Self-Regulated Strategy Development and its Influence on a Student with Attention Deficit Hyperactivity Disorder

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Self-Regulated Strategy Development and its Influence on a Student with Attention Deficit Hyperactivity Disorder

By

Kelsey Romal

A thesis submitted to the Department of Education and Human Development of The College at Brockport, State University of New York, in partial fulfillment of the requirements of Master of Science in Education

May 2017
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Abstract

Through tutoring sessions, it was noticed that a student with Attention Deficit Hyperactivity Disorder was struggling to write a paragraph. This research study explores the influence the Self-Regulated Strategy Development had on the student’s writing and opinion’s of writing. This was a qualitative study focusing on the experiences of both the tutor and student during the tutoring sessions. Through observations and interviews during the tutoring sessions, it was founded that this particular student had a positive attitude toward writing. In addition, the student grew as a writer yet continued to struggle with self-regulation and goal setting.
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Introduction

One day, my neighbor stopped by and asked me to tutor her son. She previously expressed her concerns regarding how her son Dan (pseudonym) was falling behind in school and has struggled with his homework. She stated, “It has been a constant struggle to help him complete his homework, he has not completed his homework to the second grade standards.” Dan was in second grade, was diagnosed with Attention Deficit Hyperactivity Disorder (ADHD), and was a struggling writer. I agreed to tutor Dan, once a week for half hour long sessions, which meant helping him complete his homework. He was required to read every day, write a response about the reading, and focus on sight words. In addition, he occasionally had the task of completing expository writing. Overall, the goal of the tutoring sessions was to support Dan and his academics.

As I sat down with Dan during our first session, I asked him to begin writing anything he wanted; a story, a letter, an opinion piece, or anything else that came to mind. I wanted an insight of what he was capable of writing on his own. I had no idea what to expect, he seemed a little nervous because this was a new experience, instead of working on his homework together I asked him to complete a writing task. He was normally a very outgoing boy who enjoyed stopping by my house and talking about the exciting events that have happened in his life. Yet, there he sat fidgeting in his seat, looking at the blank page. He picked up the pencil and slowly started writing. I could tell he was trying his hardest to write the best he could.

He only wrote two sentences. The first sentence he wrote was, “I like Minecraft.” Then, he sat there and paused, looked at the paper for a couple of minutes. I was unsure if he was going to write more, so I waited. He then looked down at his paper and began his next sentence. He wrote, “It is my favrit game.” He then looked back at me. I asked if he was finished and he
replied “yes”. His writing and overall mannerisms showed me that he struggled to understand the constructs of a paragraph. This was when I began to ask myself, how could I help Dan with his writing? What writing strategies could he use to help him write? What specific writing strategy helped students with ADHD write?

**Topic and Research Problem**

This study examined what Dan’s opinions and experiences were while being faced with a task to write a paragraph. In addition, as a tutor, what was working and what was not working, and how did the Self-Regulated Strategy Development (SRSD) (Harris & Graham, 1996) influence Dan’s writing. These problems were observed throughout SRSD instruction during tutoring sessions. This research concentrated on an instructional writing strategy for a student with ADHD.

It has been stated that some students with ADHD struggle academically, specifically writing. Current research states that 63% of students with ADHD had a written expression learning disability (Mayes & Calhoun, 2006). Secondly, it was important to determine effective instructional models for struggling beginning writers. Many educators have struggled and became frustrated when finding and determining specific interventions that could help struggling writers (Alevriadou & Giaouri, 2015). Dan was just one of many students diagnosed with ADHD who struggle academically, specifically with writing and I was one of the educators attempting to find an intervention to help him.

My study focused on determining if the SRSD (Harris & Graham, 1996) influences Dan’s writing performance. My study may assist future educators and I effectively teach the writing process to students with ADHD. Therefore, through exploration of the SRSD model (Harris & Graham, 1996), it can be determined if SRSD had an impact on Dan’s writing.
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Rationale

The New York State Common Core (NYSCC) learning standards emphasized and expected students to write at a higher standard than they have in the past. According to the New York State Common Core Learning Standards (2010), “Each year in their writing students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources” (p. 26). Writing, especially high quality writing is a skill that requires high cognitive demands (Defazio, Jones, Tennant, & Hook, 2010). Writing requires all aspects of Bloom’s Taxonomy (2001), remember, understand, apply, analyze, evaluate, and create. Writing involves more than the practice of conventions, it also includes problem-solving, reflection, creativity, and constant revisions to encompass a complete thought (Defazio et al., 2010). For some students, writing may be a laborious and undesired task of placing words into sentences to formulate ideas while focusing on the rules of writing, such as spelling, format and grammar (Defazio et al., 2010). Overall writing is a daunting task that requires a wide array of cognitive skills.

It is vital for educators to address struggling writers and difficulties they are experiencing at an early age. Students who struggle with writing at a young age may fall behind their average performing peers if they do not receive any writing intervention. According to the National Center for Education Statistics (2012), “Fifty-four percent of eighth-graders and 52 percent of twelfth-graders performed at the Basic level in writing in 2011. The Basic level denotes partial mastery of the prerequisite knowledge and skills that are fundamental for proficient work at each grade” (p.2). It is clear that there are students continuing to struggle to write proficiently so educators need to provide writing intervention at early grade levels. It is important to provide
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early intervention because, “…early intervention should help to maximize the writing
development of young at-risk writers, minimizing the number of students who develop long-term
difficulties with writing” (Lienemann, Graham, Leader-Janssen, & Reid, 2006, p. 66). As
students move onto higher-grade levels, the writing demands grow. Therefore, it is essential for
students to develop, writing skills in order for them to become successful in the end. Therefore,
this study was needed to understand how early intervention can influence a second graders’
writing in the future.

Self-Regulated Strategy Development is a writing strategy that has been effective for
teaching struggling writers to improve their writing (Lane, Harris, Graham, Driscoll, Sandmel,
Morphy, Hebert, House, & Schatschneider, 2011). Harris and Graham (1996) created the SRSD
model in order to help students effectively compose a piece of writing (e.g., planning, drafting,
etc.), develop self-regulatory skills (e.g. self-monitoring, goal setting, self-instruction, and self-
reinforcement), and to motivate students to write. The focus for this paper was the use of the
SRSD (Harris & Graham, 1996) instructional model while tutoring Dan.

