: Writing in Math Class: How  
– *A series of blogs containing research, methods & links to You Tube demos available on our website: 3deducationalsolutions.com*

**April 2<sup>nd</sup>, 2022:** A Demonstration Lesson: Talk to Write Techniques

Saturday

4:00 – 5:30 p.m

- *FREE to attendees of the CSHA 3D 3/26/2022 Workshop.*
- *A demonstration of lessons up to 4-3*
- *Eligible for ASHA CEU's: Forms provided.*
- *Register HERE:*  
<https://3deducationalsolutions.com/events/tw-demonstration-lesson/>



# Raffle Form!

- ▶ Complete this form and email it by 8 p.m. 3/28/2022 Monday TO: [customerservice@3deducationalsolutions.com](mailto:customerservice@3deducationalsolutions.com)

## Entry Information:

Name\_\_\_\_\_

Date\_\_\_\_\_

Position\_\_\_\_\_

Address *(Required if soft copy of manual is preferred)*

\_\_\_\_\_

Contact Phone Number\_\_\_\_\_

Email Address\_\_\_\_\_

# Thank you ...

.....for participating.

If you have further questions or would like to find out more,  
please contact me at:

[Maria.Davis-Perkins@cgu.edu](mailto:Maria.Davis-Perkins@cgu.edu).

You can also find related blogs and products at:  
3deducationalsolutions.com

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