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Teachers Adapting Common Core Informational-text Writing Instruction for Students With Mild to Moderate Disabilities

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TEACHERS ADAPTING COMMON CORE INFORMATIONAL-TEXT-
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ABSTRACT

With the adoption of the Common Core State Standards, students must now become skilled at using different types of writing to help them critique text and process information. They also are required to write informational text. Informational-text writing is challenging for students with mild to moderate disabilities, including students with language-learning disabilities, who often struggle with aspects of language necessary for learning to read and write. These students show striking challenges with productivity, grammatical and spelling accuracy, and sentence complexity, with differences in performance by genre (Koutsoftas & Gray, 2012; Scott & Windsor, 2000; Troia, Lin, Cohen, & Monroe, 2011). In order to help students meet the new writing standards, general-education teachers need to reconsider how they adapt writing instruction for students with language-learning disabilities in their classrooms.

This qualitative study examined the process of change among three third-grade teachers who participated in an 8-week writing-adaptation innovation. The Concerns-Based Adoption Model (CBAM) (Hall & Hord, 1987; Hall, Wallace, & Dossett, 1973) served as the conceptual framework of the study and was used to examine the process of teacher change. The school's speech and language pathologist (SLP) served as the change facilitator to provide ongoing support and coaching to the three teachers throughout the innovation program. Data were collected through classroom observations, a questionnaire to measure the teachers' level of concerns, and interviews with the teachers and the SLP to understand the process of change and implementation of the innovation program through the CBAM coaching model. Results of this study suggest that with professional

development, teachers are able to adapt informational-text writing instruction for students

with mild to moderate disabilities. In addition, an instructional coach's effectiveness can

be improved with extended training and background knowledge in the innovation.

This dissertation written under the direction of the candidate's dissertation committee and approved by the members of the committee, has been presented to and accepted by the Faculty of the School of Education in partial fulfillment of the requirements for the degree of Doctor of Education. The content and research methodologies presented in this work represent the work of the candidate alone.

Diana Hawley   December 9, 2014
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DEDICATION

This dissertation is dedicated to my husband Kent for his technical support and expert advice with computer formatting and the qualitative research program, NVivo. I appreciate all of the times he propelled me to continue when things were difficult. His unwavering support gave me the strength to persevere.

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CHAPTER I

INTRODUCTION

Teachers have been charged with the adoption of the Common Core State

Standards (CCSS) in 44 states (Common Core State Standards Initiative, 2014). Writing

instruction has taken a central place in reform efforts to improve education (Calkins,

Ehrenworth, & Lehman, 2012; Graham & Harris, 2013). It is no longer adequate to

provide writing instruction that is a fill-in-the-blank, skill-and-drill curriculum for

children in the US. Teachers need to provide all students with a "thinking curriculum,

with writing workshops, research projects, and debates" (Calkins et al., 2012, p. 9).

Attention has been paid to the role of professional development to ensure that new

expectations for learning and teaching are met (Darling-Hammond, 1996). The new

expectations of the CCSS are to increase college and workforce readiness rates. Now

more than ever, teachers will need to have deep knowledge of both the content they are

teaching and how their students learn (Bausmith & Barry, 2011), which can be provided

by professional development.

In order to meet the current content standards in writing, professional

development for teachers in special and general education must be focused on supporting

students with mild to moderate disabilities. These students struggle with language-based

activities, particularly written language. Previous research highlights the writing

difficulties of students with mild to moderate disabilities (Berninger & May, 2011; Hall-

Mills & Apel, 2013; Scott & Windsor, 2000). Many linguistic skills must be integrated to

generate a written product, which can be difficult for students with language disabilities

when they have deficiencies in one or more area of language development (e.g., phonological, morphological, and orthographic awareness and lexical, syntactical, or pragmatic processes; Berninger & May, 2011; Hall-Mills & Apel, 2013; Mackie & Dockrell, 2004; Troia, 2011). Training for teachers with students with disabilities should emphasize adapting instruction tailored to the written-language needs of students (Machie, Dockrell, & Lindsay, 2012).

Written language is dependent on oral and reading language skills, which form the foundation for writing (Gregg & Hafer, 2001). Language-learning disability (LLD), first described by Wallach and Butler (1984) and Wallach and Miller (1988), is the most common type of mild to moderate learning disability (Palloway, Miller, & Smith, 2012). Students with LLD struggle with aspects of language necessary for learning to read and write and show striking challenges with productivity, grammatical and spelling accuracy, and sentence complexity, with differences in performance by genre (Koutsoftas & Gray, 2012; Scott & Windsor, 2000; Troia, 2011; Wallach, Charlton, & Christie, 2009).

Students with mild to moderate disabilities, including students with LLD, may demonstrate challenges in comprehension, and/or expression of spoken and written language. Problems may be observed in any of the four areas of language use: (a) listening, (b) speaking, (c) reading, and (d) writing. These problems could involve a variety of combinations of the five systems of language: phonology, morphology, syntax, semantics, and pragmatics (American Speech-Language-Hearing Association (ASHA), 2001; Koutsoftas & Gray, 2012; Scott & Windsor, 2000; Troia, 2011; Wallach et al., 2009). In the elementary-school years, reading, writing, and spelling difficulties

frequently are observed as signs of students with mild to moderate disabilities (Polloway, Miller, & Smith, 2012; Scott & Windsor, 2000; Troia, 2011; Wallach, Charlton, & Christie, 2009). Some writers with LLD have difficulty expressing their thoughts in written format. Writing assignments that include complex language tasks, numerous foundational skills, and process writing quickly can overwhelm these students (Bain, Bailet, & Moats, 2001). For example, Bain et al. (2001) found that foundational writing skills must be integrated with organizational strategies, managing issues of text coherence, sense of audience, and genre structure. They found that students with mild to moderate disabilities, including students with LLD, have difficulty mastering single skills or a combination of the foundational language skills, including capitalization, punctuation, sentence structure, vocabulary, and initiation and maintenance of thoughts (Bain et al., 2001).

Since the early 1980s, several large-scale reform efforts have been attempted to bring systematic improvements in student achievement in the US: the standards movement (Resnick, Nolan, & Resnick, 1995), the No Child Left Behind Act (2002), and the more recent Common Core State Standards (CCSS Initiative, 2014). Now there are expectations that all students will work toward meeting their grade-level standards. The new standards are rigorous and place high expectations on students. These standards focus on the acquisition of conventions such as spelling and handwriting, but more importantly the four writing applications: (a) writing for multiple purposes (narrate, persuade, inform, and explain), (b) planning, revising, editing, and publishing well-organized text appropriate to the task, (c) using writing to build knowledge about

materials read or specific topics, and (d) applying writing to facilitate learning in content areas for different purposes and audiences (Harris, Graham, Friedlander, & Laud, 2013). Students must now become skilled at using different types of writing to help them think about and critique the texts they read and process the information they read about in class. Using 21st-century writing tools, they also have to be able to write about real-world informational text. In order to meet the new writing standards, especially in informational-text writing, teachers and schools will need to reconsider how they teach writing (Graham & Harris, 2013).

The primary purpose of informational text is to provide information about the natural and social world. It typically has characteristic features, such as talking about whole classes of things in a timeless way (i.e., monkeys live in trees; Duke & Bennett-Armistead, 2003). Informational writing includes a wide array of genres: literary essays, scientific reports, summaries, manuals, feature articles, blogs, and mathematical reports (Calkins et al., 2012). The informational text-writing standards in the CCSS emphasize students' ability to synthesize details, linking them to key ideas. They ask students to elaborate ideas with specific information, details, examples, or quotes. Even young writers will need to be taught how to use organizational structures to construct their texts. Students will be expected to write informational-text structures that include a variety of types of evidence, such as facts and quotations, and use language that connects that evidence across the entire piece of writing (CCSS Initiative, 2012).