As educators, we need to find instructional models that help students when they are
struggling. Students who are at risk in their writing need to be taught evidence-based strategies
such as SRSD (Ennis, & Jolivette, 2014). When educators used the SRSD model (Harris &
Graham, 1996), they were attempting to use an instructional method that may help their students
grow as writers. As a tutor, I wondered if using the SRSD instruction (Harris & Graham, 1996)
would positively affect Dan’s writing. The SRSD model (Harris & Graham, 1996) gave myself
and other teachers an instructional method for our repertoire when teaching struggling writers.

Purpose

This research project aimed to explore the opinions of both the student and tutor on the
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use of the SRSD model (Harris & Graham, 1996). It was important to discover the impact this model had on the writing abilities of a child with ADHD. I observed and questioned the experiences and opinions of Dan while he received the instruction. In addition, I observed the impact and experiences of using the SRSD model (Harris & Graham, 1996) on Dan’s writing. It is critical to support and improve young struggling students’ writing performance by identifying a successful instructional practice (Graham, Harris, & Mason, 2005). Exploring the impacts of the SRSD model (Harris & Graham, 1996) helped me determine whether Dan’s writing progressed. Stein, Dixon, and Isaacson (1994) suggested that “…many writing disabilities may derive from too little time allocated to writing instruction or from writing instruction inadequately designed around the learning needs of many students” (p. 392). Therefore, it was important for me to investigate some form of writing instruction that may improve Dan’s writing.

I explored the implications of the SRSD instruction model (Harris & Graham, 1996) had on Dan as a writer. At the start of this study, I was curious about discovering if Dan could independently write a paragraph. At the final session, I observed if Dan could successfully compose a piece of writing using the self-regulatory skills taught. According to Reid, Hagaman, and Graham (2014) the SRSD model has the potential to improve the writing skills of students with ADHD. This study showed if the SRSD model (Harris & Graham, 1996) could help Dan complete an independent writing composition at a second grade level.

Therefore, through the reported opinions and experiences this study determined how the SRSD instructional model (Harris & Graham, 1996) affected Dan’s writing. The goal was to help Dan grow as an independent writer and use the strategies taught. In addition, this study will help educators assist students grow as independent writers. This investigation was important because
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educators such as myself can use this strategy or keep this strategy in our repertoire when we are
teaching struggling writers.

Research Questions

Throughout this research the questions that I explored were:

1. What are the opinions of a student diagnosed with Attention Deficit Hyperactivity Disorder about his independent writing skills?
2. What are the reported experiences of a student using the Self-Regulated Strategy Development to improve his literacy learning with Attention Deficit Hyperactivity Disorder?

Literature Review

The following review pieces together the research for students with Attention Deficit Hyperactivity Disorder (ADHD) and the specific aspects of writing they are continuing to develop. Students with ADHD may struggle with executive functions, working memory, self-regulation and goal setting (Jacobson & Reid, 2010). Executive function, working memory, self-regulation and goal setting are important to help some students become successful writers. By identifying what some students with ADHD struggle with, the literature review will conclude with an explanation of the Self-Regulated Strategy Development (SRSD) model (Harris & Graham, 1996) that has been proven to help some students improve their writing. Past research conducted on students with ADHD showed that some struggle with academic writing. For this study, I use the term “struggling writer” to identify a child who is still developing and striving to achieve proficient writing skills. The term struggling writer relates to the research conducted about how the instructional model SRSD (Harris & Graham, 1996) can teach struggling writers effective writing strategies. The research presented in this literature review guided my study,
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through a detailed explanation of the working mind of some students who have ADHD and their writing process.

Students with Attention Deficit Hyperactivity Disorder

Attention Deficit Hyperactivity Disorder (ADHD) is a disorder that influences a child’s daily academic life. The official diagnosis according to the American Psychiatric Association (2013) is

...a persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development. Inattention manifests behaviorally in ADHD as wandering off task, lacking persistence, having difficulty sustaining focus, and being disorganized and is not due to lack of defiance or lack of comprehension (p. 61).

This definition means ADHD has a big impact on some students’ academic achievements. All different content areas in school require students to focus, organize ideas, materials, and follow directions, which can be daunting.

Furthermore, some students with ADHD struggle academically, specifically with writing. It has been found that 63% of students with ADHD have a written expression learning disability (Mayes & Calhoun, 2006). It is very important for educators to be aware of this statistic; as their awareness will help educators develop an instructional model that can accommodate those students who struggle with writing. Due to the fact, most students with ADHD struggle with writing and academics, educators have to understand what aspects of writing the students’ are struggling to compose. As well, “…many students with ADHD do not have flexible, effective strategies in their repertoire” (Reid, Hagaman, & Graham, 2014, p.23).Therefore, some students
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with ADHD struggle to plan, organize, extend, address the appropriate audience, express ideas, and create coherent compositions (Reid, Hagaman, & Graham, 2014). According to Barkly (1997), for the students who struggle, self-regulation may be the primary cause of ADHD, which affects students’ working memory, self-regulation and goal setting. Without working memory, self-regulation and goal setting the students may struggle with planning their writing before they write. Students may not have organization skills and use language to express their ideas accurately. This concept will be explained within the executive functions, working memory, self-regulation and goal setting subheadings.

ADHD has an impact on some students’ writing in different areas. When observing some students with ADHD writing compositions it is clear that, “Their texts often include poor verbal fluency, disjointed content with poor transitions between sentences, and irrelevant information, as they are unable to hold their memory-related information for a given topic” (Alevriadou & Giaouri, 2015, p. 27). The students in Alevriadou & Giaouri study showed a lack of metacognitive knowledge, the learned strategies is not used successfully (Alevriadou & Giaouri, 2015). Overall, ADHD might have an impact on some students thought and learning process while completing complex tasks. These ideas are important to my study because my participant Dan has ADHD and his diagnosis has influenced his writing.

Writing

Teaching writing is necessary in an educational setting as well as daily life. Writing is a complex problem-solving process (Hooper, Swartz, & Wakely, 2002). Research shows that students with learning disabilities may display weakness in writing or written expression (Alevriadou, & Giaouri, 2015). Therefore, it is important to understand why some students are struggling with composing well-written compositions. As well as, how educators can help those
students with instructional models that assist struggling writers.

The struggling writers at early grade levels who begin to fall behind may not meet the demands of high school, they may not use writing to support and extend their learning in some content classes (Graham & Perin, 2007). As students begin to take content area classes in secondary grades, writing is an assessment tool used to show comprehension and understanding of different content (Gage, Wilson, & MacSuga-Gage, 2014). In addition, these students may not meet the demands of the workplace (APA, 2013). Therefore, it is crucial to identify those students who are struggling as writers in early grade levels and help them develop strategies to become successful writers in the future.

