ABSTRACT

LAUREN TAYLOR. Teaching Writing to All: Teaching Strategies for Students with Learning Disabilities and Basic Writers
(Under the direction of Professor Nancy Penrose)

As a high school English instructor and as a student athlete academic tutor and mentor, I struggled finding ways to teach writing to weak writers. Areas of research on teaching writing to students with learning disabilities and basic writers have studied traits of skilled writers in an attempt to bridge the gap as well as apply researched strategies in order to see any correlation or impact. This paper identifies the writing struggles both basic writers and students with learning disabilities face as well as teaching strategies research suggests to implement with them. Prewriting, planning, revision, self-regulation and confidence are areas of weakness for these writers and will be addressed with possible teaching strategies to assist them. I applied the struggles and strategies suggested by the research to Read and Write Gold, a program that claims to assist struggling writers. I found that the program supports does support some of the suggestions, but overall lacks the crucial support tutors and teachers provide.