In previous years, standards assessments of students' writing throughout the US demonstrated poor student results. Test results from the National Center for Education

Statistics (2012) reveal that less than a third of students in the US have mastered the standards necessary for *proficient* or *grade-level appropriate* writing on the National Assessment of Educational Progress (NAEP). Most students in the US have scores at the *basic* level or below, indicating only minimal mastery of the writing skills needed at each grade level (NAEP, 2012). Fourteen percent of general-education students in grade four are below the *basic* level and 44% of fourth-grade students with identified disabilities are below the *basic* level (NCES, 2012). The evidence shows that students with disabilities need additional support in order to become competent writers.

Purpose of the Study

The purpose of this qualitative study was to examine the process of change for writing instruction among three third-grade teachers. The teachers participated in an 8-week writing-adaptation innovation program to support their students with mild to moderate disabilities in general-education classrooms.

A writing unit focused on the genre of informational text was taught over an 8-week period of time. Three general-education teachers planned together and taught the unit to the students in their third-grade classrooms. The speech-language pathologist (SLP) at the school supported and coached the teachers with adaptations of the writing instruction for their students with mild to moderate disabilities, which included students with Individual Education Plan (IEP) goals in receptive language, expressive language, or pragmatics.

During the 8-week unit, I observed the three teachers once a week in their general-education classrooms during writing instruction. I wrote detailed observational

notes. The observations provided me with information about the extent to which the teachers were able to adapt their writing instruction for students with mild to moderate disabilities.

I used the Stages of Concern Questionnaire (SoCQ; Hall, Wallace, & Dossett, 1973) to measure the levels of concerns of the teachers about the innovation over the course of the 8-week unit. The questionnaire consisted of 35 questions that users answered at the beginning and end of the adoption process. In addition, I interviewed the teachers and the Speech and Language Pathologist in the middle and at the end of the study. The SoCQ and interviews helped identify concerns about the innovation and the evolution of concerns during the course of the study, as well as evaluated how the general-education teachers navigated and understood the process of adapting writing instruction for students with mild to moderate disabilities.

The SLP conducted a written interview with each teacher once a week, using the one-legged interview format (Appendix B; Hall & Hord, 2011). The SLP gave each teacher written questions and the teachers gave their responses to the SLP. The SLP and I discussed the teachers' responses and used the information to monitor the teachers' concerns throughout the innovation. The purpose of the interviews was to encourage the teachers to describe what they were doing and what they were thinking about the implementation of the innovation and to state their concerns (Hall & Hord, 2011).

Theoretical Framework

The Concerns-Based Adoption Model (CBAM) provided the theoretical framework for this study. It has implications for the practices of professional

development, acknowledging that learning brings change. The developers (Hall & Hord, 1987; Hall et al., 1973) noticed that new programs, practices, and curricula developed with the expectation of a positive impact for students often did not result in desired improvements. They found that schools would often move on to another program without understanding the change process itself. Their model is based on five assumptions: (a) change is a process, not an event; (b) change is accomplished by individuals; (c) change is a highly personal experience; (d) change involves developmental growth; and (e) change facilitators should proceed systematically, assess regularly, and provide support consistently (Hall & Loucks, 1978).

The model's conceptual basis draws from the work of Fuller and her associates (1969) in their study of concerns of teachers. Fuller identified a developmental sequence in which preservice and inservice teachers' concerns appear in a consistent pattern on a continuum from concerns about self to concerns about the task of teaching and to concerns about effect on students. For example, a sequence of concerns of an inservice teacher over time might be (a) Do I really know the best way to teach my subject? (self-concern); (b) How do I present my subject to the class? (task concern); and (c) Will I be able to adapt my lesson, so my students with learning disabilities will be able to access the subject? (impact concern; Hall et al., 1973).

The CBAM framework was constructed by researchers interested in innovation adoption at colleges and universities, public schools, and industry. The purpose of the model is to assist others who engage in the process of innovation adoption (Hall et al., 1973).The authors defined innovation as "any action or event that influences the

individuals involved or expected to be involved in the process or the change process itself" (Hall & Hord 2006, p. 185). Action is a planned intervention. An event is unplanned and is something that happens to prevent an intervention (i.e., A teacher getting in an accident, so a training has to be rescheduled). The authors defined "adoption" as "the multitude of activities, decisions, and evaluations that encompass the broad effort to integrate an innovation into the functional structure of a formal organization such as a school, a college, or an industrial organization" (Hall et al., 1973, p. 5). These definitions frame the developmental aspects of change as a process along a continuum.

The CBAM framework uses two primary systems: a user system and a resource system (Hall et al., 1973). The user system refers to the adopter of an innovation. The resource system includes the change facilitator(s) who support the adopters of the innovation as they proceed through the change. The goal is to assist the user to become independent from the resource system. During the early stages of the adoption process, the user receives support and coaching from the change facilitator. The user needs support, advice, and intervention to begin the innovation adoption (Hall & Hord, 1987, 2011; Hall et al., 1973).

The creators of the CBAM framework described the concerns hypothesis as a developmental process. The process is initiated by the change facilitator: an individual or individuals who are proficient in the innovation and who are interested in supporting a particular innovation. The individual who adopts the innovation is the user. In the adoption process, the user's behavior is first governed by concerns about the demands the

situation makes. As these self-concerns are met, the individual moves to concerns about the task and the quality of the performance. Finally, the individual becomes concerned with the effect he or she is making upon others and works toward meeting the needs of others. A change facilitator who recognizes self-concerns can initiate coaching or consultation that will help resolve self-concerns and help move the individual along the developmental sequence toward effective use of the innovation (Hall et al., 1973). The authors of CBAM created frameworks that help guide change facilitators in their process of exploring the actions and behaviors of users who are implementing change. Two of the frameworks are: Innovation Configurations (IC) and the Stages of Concern (SoC).

Innovation Configurations

Many change efforts fail because the users do not share mental images of what the classroom practice will look like when the innovation is a high-quality implementation (Hall & Hord, 2011). When users have a shared vision of what the innovation looks like, change facilitators can be consistent in supporting individuals and groups. The CBAM developers created the Innovation Configurations model to help create maps to define what the innovation will look like when it is actively in operation in the classrooms (Hall & Hord, 2011).

The Innovation Configurations (IC) Model or Map helps participants visualize the new innovations. Hall and Hord (2011) developed the IC Map for those interested in building an instructional innovation. The IC Map process "includes moments of discovery about the intent of a particular innovation and how it should be used as well as the initial struggle to figure out what the components are and then how to develop useful

word-picture descriptions for each variation" (Hall & Hord, 2011, p. 58). Creating an IC Map is an interactive process that helps define the ideal, acceptable, and unacceptable versions of the innovation. The change facilitator and the users create the IC Map together, following observations of the teachers to discover what is occurring and what the innovation will look like in a particular classroom.

In the present study, the SLP led the teachers in the creation of an IC Map. The IC Map construction occurred 3 weeks after the beginning of the study, enabling the SLP and researcher to have the opportunity to observe the application of the innovation in the classrooms. I was an observer and not a participant, in the IC Map construction.

The SLP followed the procedure for the IC Map construction, prescribed by the CBAM developers (Hall & Hord, 2011). First, the SLP asked the teachers three key questions: (a) What does the innovation (adaptations) look like when it is in use? (b) What would I see in classrooms where it is used well (and not as well)? and (c) What will teachers and students be doing when the innovation (adaptations) is in use?