Assessment of writing is very important because it is one of the most common types of learning disability (Mayes & Calhoun, 2006). Educators must be able to assess the students writing to determine if they are struggling or not. It is important to identify effective instructional practices for young writers; this will help these students become successful writers in high school and adulthood (Graham et al., 2005). An instructional strategy that has been shown to help students write is the SRSD model (Harris & Graham, 1996). The assessment allows teachers to address the struggling writers at an early grade level and then identify instructional practices that can help those students who struggle. This assessment information is important to this study about Dan because I am observing the effect the SRSD instruction (Harris & Graham, 1996) has on Dan’s writing growth or no growth.

Executive Functions, Working Memory, Self-Regulation and Goal Setting

Students with ADHD and struggling writers may need specialized academic instruction to help improve their executive functions, working memory, self-regulation and goal setting.
Most research acknowledges the relationship between executive functions, working memory and self-regulation (Aleveriadou, & Giaouri, 2015). Some students with ADHD exhibit struggles with many of those skills required for a good writer (Reid et al., 2014). It is imperative to understand these different concepts in order to teach the SRSD model (Harris & Graham, 1996). The understanding of these concepts allows educators to identify what a student with ADHD is struggling with and then help the students by implementing this instructional model. The following sections explain each of the concepts below.

**Executive functions.** Executive functioning is an important cognitive process that helps people complete tasks. Executive functions use, “…help a person build ways to handle knowledge in order to facilitate and promote performance, to learn strategies that are effective for specific performance targets, as well as to evaluate the effectiveness of action and correct action when it is necessary” (Alevriadou & Giaouri, 2015, p. 26). An awareness of executive functions and its purpose are important to understand because those who have ADHD may struggle to use their executive functions while completing a written task.

This means that those who continue to work on the cognitive process of goal-directed behavior struggle to stay on task and complete the task. Those who have low-level executive function have, “The ability to selectively attend to specific stimuli while suppressing attention to other stimuli (selective attention)” (Drijbooms, Groen, & Verhoven, 2015, p.991). Drijbooms, Groen and Verhoven, indicates that those students with ADHD may not attend to all aspects of writing at once. They are continuing to work on breaking down writing into a multi-step process. Understanding that writing is a long process and some students need guidance on how to efficiently stay on task and create a writing piece, which reflects the goals they need to meet, is
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important.

It is clear that executive functioning can facilitate the manifestation of self-regulated learning (Singer & Bashir, 1999). Students may struggle with learning strategies that are effective for specific requirements, and evaluating the effectiveness of their actions and correctness of their writing (Alevriadou & Giaouri, 2015). Therefore, executive functions are important because it helps students regulate their own learning especially when writing. These ideas are important to my study because my participant was currently working on effectively completing all aspects of writing at once, such as spelling, grammar, content, and organization.

**Working memory.** Some students with ADHD struggle with using their working memory. Working memory includes, “…maintaining and processing information in short-term memory, a task necessary to establish and maintain links between different ideas or content” (Reid et al., 2014, p. 2). Working memory is needed in order to employ the multiple aspects of the writing process. The writer must remember the goals of the task, while composing ideas, organizing ideas, spelling correctly, and monitoring for errors and organization (Martinussen & Major, 2011). The awareness of working memory is important because some students with ADHD need reminders while engaging in multi-step tasks needed to complete while writing.

In addition, working memory not only focuses on organizing, spelling correctly, and monitoring; it also focuses on the context of a paragraph. It has been stated that, “Working memory is fundamental to thinking and learning because it allows individuals to string together thoughts and ideas currently active in memory and to link those ideas with information stored in long-term memory” (Fensi, Sana, Kim, & Shore, 2014). Working memory means, students have to use their short-term memory, remember background knowledge, and construct a paragraph
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using both background and new knowledge. An awareness of working memory relates to my study because my participant was working on using his background knowledge to construct a paragraph.

**Self-regulation/Goal setting.** Some students with ADHD struggle with self-regulation and or goal setting not just in writing, but also in all academic areas. Self-regulation is the, “...proactive processes that students use to acquire academic skill, such as setting goals, selecting and deploying strategies, and self-monitoring one’s effectiveness, rather than as a reactive event that happens to students due to impersonal forces” (Zimmerman, 2008, p. 166-167). This means some students were still working on stopping and self-checking their work. Writing can be a long task and it is imperative for students to stop and check their own composition. Without self-regulation, they may start on topic, and then end the writing piece with a completely different idea, and had no awareness that happened. In addition, they may not check their work and need to be reminded to go back and check.

Students with ADHD may struggle with goal setting. Students with ADHD may not set clear goals, or effectively work towards completing a set goal. A student with ADHD may set a goal of writing a paragraph with a concluding sentence. Yet he or she may not be able to complete their goal and will need to continue working on setting and completing a goal.

Instructional models have been developed to address a student’s self-regulation and goal setting. For example, in some instructional models like SRSD students learn the process of self-regulation while carrying out a writing task (Graham et al., 2005). Therefore, an instructional model such as SRSD (Harris & Graham, 1996) has shown that it was important to help students, such as my participant, self-regulate and set goals.
Self-Regulated Strategy Development

In the 1980s, Karen Harris and Steve Graham developed the Self-Regulated Strategy Development (SRSD) model. They developed this model to help struggling writers improve their writing skills. SRSD is an explicit instructional model to help teachers teach writing strategies to their students (Harris & Graham, 1996). The SRSD model teaches students writing strategies; specifically planning, organizing, self-regulation procedures such as monitoring and goal setting, which overall increased the students’, writing knowledge (Zumbrunn & Bruning, 2013).

To be an effective writer one must learn to effectively plan, generate, organize, and self-monitor (Jacobson & Reid, 2010). For struggling writers there are many different effective interventions to help some writers improve their writing, specifically with executive functions, working memory, self-regulation and goal setting. One effective intervention is the SRSD model, “SRSD as a targeted, secondary intervention had a strong and positive impact on opinion essay... SRSD-instructed students made greater gains in elements, length, and quality when writing…” (Lane et al., 2011, p. 344). This study showed how using the SRSD model is effective in teaching students how to write.