Next, she charted the responses to the three key questions, answered by the teachers. Then she facilitated the development of a word-picture of the operational forms of the innovation (adaptations). For example, the SLP chose a specific adaptation, such as peer support. She asked the teachers a series of questions about peer support: (a) What would peer support look like in the classroom, if it was used effectively? (b) What would peer support look like in the classroom, if it was used ineffectively? (e.g., in a nonsupportive manner), and (c) Can we create a word picture of the effective and ineffective peer support adaptation? Then the SLP drew the word picture that is

constructed by the group. Finally, the SLP and teachers worked through other adaptations in this manner, creating a visual "map" of effective and ineffective forms of each adaptation. Through the IC Map process and interaction, clarity increased about the effective use of the innovation.

Stages of Concern

The Stages of Concern (SoC) is a useful model for school-based consultants or researchers interested in assessing the attitudes teachers have toward interventions and school-reform efforts (Roach, Kratochwill, & Frank, 2009). The concerns expressed by individuals adopting an innovation process move from a focus on self, to task, to impact (Hall et al., 1973). Self-concerns refer to the questions asked at the beginning of the implementation of a new innovation (Informational) and to how it might affect the implementer (Personal). Task concerns appear as an implementer engages with new skills, materials, organizational demands, and so on (Management). Impact concerns reveal the thinking about how to make an innovation work better for learners (Consequence), how to make it work better by collaborating with colleagues (Collaboration), and finally, how to be successful with the program and seeking out a new and better change in the implementation (Refocusing). As the adoption process progresses, each individual's use of the innovation should move toward Stage 6, with the support of the change facilitator. The concerns stages are determined by talking with the users or by analyzing their concerns.

In the present study, the teachers took the Stages of Concern Questionnaire (SoCQ) before and at the end of the study. The SoCQ is based on the six developmental

stages of concern. The teachers' scores were compared pre and post. In this way, the SLP

and I were better able to understand their concerns about the adaptation innovation.

CBAM Tools

The CBAM developers created two tools to measure users' concerns and use of an

innovation. One tool, the Stages of Concern Questionnaire (SoCQ) is based on the six

developmental stages of concerns. The questionnaire consists of 35 questions that users

answer at various times during the adoption process. The questionnaire is a Likert-style

survey that can be used to compare the participants concerns throughout the process of

the study.

A second CBAM tool, the one-legged interview (Appendix A), can be used to

help the change facilitator gain information about the users' concerns and behaviors

regarding the innovation (Hall & Hord, 1987). These interviews take the form of a brief

conversation between the change facilitator and an implementer about the use of the

innovation. The purpose of the interview is to encourage the user to describe what he or

she is doing and how the user feels about what he or she is doing or thinking of doing

with the innovation (Hall & Hord, 2011).

To track the implementation of an innovation, CBAM tools can provide

information to guide the process of change (Tunks & Weller, 2009). CBAM research

underscores the importance of providing continuous support and coaching, especially

with the most common concerns: management and personal concerns. Neilsen and Turner

(1987) applied the CBAM tools to aide elementary-school teachers as they adopted a new

mathematics curriculum. In the schools that received continuous support, their concerns

ranged within the areas of task and impact. In the schools where the teachers received

only professional development training, teachers showed concerns in the personal (self)

range. Tunks and Weller (2009) attributed the differences to the application of CBAM.

Based on the concept of change as process, the framework led to building support

structures that encouraged continuous support and improvement.

In their research with fourth-grade teachers, Tunks and Weller (2009) used the

SoCQ in the CBAM to manage their innovation program. Their data measuring teachers'

concerns with a mathematics innovation informed the analysis of the teachers' process of

change. They found that the factors that most positively affected the change process

included contact with supportive staff, teacher support systems, and observation of

student success. Their study also confirmed the need for continuous support through

discussions, observations, shared expertise, and coaching.

In the present study, the innovation used writing adaptations to teach

informational-text writing to students with mild to moderate disabilities in the general-

education classroom. This study used the CBAM tools to examine the process of change

in the participating teachers' concerns and use of curricular adaptations for teaching

writing to students with disabilities. In the present study, the change facilitator is the

school's speech-language pathologist (SLP). In the beginning of the innovation, the three

participating teachers and SLP constructed an IC Map that was used to guide instruction,

stating the ideal, acceptable, and unacceptable use of curricular adaptations.

Before and after the 8-week writing unit, I asked the teachers to respond to the

SoCQ CBAM tool, a self-reporting instrument, that allows users to rank their perceptions

of their concerns across seven stages according to three dimensions: self, task, and impact. The results of the SoCQ provided me with information about the teachers' beliefs and attitudes about change and the use of writing instruction adaptations for their students with mild to moderate disabilities. The teachers responded to the questionnaire once at the beginning and once at the end of the informational-text unit of study. In addition, the teachers were trained to use writing adaptations as they taught using an informational-text-writing unit written by Lucy Calkins and her associates (Calkins et al., 2013).

During the 8-week-writing unit, the SLP conducted a weekly, written interview with each teacher (one-legged interview) concerning the use of adaptations for her students with mild to moderate disabilities. The IC Map and the one-legged interviews were designed to structure support for the teachers, by providing data on the teachers' concerns about the innovation.

The SLP was included in the study because she could assist in the development of written language skills in the students with language-learning disabilities, each of whom have speech-language goals on their Individual Education Plan (IEP). The SLP was able to make unique contributions in collaboration with the general-education teachers as they combined their knowledge of the broad components of language (phonology, morphology, syntax, semantics, and pragmatics; Brice, 2004). The SLP used the tools of the Concerns-Based Adoption Model (CBAM) to structure the support for the third-grade teachers.

The CBAM data were provided to the teachers to help them understand that what they were experiencing is a natural outcome of having to do something new. The IC Map,

a CBAM tool, also provided a common language for discussions between the teachers and SLP.

Background and Need

The language in the CCSS recognizes a need for highly qualified teachers who possess a thorough knowledge about writing development and effective writing practices and how to adapt instruction to meet individual students writing needs. Shulman (1986) was the first to discuss the concept of teacher knowledge about content and pedagogy. He stated that teachers' practical knowledge (with the special emphasis on content) includes content knowledge, curricular knowledge, knowledge of context, and pedagogical content knowledge (PCK). Shulman described PCK in this way: "It includes the ways of representing and formulating the subject that makes it comprehensible to others" (Shulman, 1986, p. 9). The CCSS requires new elements of PCK. Teachers with strong PCK understand students' preconceptions and misconceptions about subject matter. They know how to foster students' learning through various pedagogical approaches (Witterholt, Goedhart, Suhre, & van Streun, 2012).

Even though the CCSS focus is on writing processes, it is uncommon in current writing instruction for educators to teach explicit writing process procedures, such as planning, revising, and editing (Graham & Harris, 2013). The writing standards in the CCSS emphasize planning, drafting, and revising. The final product is only a part of the process. Writing-process researchers state that the writing process is just as important as the product (Calkins, 1994; Graves, 1983; Johnson & Westkott, 2004; Ray & Laminack, 2001). In the writing process, students learn how to build their informational texts,

moving in and out of the writing stages. Students learn that writing is not a sequential process but a recursive cycle that can repeat as necessary to complete a writing product.

Process approaches to instruction in writing typically focus on the cognitive processes and strategies critical to effective writing (Danoff, Harris, & Graham, 1990). Students are encouraged to plan and revise, while they are given specific individual and small-group conferring in a writing workshop. Emphasis is on a strong classroom community, where peers work together to plan, revise, and edit their texts, using minilessons to deliver process-oriented instruction (MacArthur, Schwartz, & Graham, 1991).

The CCSS also emphasize informational-text writing across all grade levels: Kindergarten to 12. Informational-text writing is one of three required writing genres. Prior research has demonstrated that young children benefit from instruction that focuses on and provides exposure to informational text (Duke et al., 2007); however, there also is evidence that teachers do not spend adequate time in the classroom teaching and providing students with experience with informational reading and writing materials (Duke, 2000). For example, Duke (2000) conducted a longitudinal study of 20 first-grade classrooms and found that less that 10% of classrooms provided sufficient access to informational texts.

The term "disability" is surrounded by tensions and controversy. The passage of P.L. 94-142 and other Disability Rights Movements used the deficit-based medical model of disability. In the past decade, the term "disability" is best understood within historical, social, and cultural contexts (Baglieri, Valle, Connor, & Gallagher, 2011; Ferguson &

Nusbaum, 2012). Current definitions of "disability" require social action in order to support the changes needed for full inclusion of people with disabilities. In educational settings, there is a tension between the use of adaptations to repair educational deficiencies and the value of enhancing performance by changing the environmental limitations placed on students with learning disabilities (Andrews, et al., 2000). In many classrooms, teachers focus on the remediation of students with special needs rather than improving the teaching techniques and learning communities (Ferguson & Nusbaum, 2012). One of my assumptions in this study was that all students (and teachers) possess unique strengths and needs. My overall goal was to support teachers to be able to help students with diverse needs in the general education classroom.

Teaching to the CCSS requires that teachers expand their PCK through professional development. In developing the background and need for the present study, information is presented on (a) professional development, (b) coaching and continuous improvement, (c) instruction for informational writing in primary grades, (d) writing instruction for students with mild to moderate disabilities, and (e) making adaptations for students with disabilities. This section concludes with a brief summary of factors relevant to the need for this study.

Professional Development

Actors, singers, speech-language pathologists, linguists, and anthropologists are expected to learn the functions and forms of language development, but teachers are often not held to the same standard. For those students who need to be taught to read and write, especially for those who have language disabilities, good teaching requires

awareness of language structure and how students acquire language (Moats, 2010). The teacher who understands language and how students are using it is more likely than others to give clear and organized information about sounds, sentences, and written discourse. One important aspect of professional development in writing should focus on teachers developing expertise in how language works and the specific needs of students with language disabilities (Koutsoftas & Gray, 2012; Moats, 2010).

Graham and Harris (2002a) examined how professional development can help teachers support children with writing difficulties to become skilled and engaged writers. They found that children often receive incomplete and inadequate instruction. Some students are in classes that focus primarily on writing skills like spelling, handwriting, and conventions, with few opportunities to actually write. Graham and Harris (2002a) contended that instruction for children with learning disabilities must (a) respond to the specific needs of each child; (b) maintain a healthy balance between meaning, process, and form; and (c) employ both formal and informal learning methods. Graham and Harris (2002a) also recommended that teachers intervene early in a child's education, providing a sustained effort to improve students' writing skills.

Effective professional development for general-education teachers of students with learning disabilities should support teachers as they examine their practice (Limbrick & Knight, 2005). The teachers need to have pedagogical content knowledge about writing, know the individual needs of their students, and use adaptations for their struggling writers. The goal is to help teachers aim toward continuous improvement in order to meet the rigorous CCSS in writing (Limbrick, Buchanan, Goodwin, & Schwarcz,

2010).

In addition, teachers who attend professional development training with no follow-up support are less likely to implement an innovation (Tunks & Weller, 2009). Implementation of an innovation increases when support structures are in place for teachers. Effective instructional change requires continuous support, including having an understanding of the teacher's concerns (Tunks & Weller, 2009). Continuous support can be provided by on-going coaching and support to build the skills needed for a new innovation.

Coaching

Teachers who attend professional development training often need follow-up support, in order to implement program changes (Dingle, Brownell, Leko, Boardman, & Haager, 2011; Tunks & Weller, 2009; Webster-Stratton, Reinke, Herman, & Newcomer, 2011). Graham and Harris (2002a) recommended a professional development design that requires a coordinated vision of professionals providing exemplary writing instruction, tailored to meet the individual needs of each child. Effective change management requires coaching and continuous support from other school personnel or outside sources (Olson & Land, 2008; Webster-Stratton et al., 2011).

In their study with 55 secondary-school teachers, Olson and Land (2008) found that winning the trust of teachers was essential to implementing a successful intervention. They used the literacy coaching model as an effective approach to providing assistance and building trust (Olson & Land, 2008). Literacy coaches, who acknowledged teachers' expertise, helped support the teachers as they incorporated innovations into their

classrooms.

In the CBAM model, coaching is used as an ongoing evaluation of users'
concerns during the implementation process. In Tunks and Weller's (2009) study, the
coaches used the levels of concern framework to compare the behaviors and cognition of
the implementers. Coaches can facilitate the identification and design of specific
consultation and support strategies to address the needs of the implementers at the
different stages of concern (Pedron & Evans, 1990; Roach, Kratochwill, & Frank, 2009;
Tunks & Weller, 2009).

Supporting teachers in change is critical for sustained learning (Hord, Rutherford,
Huling-Austin, & Hall, 1987). Professional development trainers are being asked to meet
the challenging learning needs of educators in 21st-century writing reform efforts,
particularly in the content area of informational-text writing (Calkins et al., 2012).

Instruction for Informational Text Writing in Primary Grades

According to the CCSS, effective professional development for teachers in
primary grades, requires instruction in the genre of informational-text writing.
Additionally, in the primary grades, very little data have been collected by National
Assessment of Educational Progress (NAEP) on instructional writing practices of
primary-grade teachers (Applebee & Langer, 2008). Cutler and Graham (2008) located
only three studies conducted during the 1990s and 2000s. In one of the studies, Graham,
Harris, Fink-Chorzempa, and MacArthur (2003) surveyed teachers and found that their
students spent only slightly more than 35 minutes writing each day. The teachers spent a
little more than one hour a day teaching writing, with most of the time focusing on

mechanics, grammar, and other basic skills. Writing processes (planning and revising) were often taught only a few times a week.

Some literacy experts have assumed that children's ability to understand stories precedes their ability to comprehend and produce informational text (Duke, 2010; Moss, 1997). Moss (1997) stated that children have difficulty with informational text primarily because they lack early exposure to patterns of informational writing. They also lack experience in reading and writing informational text because basal readers emphasize narrative text and contain poorly organized exposition.

Cutler and Graham (2008) also found that primary-grade students need more instruction in the genre of informational-text writing. They found that elementary-grade teachers spend very little time reading or writing informational text. Among the types of writing activities that teachers reported students doing, only 62% reported teaching writing to inform during the school year. In their book, Duke, Bennett-Armistead, and Roberts (2003) stated that young children need specific instruction and support to develop as informational-text writers. They listed five suggestions for primary-grade writing teachers: (a) demonstrate models of informational text, (b) connect reading and writing through activities, such as authors' studies, (c) conduct research with students, (d) provide real purposes and audiences for informational writers, and (e) teach the attributes of informational text to students.

A leading expert in writing, Lucy Calkins, suggested that districts and schools encourage teachers to spend considerable time each day teaching informational-text writing, based on the writing standards described in the CCSS (Calkins et al., 2012).

When primary-school students with disabilities are given appropriate writing-process

instruction with adaptations for their writing needs and a topic they have chosen and find

interesting, they will be more capable of dealing with complex problems that occur when

reading and writing informational text (Fink-Chorzempa, Graham, & Harris, 2005; Read,

2005).

The rigorous CCSS require students to master informational-text writing at each

grade level, even in the primary-grade classrooms. The focus of the standards is on more

reading and writing in the informational-text genre. Historically, students with learning

disabilities struggle with writing, particularly using the structures and conventions of

informational-text writing (Dockrell, Lindsay, Connelly, & Mackie, 2007; Koutsoftas &

Gray, 2012).