According to Reid, Hagaman, and Graham (2014), the SRSD model addresses working memory, self-regulation and goal setting in three ways. First, SRSD (Harris & Graham, 1996) explicitly have students set and monitor their goals and progress. Second, it teaches self-regulation, which forces students to stay on task and finish their writing. Third, it reduces the demands of the working memory of students by teaching the six steps and overtime the students can automatically complete the six steps independently (Jacobson & Reid, 2010; Lienemann & Reid, 2008). Overall, the SRSD model (Harris & Graham, 1996) is an instructional model that
helps students with ADHD self-regulate and complete set goals while writing.

The six-step model of SRSD (Harris & Graham, 1996; Mason, Harris, & Graham, 2011) required students to:

1. Develop background knowledge
2. Discuss the writing process and specific writing strategy
3. Model the writing process and specific writing strategy
4. Memorize the writing process and specific writing strategy
5. Support the writing process and specific writing strategy
6. Independent performance

Students with ADHD may improve their executive functions, working memory, self-regulation and goal setting with this six-step model. The SRSD model (Harris & Graham, 1996) shows both teachers and students how to improve their writing with these six steps.

SRSD (Harris & Graham, 1996) is also an instructional model that stresses the importance of collaboration between teacher and student. Throughout the instructional plans, students and teachers write a written piece of composition twice. Collaboration and partnership writing ensured that students take responsibility for their writing and put forth a greater amount of effort (Reid et al., 2015). This teamwork helps educators teach the students explicitly and address the specific struggles a student is facing. It was important to understand the SRSD model (Harris & Graham, 1996) because this was the instructional model used with my participant. The SRSD model (Harris & Graham, 1996) is important to my study because it states that this model helps struggling writers and those with ADHD improve their writing.

**Conclusion**

In conclusion, it is clear that some students with ADHD may struggle with different
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aspects of writing. Some students with ADHD might need continuous support with developing and effectively using their executive functions and working memory. With support from educators and the SRSD instruction (Harris & Graham, 1996), some students who struggle could continue to work on self-regulation and goal setting while completing a written composition. Some students with ADHD improved their overall writing composition. Throughout my study, I used the SRSD model (Harris & Graham, 1996) to determine my participant with ADHD improved his writing skills. Therefore, the above literature guided my study by creating an understanding of the learning and writing process for students with ADHD.

Methods

This study focuses on the introduction and practice of Self-Regulated Strategy Development (SRSD) (Harris & Graham, 1996) used during the tutoring sessions for a second grade student with ADHD. This was a case study, which is an in-depth examination (Shagoury & Power, 2012) of a person’s writing skills with ADHD. This study took place over a period of seven weeks, for half hour periods, once a week. Data were collected to determine the instructional impact on the student’s writing skills. The data collected used, to help determine the impact the SRSD instruction (Harris & Graham, 1996) had on his writing throughout the study.

Participant

The participant in this study was a boy, named Dan (pseudonym). I had been tutoring him with his homework. He was my neighbor, a seven-year-old white male, who was in the second-grade at a private school in the Western New York area. At the time of the study, he was in a general education classroom, and was struggling academically. Furthermore, he was writing at a first grade level. At the early age of five Dan was diagnosed with ADHD. He was receiving tutoring sessions at home by me and had no other extra academic support provided within and
outside of school. He lived in a middle class household with both of his parents, an older sister and grandfather. The family was very involved in the community and both Dan and his sister participated in many different activities. His parents were coaches, involved in the church, and always-attended Dan and his sister’s activities. Dan participated in sports, boy scouts, and church. Overall, Dan came from a home with very supportive parents, who wanted him to succeed academically and socially.

Dan was a very active and outgoing boy. He could always be found outside kicking a soccer ball, playing basketball, playing in the dirt, or climbing a tree. You could find him playing by himself or with the neighborhood kids. He would stop over and ask me to play with him sometimes and he was always offering to help my dad work on any house project. He was a very funny and silly boy who had a vivid imagination. He enjoyed making up games, or pretending to be a Star Wars or Power Ranger character. Dan also recently started enjoying video games, specifically Minecraft, and enjoyed sharing what he was doing in the games.

Setting

The tutoring sessions took place at the participant’s home. During the tutoring sessions, we sat at the dining room table. Although we were in a separate room, there were some distractions. His sister would be doing homework or playing in the family room, his mom was cooking or talking on the phone, and his dog would be barking to play sometimes. He also wanted to show me his new toys or anything he was currently playing with. The dining room was where Dan worked on his homework every day after school, so this was routine for him to be at the table. His mother was always home when I was tutoring Dan, she made sure that he listened to me and did his homework. He had access to all different school supplies needed for homework and projects.
Positionality as the Researcher

I was neighbors with Dan, which means we came from similar backgrounds. I am middle class Caucasian female in my mid-twenties. I was working on my master’s degree in Literacy at a local college. I graduated for the same local college with a B.A. in History and received a certification in Childhood Education ranging from first through sixth grade. I also received my Special Education certification ranging from first to sixth grade. I was Teaching Assistant for two and a half years at a local school, for a self-contained special education classroom with students ranging from ages eight to ten. I used my experience from work and my Undergraduate courses to tutor Dan.

In my role as a researcher, I was the tutor. At the time of the study, I had known Dan for five years ever since he moved next door at the age of two. I have been his tutor for five months. Due to the relationship I had with both Dan and his family members, I frequently self-checked my own bias and opinions. I wanted Dan to succeed, therefore, as a tutor and as a researcher.

Data Collection

This qualitative study used various data sources in order to gather data and to understand the literacy learning of Dan. The tutoring sessions occurred once a week, during a seven-week period, each a half hour long. First, a semi-structured interview was conducted during the first session. This interview provided background knowledge of the student’s own writing strategies and feelings about writing. Next, samples (artifacts) of the student’s original writing, before receiving SRSD instruction (Harris & Graham, 1996), were collected. This provided information on what the student was successful with and struggled to complete while independently writing. This gave a baseline of his writing, which determined what to focus on when conducting the tutoring sessions.
During the second session SRSD (Harris & Graham, 1996), instruction began. The tutoring sessions focused on the six stages in the SRSD model (Harris & Graham, 1996; Mason, Harris, & Graham, 2011). The six stages are:

1. Develop background knowledge
2. Discuss the writing process and specific writing strategy
3. Model the writing process and specific writing strategy
4. Memorize the writing process and specific writing strategy
5. Support the writing process and specific writing strategy
6. Independent performance

In addition, throughout the stages the specific writing strategies focused on were POW and TREE developed by Harris and Graham (1996).

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Table 1 POW Acronym
Table 2 Tree Acronym
The use of POW and TREE are important for opinion or a persuasive writing genre, which Dan was required to complete. The POW acronym is a strategy that, “… reminded students to carry out three basic processes: pick a topic to write about, organize possible ideas into a writing plan (the appropriate genre-specific strategy was applied here), and use and upgrade this plan while writing” (Graham et al. 2005, p.209). POW was one of the main instructional strategies used and taught throughout the lesson plans.

Semi-structured interviews. There were two semi-structured interviews, one at the beginning of the study and one at the end of the study (See Appendix A&B). The initial interview was administered to determine Dan’s original opinions on writing and himself as a writer at the beginning of the study. The final interview was administered to determine if Dan’s opinions changed and how he had grown as a writer. This interview also allowed Dan to express his thoughts on the writing process, in addition to what he had learned at the end of the study.

Student artifacts. Throughout the sessions student artifacts were collected, which were four pieces of writing and graphic organizers. First, the student wrote a piece before receiving instruction, next, we collaborated on two writing pieces, finally, the student wrote a final piece after receiving SRSD instruction (Harris & Graham, 1996). The student artifacts helped determined if Dan had grown as a writer or not.

Observations/Lessons. The tutoring sessions were audio recorded, which were later transcribed. Through the lessons and recordings, I was able to create my own observations and hear Dan’s opinions and thoughts during the tutoring sessions. After the tutoring sessions, I asked Dan some reflection questions (See Appendix C). Dan’s responses were audio recorded and then transcribed by me. Overall, these lessons and observations answered what Dan’s thoughts were and what I experienced teaching the SRSD model (Harris & Graham, 1996).
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Procedures

All the tutoring sessions followed the same schedule except for the first and last session. The first session had Dan answer the semi-structured interview orally and I transcribed his responses, also Dan free wrote. The semi-structured interview was conducted to help me understand what Dan’s opinions and background knowledge of writing were. Finally, his free write enabled me to observe his independent writing skills without any prior instruction from myself.

After the first session, the rest of the sessions were focused on the SRSD instructional model (Harris & Graham, 1996), which consists of six stages. First, the session had Dan learn about the writing Strategies POW and TREE, in order to develop background knowledge. The next session, Dan and I discussed the writing process of POW and TREE. Thirdly, I modeled the writing process using POW and TREE. Next, Dan went through the process of memorizing the writing strategies. Then, I supported Dan through the writing process making sure he wrote using the POW and TREE strategies. Dan received explicit instruction to assist the mastery of independent use of the writing strategies (Graham et al., 2005). Finally, Dan wrote an independent piece of writing, with the tools and writing strategies that were taught throughout the tutoring sessions.

Trustworthiness

A variety of strategies was used to establish the trustworthiness of this study. I used strategies to ensure the precision and integrity of my findings while analyzing and collecting data (Clark & Creswell, 2015). I used the method of bracketing, which “…is the process by which a researcher reflects on his or her own views and experiences related to the study’s central phenomenon…” (Clark & Creswell, 2015, p. 364). Through bracketing, I ensured that my
findings were credible. Finally, I used the triangulation method to ensure trustworthiness. (Clark & Creswell, 2015). I triangulated different data sources such as observation notes, interviews and student artifacts. The use of multiple different strategies used to validate the research ensured trustworthiness of this research study.

**Data Analysis**

Throughout my data collection process, there were three emerging themes. The themes that I found answered my two research questions. In addition, the data founded related back to the purpose. The purpose was to determine the opinions and observations from both Dan, and myself in order to explore the influence the SRSD model (Harris & Graham, 1996) had on Dan, a student with ADHD writing. The three findings display what Dan’s opinions were, the growth of his writing, and what he still needed to work on.

I was able to determine the themes by bracketing, I reflected on my own views and experiences related to the study (Clark & Creswell, 2015). In addition, coding was an imperative part of my data analysis process.

The three main codes I used were:

- **DTA**: Dan’s thoughts and actions
- **C**: Changes shown over time
- **SR/GS**: student shows self-regulation and goal setting.

First, I listened to and transcribed the audio recordings of our tutoring sessions. I also collected and observed the student’s work he created during the sessions. In addition, I reread my notes taken throughout the lessons. I used this process to help answer my research questions. The first finding addressed the first question, in regards to the opinions’ of a student diagnosed with ADHD about his independent writing. Findings two and three addressed the second question in
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gards to the experiences of a student using the SRSD model (Harris & Graham, 1996) to improve his writing.

**Finding 1: Dan’s Attitude Toward Writing Did Not Reflect His Writing Skills**

During each session, I would observe how Dan reacted toward a task and listen to his responses to determine his attitude about writing. Majority of his responses revealed a positive and confident attitude toward writing as a whole. Sometimes I would offer Dan help yet he would refuse because he was confident in his own abilities and work. Based on these observations it alluded that Dan was a good and/or strong writer, yet through observations of his independent and collaborative writing pieces, he did not have proficient writing pieces.

Throughout our tutoring sessions, Dan was very positive and confident with his writing. During our first session, I conducted a semi-structured interview. During the initial interview, Dan was very honest, which is true to his personality. His responses were direct and to the point.

Here are some portions of the interview:

**Me:** Can you tell me a good writer you know and why?

**Dan:** Me

**Me:** Why do you think you are a good writer?

**Dan:** *Shrugs*

**Me:** How do you feel about writing and why?

**Dan:** Good, because I am good at it.

**Me:** What are some difficulties you have when writing?

**Dan:** None

At the end of each tutoring sessions I asked Dan the same questions. One question was:

**Me:** “Are you still struggling with anything? Why and how can I help?”
Dan usually stated:

Dan: “Nothing”.

His responses showed me that he thought he was already writing at a proficient level and did not need to improve his writing, and this displayed a confident and positive attitude about his writing.

Throughout our tutoring sessions, Dan worked hard and was never frustrated. Dan never complained about the work, he never stopped or refused to do his work, and never said he could not do it. When asked to complete a task he would do so with a positive attitude. During our first lesson, I asked him if he knew what the acronyms POW and TREE stood for and he said no, but wanted to guess. Dan was very confident that he would guess the correct answers because he stated, “This is easy! I know what POW and TREE are.” Table three and four show what Dan wrote.