Writing Instruction for Students with Mild to Moderate Disabilities

Understanding the written-language challenges of students with mild to moderate

disabilities including students with LLD is critical because writing is an important

instructional area across grade levels. In addition, it is assessed in high-stakes testing for

many students. Students with mild to moderate disabilities including students with LLD

often find it difficult to express themselves in written format (Fey, Catts, Proctor-

Williams, Tomblin, & Zhang, 2004; Koutsoftas & Gray, 2012; Scott & Windsor, 2000).

Academic writing that includes a variety of language tasks, foundational writing skills,

and the process-writing approach can overwhelm students with disabilities in written

language (Bain et al., 2001; Brice, 2004). Troia (2005) described the writing patterns of

students with disabilities as "shorter, less linguistically sophisticated, more poorly

organized, more mechanical errors, poorer in overall quality" (p. 251). Without intensive,

specialized instruction, many students with mild to moderate disabilities in adolescence

are likely to write at about a fourth-grade level (Schumaker & Deshler, 2009).

Previous research showed that students with LLD make more grammatical and

spelling errors in both narrative- and informational-writing samples than typically-

developing students. Between-group effect sizes for grammatical and spelling difficulties

were large across both genres. (Dockrell et al., 2007; Fey et al., 2004; Koutsoftas &

Gray, 2012; Scott & Windsor, 2000). Grammaticality or grammatical accuracy and

spelling conventions are the "hallmark" weaknesses of students with LLD and are related

to morphological, phonological, and syntactic language abilities (Graham & Harris,

2002a; Koutsoftas & Gray, 2012).

When reading informational text, students must unravel the syntax in text to

absorb its difficult content. Teachers need to consider the language knowledge and skills

that underlie informational reading and writing. Students with language disabilities must

be taught explicitly the syntax of informational text (Wallach et al., 2009). Many

sentences in informational text are more grammatically complex, which can be difficult

for students with LLD (Bryce, 2004; Scott & Windsor, 2000). In addition, teaching text

structures such as compare-contrast and problem-solution help students to be more

successful writers of informational text (Wallach et al., 2009).

Also, students with mild to moderate disabilities have weaknesses in the semantic

aspects of language that can affect their composition of informational text. One difficulty

is with differentiating between subtle differences in word meanings (Wallach et al.,

2009). Determining word meanings especially can be difficult with informational text that includes the use of complex vocabulary and figurative language. Students with LLD also have difficulty with word retrieval, so that they may deliberately use less specific vocabulary in their writing (Bryce, 2004). Sequencing words and sentences logically also can be a difficult skill for students with mild to moderate disabilities.

It is important that informational-text-writing instruction in the primary grades be designed to meet the needs of all children including students with mild to moderate disabilities. Appropriate instruction when children are young provides them with the foundation needed to ensure that they become effective writers. The success of these effort is dependent partly on making instructional adaptations for students with disabilities (Fink-Chorzempa, Graham, & Harris, 2005; Graham & Harris, 2002a).

Instructional Adaptations for Students with Disabilities

One of the greatest challenges in elementary-school classrooms is academic diversity among students. Educational trends call for the inclusion of all students in general-education classrooms whatever their educational needs. Diversity among students necessitates adaptation of instruction and curriculum (Graham et al., 2003; Gilbert & Graham, 2010). Adapting instruction for students with disabilities was once the sole responsibility of special education teachers. In the 21st century, general-education and special education teachers share the challenges of teaching all students to write through adaptations of curriculum and materials (Gilbert & Graham, 2010).

Researchers have identified a variety of instructional adaptations that teachers can implement for the students with disabilities in their classrooms (Berninger & May, 2011;

Englert, Raphael, Anderson, Anthony, & Stevens, 2013; Graham et al., 2003; Troia, Lin, Cohen, & Monroe, 2011). Some of the adaptations that are effective for writers with disabilities include increased time for conferring to allow more individualized instruction, allowing students additional time to complete assignments, using a word processor to type text, extra instruction in basic writing skills (particularly the ability to analyze informational text), more instruction supporting the processes of revising and planning, use of peer assistance, encouraging inventive spelling, and giving additional encouragement and praise (Fink-Chorzempa et al., 2005; Gilbert & Graham, 2010; Graham et al., 2003; Raphael & Englert, 1990; Troia et al., 2011).

Instructional adaptations for students with disabilities are uncommon in many classrooms (Brice, 2004; Koutsoftas & Gray, 2012). Studies by Pressley and his colleagues (Pressley, Rankin, & Yokoi, 1996; Pressley, Yokoi, Rankin, Wharton-McDonald, & Mistretta, 1997; Rankin-Erickson & Pressley, 2000) found that exemplary literacy teachers used adaptations to meet the needs of individual students, especially students with disabilities. In contrast, several studies reported that most teachers make few adaptations for students with disabilities (Gilbert & Graham, 2010). Graham et al. (2003) found that there was a sizable percent of teachers who reported using no adaptations for their students with disabilities. One in five used no adaptations, and one in four teachers made one or two adaptations. Graham and Harris (2012) stated that these findings provide a realistic description of how writing is taught to students with disabilities, as they generally are given their writing instruction in the general classroom and need adaptations in order to grow as writers.

In a recent qualitative case study, Berninger and May (2011) studied students with mild to moderate disabilities with impairments in written language, oral language, or both. One of the participants in the study had composition-writing problems and oral-language problems in morphological and syntactic awareness and expressive oral language. He also struggled with spelling and composition. The researchers found that the student needed adaptations to help him stay focused and organize his writing. He needed help transferring word spelling to composing sentences and had difficulty retrieving words while writing. The instructional adaptations for this student focused on teaching writing skills: morphological and syntactic awareness activities. These findings lend support to the notion that students with mild to moderate disabilities need adaptations tailored to their instructional language needs (Berninger & May, 2011; Koutsoftas & Gray, 2012).

Summary

Each of the studies presented in this section is important for the understanding of students with mild to moderate disabilities and for the need to adapt writing instruction tailored to each child. Although the evidence is strong for the use of adaptations for students with disabilities (Fink-Chorzempa et al., 2005; Gilbert & Graham, 2010; Graham et al., 2003; Raphael & Englert, 1990; Troia et al., 2011), little is known about effective adaptations for students with language learning disabilities (LLD). In addition, although the research indicates that there is a traditional gap in teacher preparation for writing and language instruction (Koutsoftas & Gray, 2012; Moats, 2010) PD can emphasize instruction in language concepts so teachers can use writing curriculum with

confidence and flexibility (Moats, 2010). Increasing teachers' knowledge in adaptations for writing instruction is a necessary component to tailoring effective writing instruction for the needs of students experiencing writing difficulties (Graham & Harris, 2002a). Few studies have examined the process of teachers learning to adapt writing instruction for students with mild to moderate disabilities, including students with LLD. This study attempts to address these gaps in the research by examining three third-grade teachers as they navigate the change process of adapting their writing instruction in an informational-writing unit for their students with mild to moderate disabilities, including students with LLD.

Significance of the Study

This study is important for four reasons. First, many children with mild to moderate disabilities, including students with LLD, receive inadequate or incomplete writing instruction in the general-education classroom (Butler & Silliman, 2002; Graham & Harris, 1997). Some students are assigned to classes that focus on teaching only lower-level writing skills (conventions of grammar, mastery of handwriting, and spelling) and have few opportunities to write. Some students are in programs where frequent writing is emphasized, but little attention is directed at systematically teaching writing skills and strategies. Teachers assume that the skills will be learned informally and teach them in minilessons when the needs arise (Harris & Graham, 2002a). Harris and Graham (2002a) reported that neither of these approaches will meet the needs of students with mild to moderate disabilities. These students need a blended approach that includes teaching writing skills and the writing-process approach.