<table>
<thead>
<tr>
<th>POW</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Print</td>
</tr>
<tr>
<td>O</td>
<td>Opshens (Options)</td>
</tr>
<tr>
<td>W</td>
<td>Write</td>
</tr>
</tbody>
</table>

Table 3 Dan’s Attempt for POW Acronym
Table 4

Dan’s Attempt for TREE Acronym

<table>
<thead>
<tr>
<th>TREE</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>Try</td>
</tr>
<tr>
<td>R</td>
<td>Read it over</td>
</tr>
<tr>
<td>E</td>
<td>Epingen (Opinion)</td>
</tr>
<tr>
<td>E</td>
<td>End</td>
</tr>
</tbody>
</table>

While attempting to identify the words in the acronyms he was very confident. As he was writing the acronyms he did not stop and second-guess himself, he wrote what he thought and after I told him the correct answers, he still thought that his answers were close to the correct answers.

There was a discrepancy between Dan’s perceived confidence in his writing abilities and his observed writing performance. During the pre-assessment, I had Dan independently write to show me his writing abilities. He wrote two sentences during the pre-assessment. According to the New York State Common Core Learning Standards (2010) a Grade Two student must be able to, “Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.” (p. 26).

Therefore, I observed that his confidence in his writing abilities did not reflect that of an average second grader’s writing ability. Dan’s perceived confidence about his writing connected to Alevriadou and Giaouri (2015) who stated, students with ADHD often struggle with assessing the effectiveness of their learning functions, they do not stop and reflect on their writing once completed. In conclusion, through Dan’s actions and opinions Dan did not stop to check his writing or his writing capabilities.
Finding 2: The SRSD Instructional Model Helped Dan Improve His Writing

During the lessons, I made observations and collected Dan’s writing. Through the four writing pieces, there was some growth, specifically; he grew with his paragraph structure and the overall length. Throughout the lessons we enjoyed our time, we would choose writing topics that he enjoyed and he worked hard to complete the tasks I gave him.

Pre-assessment. The pre-assessment required Dan to write with no assistant from myself. His composition only had two short sentences. While I quietly observed Dan, I noticed that he did not create a graphic organizer, pre-write, or set any goals before writing. He just wrote freely without any self-checking. According to Graham et al. (2005), struggling writers may typically write with no forethought, and do not set goals. Figure one showed what his initial writing was from the pre-assessment.

![Figure One. Pre Assessment](image)

Lesson one (Develop background knowledge and discuss). During the first lesson Dan and I worked together to build background knowledge of the POW+TREE writing strategy. We discussed the key elements of a persuasive writing piece. As we discussed the elements of POW and TREE, he stated that he has used something similar at school. Dan said he learned the acronym OREO at school. He then proceeded to write down the meanings.
Based on his homework in the past, the acronym OREO stands for:

<table>
<thead>
<tr>
<th>Correct Oreo Acronym</th>
<th>Oreo Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>Opinion</td>
</tr>
<tr>
<td>RE</td>
<td>Reasons</td>
</tr>
<tr>
<td>E</td>
<td>Opinion</td>
</tr>
</tbody>
</table>

This showed that he did not know what the acronym OREO really stands for and he did not use this acronym to guide his writing during the pre-assessment. Yet by the end of our sessions, Dan was able to identify POW and TREE with no support. This showed that he learned what the acronym stands for and how it is used for writing organization.

**Lesson two (Model).** This lesson focused on me as the tutor modeling the self-regulated use of the POW+TREE writing strategy. Throughout the lesson, I was talking aloud. We first reviewed the writing strategy from the previous session. The modeling went like this:

**Me:** Okay, I first need to think about the P, pick an idea. What do I want to write about?

How about I write about why dogs are better pets than cats.

**Dan:** Yeah, that is a good idea. Dogs are definitely better pets!
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Me: So we have the topic! Now I have to organize my ideas, in order to organize ideas I need to use TREE.

I continued to model the use of TREE, as I was modeling the use of TREE, I used the graphic organizer. At the end of the lesson, Dan and I completed a written composition together. After the lesson, I asked him some questions. Through this collaborative writing, he saw how a writing piece should be organized and an appropriate length.

Me: What did you think about some the writing activities we practiced today?

Dan: This was fun! We came up with reasons why dogs are better than cats.

Me: You are right, we came up with reasons, and do you remember what the R stands for in the TREE acronym?

Dan: Yea, reasons!

Me: You are correct, including reasons and evidence is something good writers do. So what did you learn?

Dan: That we must include reasons when we write.

Based on the conversation Dan was able to vocalize that when asked to write, specifically an opinion writing, he must add three reasons to support the topic sentence.

Lesson three (Collaboration/Support). This lesson specifically focused on collaboration. The lesson was student led. He wrote a topic sentence, two reasons and an ending sentence, shown in figure three. I gave Dan three different options for topics and he chose to write that dogs are better than cats. We specifically focused on the organization of his writing and not the spelling and grammar. He was able to come up with two reasons, which is an improvement from his first writing piece, which had no reasons. With his ideas, I helped him use the POW and TREE organizer to write an organized writing piece.
Students should get paid to go school!!!

I can't buy TOYS!!!

Teachers get paid to work and I work just as hard!!

Students should get paid to go to school!!

Figure Three. Collaborative Writing Piece One
Lesson four (Compare prior performance to current writing). We compared his writing from the pre-assessment and the writing from lesson three. There is clear growth between the two writings. Dan stated, “I see that my first writing does not have a body. There are only two sentences.” Through his observations and statements, he was able to see growth and how a paragraph should be constructed.

Lesson five (Collaborative practice). This lesson was similar to lesson three. Dan and I worked collaboratively to create a paragraph. This time Dan included more reasons and transition words. Therefore, he has grown as a writer with his increased amount of reasons and the use of transition words to identify each reason. This was still a collaborative piece; I provided Dan with the transitions words while he came up with three reasons a topic sentence and ending sentence.
Kids could not
go to school in the
summer. First kids
had to go outside
Second My
school closed
have
were closing. Third
we go on vacations
and kids could no
to school in the summer.

Figure Four. Collaborative Writing Piece Two
**Post-assessment.** The last writing piece Dan had to create was independently. I asked him to write a paragraph using the strategies he learned from the tutoring sessions. The last assessment showed that Dan had grown overall as a writer, specifically with the knowledge of the constructs of a paragraph.

![Figure Five. Final Independent Planning](image-url)
Figure Six. Post-Assessment Piece

As shown, SRSD instruction (Harris & Graham, 1996) helped Dan grow as a writer with his elements and length, which was present in Lane et al. (2011) study. In addition, Reid et al. (2014) found that the participants also increased the length of their compositions by more than double, which was similar to Dan’s progress. Dan increased the number of reasons or evidence used transition words with some prompting.

Minecraft is the best game ever. Because I billy. And because I fight and play with my friends. Minecraft is the best game in the whole wide world.
In conclusion, the SRSD instructional model (Harris & Graham, 1996) helped Dan improve his writing. This finding was similar to the study conducted by Mason and Shriner (2008), which found that all students improved their persuasive writing skills from the SRSD instruction. Dan has shown growth throughout our lessons. He initially wrote two sentences during the pre-writing assessment. He did not understand the parts of a paragraph. Through our collaborative writing, Dan was able to observe and practice writing using the SRSD instruction (Harris & Graham, 1996) specifically when he used TREE and POW. Through observation of my writing, comparing his initial writing to the collaborative pieces, and partner writing Dan began to understand the constructs of a paragraph. Finally, Dan used the POW and TREE acronyms to plan and organize his paragraph during his final independent writing. Dan grew as a writer because he used the POW and TREE graphic organizer to plan his writing, which resulted in a paragraph with a topic sentence, three reasons and a concluding sentence.

**Finding 3: Dan Showed Little Growth with Self-Regulation/ Goal Setting During Writing Process**

The SRSD model has stated that this instructional model can help some students with ADHD improve their self-regulation and goal setting while they wrote (Harris & Graham, 1996). Through my experiences with Dan, I determined that Dan showed little growth with self-regulation and goal setting. During the initial semi-structured interview, some questions I asked were related to his executive function and working memory. Those questions were:

**Me:** What does a good writer do?

**Dan:** They write neat and take their time.

**Me:** What are some things you do when you write a persuasive essay?

**Dan:** Um, *long pause* I brainstorm, I practice, and I come up with ideas.
Me: Is this what you do at school?

Dan: Yes.

Me: What are some writing strategies you know?

Dan: Brainstorming and taking your time.

Me: How do you use those writing strategies? How do you brainstorm and what does it mean to take your time?

Dan: When I brainstorm I think, and then I write slowly.

Me: What goals do you have as a writer?

Dan: I do not have any goals.

Me: No goals at school?

Dan: Not really.

Throughout the initial interview, Dan did not state any specific writing strategies, and goals. Dan knew that writer’s brainstorm yet did not specifically state how they brainstorm and what strategies they use to brainstorm. In addition, he did not brainstorm during the pre-writing assessment. Finally, he stated he did not have any writing goals; he did not set goals while writing.

At the end of each lesson, I would ask some informal questions such as:

1. Did you like this lesson?

2. What writing strategy did we work on today?

3. Did any of today’s writing strategies we use help improve your writing?

4. Are you still struggling with anything? Why and how can I help?
Dan was very honest when answering these questions. His response to the first question was usually “No”. His responses to number two were always “TREE and POW.” His responses to question two showed me that he understood the writing strategies we were working on were POW and TREE. His answers to question number three were always “No”. Finally, his responses to question four were usually that he does not struggle with anything or he still struggles with writing neatly. In addition, he said he was already a good writer and did not need any help.

Therefore, based on his responses to the questions at the end of each session, he did not show any growth of self-regulation and goal setting. He did not tell me that he needed to work on anything in regards to his writing, yet his writing would have benefited from creating a goal connected to the constructs of a paragraph. In addition, Dan did not stop and self-reflect on how POW and TREE have helped his writing improve. He was unaware of his growth in organization and length when he used those acronyms. Dan did not identify the growth he did show and did not identify what he could improve on as a writer.

Discussion

Summary of Findings

Data were collected through 30-minute tutoring sessions conducted once a week for seven weeks. As stated before the research questions were:

1. What are the opinions of a student diagnosed with Attention Deficit Hyperactivity Disorder about his independent writing skills?

2. What are the reported experiences of a student using the Self-Regulated Strategy Development to improve his literacy learning with Attention Deficit Hyperactivity Disorder?
Throughout the tutoring sessions, I conducted observations of the sessions, made notes about the transcripts and Dan’s writing in order to answer my research question.

Throughout the study, three findings emerged. They are: Dan’s attitude toward writing did not reflect his writing skills; The SRSD instructional model helped Dan improve his writing; Dan shows little growth with self-regulation/goal setting. These three findings reflect what I observed and what Dan stated during our tutoring sessions. Throughout the lessons, I was curious to see if and what changes did occur in Dan’s writing, also, how the process of writing has changed for him. Through these observations, I was able to create implications for myself and other teachers on how to teach students similar to Dan on writing strategies.

**Conclusion and Implications**

**Conclusion for finding one: Dan’s attitude toward writing did not reflect his writing skills.** Based on the initial semi-structured interview and Dan’s writing compositions he composed throughout the tutoring sessions. Dan’s initial writing was only composed of two sentences. Yet according to the Common Core English Language Arts Grade Two Writing Standard (2010), a second grade student should have five to six sentences, which constructs a paragraph. The paragraph should have a topic sentence, three to four examples/reasons, and an ending sentence. In addition, the writing includes transition words for each reason and correct spelling and grammar. Dan did not have any examples/reasons, no transition words and misspelled some words. I found that Dan was unable to independently compose a persuasive or opinion paragraph at a second grade level.

In the initial interview, I asked Dan if he knows a good writer and replied with himself. Dan believed he was a good writer, yet based on his independent writing composition he is currently writing at an unsatisfactory level. Through Dan’s answers and opinions of his writing
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capabilities it was clear that his attitude toward writing did not reflect his actual writing skills. Therefore, some students similar to Dan, may not understand the expectations of a second grade writer based on their attitude and opinions of writing.

Implications for finding one: Dan’s attitude toward writing did not reflect his writing skills. Teachers have faced situations when students are performing at a developing or unsatisfactory level, yet the student believes they are performing at an exemplary or proficient level. As an educator, it is important for students to be confident in their own work, yet students need to have a realistic understanding of the expectations. Educators need to determine how to best teach students how to set realistic goals when completing their writing compositions. Therefore, educators should implement instruction to allow students to have a positive attitude toward writing while holding the students to grade level expectations.