Second, many teachers do not understand the writing challenges and development of students with mild to moderate disabilities, including students with LLD (Koutsoftas & Gray, 2012; Troia, 2011). At the sentence level, there are many syntactical challenges for the students. Sentence length, as well as complexity, can create major roadblocks for sentence construction. Sentences in textbooks often involve abstract concepts with figurative language and complex themes. The processing of structures in textbooks, especially text that contains less familiar information, can add to the difficulty of constructing informational text (Wallach, Charlton, & Christie, 2009).

Third, there is increasing interest in early intervention or instruction to prevent or at least partially eliminate later writing difficulties (Butler & Silliman, 2002; Cutler & Graham, 2008; Duke et al., 2003; Duke, Purcell-Gates, Hall, & Tower, 2006; Moss, 1997; Read, 2005). This interest is based on the idea that early intervention will be more beneficial to students than efforts to remediate writing deficits in upper grades. The goal of early intervention is to help weaker writers catch up with their peers early in the primary grades before the needs become more pronounced. These programs seek to accelerate the students' learning by providing quality instruction that is individualized or adapted to the struggling writers (Butler & Silliman, 2002).

Fourth, teacher change is a highly complex and dynamic process. Hall and Hord (2011) described several principles of change that should be considered in effective implementation of any professional development initiative. The researchers drew some conclusions from the results of their long-term collaborative research about what happens when people are engaged in change. Hall and Hord (2011) believed teachers and schools

need to understand the change process itself, so they suggested the following assumptions: (a) change is a process and not an event, (b) change is accomplished by individuals, (c) change is a highly personal experience, (d) change involves developmental growth, (e) change is best understood in operational terms, and (f) the focus on facilitation should be on individuals, innovations, and the context (Hall & Hord, 2011). In their CBAM research, Hall and Hord (2011) developed an understanding of how to manage the process of teacher change.

The focus of the present study is on examining teacher change, as they navigate through teaching an informational-text-writing study to third graders. After professional development training in the use of adaptations for learners with language-learning disabilities, teachers were interviewed and observed as they "tried-out" the innovation.

Research Questions

I addressed the following questions in this study:

1. How do teachers adapt their writing instruction for students with mild to moderate disabilities, when participating in an instructional innovation process?

2. How do teachers' concerns about the innovation evolve during the course of the study?

3. How do the teachers and the instructional innovation coach understand the process of adapting writing instruction for students with mild to moderate disabilities?

4. What are the factors that promote or impede the teachers' adaptation of writing instruction?

Definition of Terms

There may be some disagreement about the definition of these terms, but when reading this study the following definitions should be applied.

Adaptation: *Adaptation* was defined as a change or adjustment to individual differences among students to improve educational outcomes (Corno & Snow, 1986; Gilbert & Graham, 2010).

English Language Development (ELD): *English Language Development* is defined as a program of teaching English to students who are learning English as a second language.

Informational text: Purcell-Gates, Duke, and Martineau (2007) defined science *informational text* as text written for the purpose of providing information about the natural world, particularly from one presumed to be more knowledgeable on the subject to someone who is not as knowledgeable. In the present study, *informational text* was defined similarly as text that contains information about the natural world.

Informational-text writing: *Informational-text writing* is defined as written text that contains informational about the natural world.

Language-learning disability (LLD): *Language-learning disability* was defined as a specific disorder in written language, especially in the areas of productivity, complexity and grammar (Koutsoftas & Gray, 2012).

Learning Disability: *Learning disability* is defined by the World Health Organization (WHO, 2001) as a social model merged with the more traditional medical model:

> Disability is not an attribute of an individual, but rather a complex collection of conditions, many of which are created by the social environment. Hence the management of the problem requires social action, and it is the collective responsibility of society at large to make the changes necessary for full participation of people with disabilities in all areas of social life. (WHO, 2001, p. 28)

Specific Language Impairment: *Specific language impairment* is defined as specific language disorders in one or more subcomponents of the language system (Dockrell et al., 2007).

Summary

This chapter provided a review of the background and need for the present study of the change process of three third-grade general-education teachers adapting informational-text-writing instruction for their students with mild to moderate disabilities, including students with LLD. Hall and Hord's (2011) Concerns-Based Adoption Model was presented as the theoretical framework of the study and a short review of relevant research was introduced. Research questions for the present study were given and important terms were defined. The next chapter presents a more detailed review of the literature in areas of professional development, coaching, instruction for informational text in primary grades, writing instruction for students with mild to moderate disabilities, and adaptations for students with disabilities.

Organization of the Dissertation

Chapter I presented the research problem, purpose of the study, the theoretical framework, background and need, the significance of the study, and the research questions for the investigation of teachers adapting Common Core informational-text

writing instruction for students with disabilities. Chapter II contains the review of the literature that focuses on (a) professional development to prepare teachers for writing instruction for students with disabilities, (b) coaching to support the professional development, (c) instruction for informational text writing in primary grades, (d) writing instruction for students with disabilities, and (e) instructional adaptations for students with disabilities.

The methodology of the study is the focus of chapter III, describing the setting and participants. A description of the instructional innovation program and procedures conducting the informational-text writing unit is given. Detailed procedures of the data sources are presented, including qualitative research design, validity, and data analysis. Chapter IV is the results of the collection of field notes on classroom observations, interview data, and survey results. The results are presented in themes related to each research question. Chapter V consists of a discussion of results including a review of key themes, limitations of the study, discussion, and implications for professional development, classroom application, and educational theory. Chapter V closes recommendations for future research and an afterward.

CHAPTER II

LITERATURE REVIEW

Students with mild to moderate disabilities, including students with language

learning disabilities, who struggle with writing need intervention in written language in

order to be successful with writing standards in the general-education classroom.

Interventions can take the form of instructional adaptations of the curriculum. Teachers

need to be able to use effective adaptations for their writers with disabilities, especially as

they teach informational-text writing (Graham, Harris, Fink-Chorzempa, & MacArthur,

2003).

The purpose of the review of literature is to explore and link together the topics

related to the problem in the study. The literature for the present study of professional

development for using adaptations for writing instruction for students with disabilities in

the primary grades is reviewed. The purpose of the study is to examine the process of

change among three third-grade teachers who participated in an 8-week writing-

adaptation-instructional-innovation program to support their students with mild to

moderate disabilities in the general-education classrooms.

In the first section of the review, teachers' preparedness for teaching writing is

examined, including the role of coaching in professional development. The focus of the

study is on informational-text writing for students in third grade, so the second section of

the review covers instruction for informational-text writing in the primary grades.

Writing instruction and writing behaviors of students with mild to moderate disabilities

are found in the third section. Finally, in the fourth section writing adaptations for

students with mild to moderate disabilities are presented. The literature review concludes with a summary of factors that support and inform the present study.

Professional Development: Teachers' Preparedness for Writing Instruction

One of the goals of the Common Core State Standards (CCSS) is improved student writing. Another goal is the use of writing as a tool to support learning in other disciplines (CCSS Initiative, 2014). A great deal of preparation will be required from schools and teachers to meet the instructional goals of the CCSS (Graham & Harris, 2013). There is evidence in the research literature that many teachers indicate they are not well prepared to teach writing (Gilbert & Graham, 2010). The present study investigates how professional development and coaching can help support teachers as they adapt writing instruction for students with mild to moderate disabilities.

Fearn and Farnan (2007) examined teacher education and professional development that included modeling and coaching toward learning outcomes. The study presented evidence from research in five educational settings, showing a connection between what teachers experience in teacher education and professional development.

The participants in the study were teachers in one of five kindergarten through eighth-grade educational settings. Five data sets were gathered on teacher education in writing from the five schools. Participation in the study included sessions with all teachers on basic principles of writing instruction.