Conclusion for finding two: The SRSD instructional model helped Dan improve his writing. Through observing, Dan’s written composition throughout the tutoring sessions, it was clear that his writing improved from not meeting the second grade standards to a proficient/developing level. His first writing composition was very short. Throughout the lessons when Dan and I collaborated on the writing composition, he was able to complete a proficient/exemplary level of writing with a lot of guidance. He was able to write a topic sentence, two or three reasons/explanations and an ending sentence. He also included transition words with my help yet is still working on developing correct spelling. I focused specifically on the organization of a paragraph because I did not want to overwhelm him with spelling. His final independent writing piece shows that he is beginning to understand how a paragraph is constructed. He included a topic and ending sentence, and there reasons. The three reasons were not complete sentences yet it is clear he showed growth from his first independent writing.
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While he was writing his final piece, he was using the TREE and POW graphic organizer. This graphic organizer was the focus of the lessons. During his initial independent writing, he did not use any form of a graphic organizer to help develop his ideas. This shows that he is starting to use graphic organizers to help him complete a well-written paragraph. The graphic organizer helps him with his executive functions and working memory (Reid et al., 2014; Drijbooms et al., 2015). Since Dan had a low-level executive function, the graphic organizer helped him organize a paragraph while attending to his ideas and content of his writing. Thus, it is imperative to help Dan and other students create goals that will effectively enhance their writing.

Implications for finding two: The SRSD instructional model helped Dan improve his writing. I have found with working with Dan, a student who has ADHD a graphic organizer is very helpful for students to complete a well-organized composition. The SRSD model, specifically for opinion and persuasive writing piece had instructors and students use the TREE and POW organizer (Harris & Graham, 1996). Other students with ADHD, or struggling writers, may continue to struggle to write using the SRSD model (Harris & Graham, 1996). This means, educators must find other writing models that will help other students. Based on this study of Dan, I believe that once a teacher or student finds an instructional writing model that helps them or their student they should use that in order for the student to become a proficient writer.

Conclusion for finding three: Dan showed little growth with self-regulation/goal setting. The lessons I used were from Project Write (2009), and these lesson plans did not provide any time for the student and teacher to focus on self-regulation and goal setting. Dan did show some growth of self-regulation. He showed some growth by using the TREE and POW graphic organizer during his final independent writing. The use of the acronyms I taught, POW
and TREE, it showed that Dan was able to proactively select and use a writing strategy he was taught (Zimmerman, 2008). Dan was able to show some growth but still has to develop his self-regulation and goal setting.

Although Dan was able to use the graphic organizer, I taught him, he was unable to effectively self-regulate and set goals for himself. During the final semi-structured interview, his main goal he wanted to continue to work on was to write neatly. Dan created a goal that focused on writing more neatly, yet, that was not a problem, he had. The goal he created showed that he still does not set his own goals in order to help his writing composition as whole improve.

**Implications for finding three: Dan showed little growth with self-regulation/goal setting.** Unlike, the study conducted by Lane, Graham, Harris, Little, Sandmel, & Brindle (2010), my instruction did have a big focus on self-regulation and goal setting throughout the sessions. Therefore, I would have a bigger focus on goal setting and self-regulation to help Dan develop an awareness of setting and completing goals and create breaks to enable self-regulation.

In conclusion, after observing Dan’s little growth of self-regulation and goal setting, I would suggest including an emphasis on self-regulation and goal setting within my lesson plans. If an educator was to use the SRSD model (Harris & Graham, 1996), they should be clear about the goals the students need to achieve and how students can stop and check their own writing process.

**Limitations**

The limitations of study include member checking, time restraint, setting and number of participants. I was the only researcher conducting this study, which means there were no other perspectives throughout the study and data analysis. This study was only seven sessions due to
time limitations. If time permitted, more sessions would allow me to observe long-term growth of Dan’s writing. This study was conducted at the participant’s home, which means he may have acted differently than he would in a school setting. In addition, I was not able to observe Dan’s maintenance of the SRSD strategy (Harris & Graham, 1996). It is important for educators and I, to study the maintenance of any writing strategy taught (Hacker, Dole, Ferguson, Adamson, Roundy, & Scarpulla, 2015). Finally, there was only one participant in this study, yet, there are many students with ADHD, whom struggle with writing. I could not observe other students with ADHD and their writing experiences.

**Recommendations for Future Research**

As I was conducting my research and literature review, I found that most of the studies were quantitative. I believe there is a serious gap in the experiences, of those teaching students with ADHD how to write, and those students who are given the task to write. In addition, I would recommend focusing specifically on how to incorporate a lesson plan that effectively has students’ self-regulate and complete goals. Finally, I suggest a longitudinal study that observes what affect early intervention of the SRSD model (Harris & Graham, 1996) has on students in high school.

**Closing**

This study will always be important to educators because they will have students with ADHD and need to find effective ways to teach writing to those students. The results of this research show that students need continuous support and effective instructional models to help them become proficient writers. The SRSD (Harris & Graham, 1996) is a model that has helped Dan grow as writer and it was shown throughout the tutoring sessions conducted.
Not only is this study important for other educators, it is important for my own teaching practices as a tutor for Dan and for my future students. This study has shown me that I can use the SRSD model to help students with ADHD improve their writing. This is just one teaching strategy I can now use when teaching any struggling writer, or a child with ADHD. Finally, I can continue to help Dan with his writing through my findings. I have learned that when I am teaching students similar to Dan, I might have to focus more on creating and completing goals to help students self-regulate their own writing. Overall, I have grown as a tutor and educator through this study with Dan.
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Appendix A

Initial Semi-Structured Interview

1. What does a good writer do?
2. What are some things you do when you write an opinion piece?
3. Can you tell me a good writer you know and why?
4. What are some writing strategies you know?
5. How do you use those writing strategies?
6. How do you feel about writing and why?
7. What are some difficulties you have when writing?
8. What goals do you have as a writer?
Appendix B

Final Semi-Structured Interview

1. What does a good writer do?
2. What are some things you do when you write an opinion piece?
3. Can you tell me a good writer you know and why?
4. What are some writing strategies you have learned the past few months?
5. How do you use those writing strategies?
6. Do these writing strategies help you? Why or why not?
7. How do you feel about writing and why?
8. What are some difficulties you have when writing still?
9. What else would you like to learn to help you become a better writer?
Appendix C

Informal Questions

1. Did you like this lesson?

2. Did any of today’s writing strategies help you with your writing? Why or Why not?

3. What do you think about some of the writing activities we practiced today? Why do you think that?

4. Are you still struggling with anything? Why and how can I help?