Conclusions from the data sets from the five professional development projects indicated that writing teachers need to be able to understand good writing instruction in their own classrooms. Fearn and Farnan (2007) found that it was not sufficient to tell

educators what to do. They found that professional developers needed to demonstrate what new practices look like in teachers' classrooms with their students.

In the present study, the teachers received training in how and when to use writing adaptations in their classrooms. The Speech and Language Pathologist (SLP) facilitated the Innovation Configuration (IC) Map construction to help the teachers come to a consensus about the acceptable aspects of each writing adaptation. The present study also provided a sustaining model of support from the SLP through weekly writing-interview communication.

In a related study, Limbrick and Knight (2005) investigated teachers' perceptions of the role of professional development in order to enhance pedagogical content knowledge in writing instruction. The research project was based on the understanding that professional development is most effective when it is evidence based, closely related to practice, and enhanced through collegial discussions.

Limbrick and Knight's (2005) participants were part of an action research study. Twenty-nine teachers from six schools participated. The teachers were encouraged to view the research as an opportunity to investigate and reflect on their own and their colleagues' practices. Senior teachers from two of the participating schools were included as integral parts of the planning, mentoring, data collection, analysis of data, and delivery of the outcomes.

The researchers used data collected through focus groups. Much of the discussion in the focus groups centered on the teachers' knowledge of writing. One theme that emerged was that teachers became more confident in their ability to teach effective

writing instruction throughout the study. This confidence in teaching writing came as a direct result of facilitators modeling good practice in the teaching of writing. In addition, the comments from focus-group members suggested that the opportunity to talk with colleagues about their teaching practice led to productive sharing of pedagogical knowledge.

All teachers at some time in the focus-group discussions revealed a deeper knowledge of writing development. In most cases, comments were made in relation to understanding of language structures and features. The professional discussions enabled teachers to develop an understanding about the meta-linguistic knowledge required in order to teach writing. One of the positive outcomes that Limbrick and Knight (2005) found was that all teachers in the focus groups expressed an increased confidence in being able to talk about writing, thus extending their knowledge about the writing process.

In the Limbrick and Knight (2005) study, teachers were learning to be confident in their knowledge about language, the writing process, and the teaching of writing. The results of the study also suggested that professional knowledge and confidence about writing and writing instruction can be investigated and enhanced within an environment of mutual personal and professional trust. In the present study, the teachers received instructional support and training focusing on the writing behaviors of students with disabilities in an environment of professional trust and teamwork.

In the instructional innovation training in the present study, teachers had opportunities to build their knowledge of language structure and features, the writing

process, their students' writing behaviors, and how to adapt their informational-text-writing instruction. The professional-development training in the first part of the instructional innovation provided teachers with information about the language needs and behaviors of their students with language-learning disabilities. In the instructional-innovation process, teachers learned how to choose adaptations that align with each part of the writing process. In addition, the teachers were provided the support to try these adaptations with their own students.

In a final study of teacher preparation for writing instruction, Limbrick, Buchanan, Goodwin, and Schwarcz (2010) investigated whether teachers' pedagogical and content knowledge of writing would increase as an outcome of inquiry-based professional development. The study is based on data from a 2-year project in New Zealand to raise student achievement in writing and increase teachers' pedagogical practice through building their writing knowledge.

The participants in the study were 20 elementary-school teachers. One teacher in each of six schools in three different primary elementary grades and teachers of upper elementary grades in two schools participated in the study. Many of the teachers from the first year continued the inquiry process in their own classes while coaching "new" teachers of similar-level classes.

Teachers participated in professional development inquiry activities identifying their own strengths and needs suggested by close examination of their students' achievement in writing. The data in the study were analyzed using a constant comparative analysis of themes related to (a) understandings of writing pedagogy, (b) use of meta-

language for writing, and (c) reflection on the impact of research and resources on teaching of writing.

The Limbrick et al. (2010) study has implications for professional development. The teachers in the study gained insights into the processes of teaching writing that enabled them to problem-solve their teaching practice. The researchers acknowledged that teachers' self-reports about their practice are not necessarily a reliable indication of their beliefs and practices in action. In addition, the researchers could not claim that the increased gains in student achievements were due solely to their professional development initiative. The increased gains in student achievement could have been related to other factors, such as the frequent discussions with colleagues.

In the present study, the teachers had an opportunity to learn more about their teaching processes and writing instruction. This study extended the Limbrick et al. (2010) study, by adding an innovation training (instructional writing adaptations), interviews, and observations. Rich data were collected through a variety of data sources: (a) field notes, (b) self-reports from the Stages of Concern Questionnaire (SoCQ), (c) midpoint and exit interviews, and (d) classroom observations.

Each of the previous studies illustrated models of professional development in writing that support teacher growth. The teachers' confidence and knowledge about teaching writing increased when they participated in professional development that stimulated them to question their practices and beliefs, "looking below the surface of their teaching" (Fleischer, 2004, p. 26). General-education teachers of students with mild to moderate disabilities, including language-learning disabilities, especially need to

examine their practice and aim toward continuous improvement in order to meet the rigorous CCSS in writing (Harris et al., 2013). The present study employed professional development throughout the instructional innovation to support the teachers and build their pedagogical content knowledge in writing.

Coaching to Support Professional Development

In an effort to build instructional innovation that attempts to change teacher practice, the present study focused on the importance of coaching and continuous support for teachers. To track the implementation of adaptations in writing instruction, the speech-language pathologist and I used the Concerns-based Adoption Model (CBAM; Hall & Hord, 2011) tools to help provide information and cues to guide the process of change. Nielson and Turner (1987) found that the application of CBAM tools helped elementary-school teachers' adoption of a new mathematics curriculum. In schools where continuous support was applied, the teachers' concerns ranged in the higher-level areas of task and impact. In schools where teachers were given minimal support of only initial staff development training, teachers showed personal concerns and lower levels of use of the innovation. Nielson and Turner (1987) attributed the differences to the application of the CBAM framework, which is based on the concept of change as process and provides support systems, such as coaching, for users (Tunks & Weller, 2009).

In the first study related to coaching, Tunks and Weller (2009) used CBAM to examine the process of change for 10 fourth-grade teachers. The project staff structured the innovation program around algebraic-thinking concepts, continuous support through coaching, and the application of CBAM to guide and assess the delivery of support

mechanisms. The researchers examined how the teachers' concerns about the levels of use of the innovation evolved during the course of the project. They also examined the teachers' perceptions and practices that arose as a result of the innovation (algebraic thinking).

The results of Tunks and Weller's (2009) study showed that with continuous support, several of the participants achieved high levels of use of the innovation, which they sustained beyond the project. Several of the teachers' concerns evolved from self- and task concerns to impact concerns. Impact concerns represent the highest level of involvement in the innovation.

In the present study, the school's Speech and Language Pathologist had the role of instructional coach working alongside the individual teachers to support implementation of adaptations for informational-text-writing instruction. The SLP was asked to support the teachers with their concerns about the innovation (adaptations), providing the users with "real-time" feedback, support, and problem-solving guidance (Roach, Kratochwill, & Frank, 2009). The support by the SLP included the construction of the Innovation Configuration (IC) map and weekly communication with the teachers concerning their use of the innovation.

In another recent study, related to coaching, Dingle, Brownell, Leko, Boardman, and Haager (2011) conducted a qualitative cross-case analysis of three teacher cases to investigate the relationship between the three participants and the implementation of the innovation. The participants in the study were three elementary-school special education teachers, selected from a larger cohort of 10 teachers.

Case-study methodology was used to study the teachers as they experienced the professional development model, Literacy Learning Cohort (LLC). The researchers wanted to understand how individual and contextual factors influenced special educators' implementation of PD strategies. The LLC occurred in a 2-1/2-day institute, which included a conceptual design to improve the word study and fluency instruction of special education teachers. The professional development was content focused, was teacher centered, and included active learning and coaching.

Multiple sources of data were collected including videotapes of lessons, teacher interview notes, videotapes of LLC meetings, the Content Knowledge for Teaching Reading Survey (Phelps & Schilling, 2004), notes from discussions, and documentation of online conversations with participants. The primary source of data for the study was field notes from observations to investigate how teachers were integrating ideas from the LLC. Teachers were each observed four times during the project. The Teaching Reading Survey was given to each teacher, and the results were added to the data collected.

In their cross-case analysis of the three special education teachers, Dingle et al. (2011) identified three individual and contextual factors that influenced how they incorporated the innovation into their instruction. The factors included (a) the teachers' pedagogical content knowledge of reading instruction, (b) the teachers' motivation to participate in the innovation and willingness to change their instructional practice, and (c) the curriculum used in the classroom. These factors also played a role in the implementation of professional development by general-education teachers (Brownell, Adams, Sindelar, Waldron, & vanHover, 2006).

Outcomes from the Dingle et al. (2011) study indicate four areas to be considered in future efforts to refine the process of professional development. First, special education teachers bring varying degrees of content knowledge and pedagogical skills to any professional development effort, especially given differences in the ways in which they are prepared to teach (Nougaret, Scruggs, & Mastropieri, 2005; Shulman, 1987). Second, those who teach professional development must understand the role curriculum may play in supporting or hindering teachers' ability to integrate new strategies. Third, professional development providers must consider ways of motivating teachers to change their practice. Finally, the researchers recommended an extended time for professional development in order to provide the support many teachers need to develop instructional skills needed to allow them to better integrate innovations into their classroom instruction. All four areas have implications for coaching, as a part of professional development.

The Dingle et al. (2011) study only focused on a small set of teachers, limiting generalizability. Even though the sample size was small, the findings captured what other researchers have learned about professional-development efforts. For example, they found that some teachers profit more from professional development than others because of individual and contextual factors. Individual factors included teachers' pedagogical content knowledge of writing.

In the Dingle et al. (2011) study, each of the three teachers changed their instructional practices in response to the LLC project with different degrees of success attributed to individual and contextual factors. Results of this study show a critical need

to build professional development that includes an initial training, meetings with participants, opportunities for self-reflections, and coaching to provide continuous support throughout the change process required when trying a new innovation.

The present study extended this research to include support in the change process with CBAM tools and provided professional development with coaching from the SLP to support teachers with follow-up discussions and personal visits. In addition, this study used qualitative methodology in order to compare the three teachers' results (Yin, 2008).

In a related study, regarding the need for coaching support, Herman, Borden, Reinke, and Webster-Stratton (2011) described support mechanisms necessary to facilitate implementation of the Incredible Years Teacher Classroom Management Training (IY TCM). One of the support mechanisms, coaching, was used to allow the group leaders to facilitate a high fidelity of implementation of IY TCM.

In the Herman et al. (2011) study, research findings indicated that teachers trained in IY TCM used less harsh discipline, provided more nurturing, and built higher levels of positive classroom climate than comparison teachers. Teachers and coaches were engaged in multiple levels of support through role-play and practices, including awareness of their skills as a teacher and understanding the experiences of the students, parents, and peers. Ongoing consultations and clinical supervision were beneficial, ensuring high levels of fidelity to the content, methods, and delivery of the IY TCM principles.

One limitation of the Herman et al. (2011) study was that the content of the coaching sessions was not included and analyzed in the data analysis. In the present study, I conducted midpoint and exit interviews with the SLP, in order to document the

coaching process. In addition, the present study extended the work of Herman et al. (2011) by helping build a supportive, on-going, on-site coaching from the SLP for teachers as they implement adaptations in writing.

The studies reviewed in this section on coaching present evidence that when coaching is combined with professional development, teachers are better supported to incorporate interventions into their classrooms. In the present study, the SLP helped the teachers recognize how adaptations might enhance the effectiveness of their instruction in the IC Map construction.. In the instructional innovation, the focus was on teaching the rigorous Common Core informational-text-writing standards to third-grade students with mild to moderate disabilities.

Instruction for Informational-Text Writing in Primary Grades

The literature review so far has examined the components of effective professional development in writing that supports teacher growth and the importance of coaching and continuous support for teachers. The studies have demonstrated that effective professional-development training should value and encourage reflection and focus on building pedagogical content knowledge in teachers. In addition, a teacher's change process can be optimized with coaching and support using the CBAM tools. Another important area addressed in this study was writing instruction in the primary grades, particularly informational-text writing.

The CCSS requires that all students need to write clearly and for a wide variety of real-life purposes. Additionally, effective writers can adapt to different formats, contexts, and purposes for writing (Graham & Perin, 2007). Proficient writers can move flexibly

among different purposes that range from a narrative story to writing that informs an audience.

Writing in school sometimes focuses too much on certain forms of writing over others. Research has shown that primary-grade teachers tend to ask students to write stories, descriptions of personal experiences, and other kinds of narratives (Duke & Bennett-Armistead, 2003; Graham & Perin, 2007). In middle school and high school, writing assignments focus primarily on informational texts, such as summarizing and expressing an opinion with the support of evidence. Sixty percent of writing instruction in 4th grade, 65% in 8th grade, and 75% in 12th grade is informational in nature (Persky, Daane, & Jin, 2003). This evidence suggests the importance of teaching young children the structures and processes for writing informational text. This section contains a review of three studies demonstrating compelling evidence that children should become familiar with the genre of informational-text writing at an early age. In addition, young children may need special support to write effectively in this challenging genre (Duke, 2010).

In the first study, Cutler and Graham (2008) investigated classroom instructional practices in writing. The participants were 178 teachers taken from a random sample of primary-grade teachers across the United States. The teachers were asked to complete a questionnaire about writing and writing instruction in their classroom, based on the assumption that teachers are aware of their teaching practices and can relate this knowledge to questions about the elements of their teaching.

The teacher questionnaire included information about the teachers, their attitudes and perceptions about writing and writing instruction, and their writing practices. Most

questions included Likert-type items, with each item focusing on a specific activity or instructional procedure.

Cutler and Graham (2008) focused on primary-grade writing instruction, because there is a growing consensus that early intervention is the best way to address literacy problems (Duke, 2000, 2010). In addition, the researchers reported that there are insufficient data about writing practices at the primary-grade level and there is very little data on the instructional writing practices of primary-grade teachers.

One of the purposes of the Cutler and Graham (2008) study was to identify whether primary-grade teachers' writing programs reflected a process approach to writing instruction (emphasis is placed on the composing process), a skills-based approach (emphasis is placed on systematic basic-writing-skill instruction), or a combination of the two approaches. Previous research suggested that primary-grade teachers had eclectic, multifaceted beliefs about writing instruction, using both process and systematic-skills instruction (Graham, Harris, Fink-Chorzempa, & MacArthur, 2002).

An additional purpose of the Cutler and Graham (2008) study was to examine writing practices of teachers across the nation in order to make recommendations for improving primary-grade writing instruction. These recommendations came from the description of classroom practices reported by the teachers who responded to the survey, as well as from existing recommendations by the National Commission on Writing (2003): (a) students should write more, (b) technology needs to be a more central part of writing instruction, (c) students progress in writing needs to be monitored, and (d) teachers need to be better prepared to teach writing.

Cutler and Graham (2008) found there was considerable variability in how often a teaching practice was applied. From this finding, the researchers suggested that efforts to reform writing instruction should give attention to the frequency of implementation and not just the use of teaching practices. In the present study, the focus of the observations will be to examine the use of adaptations and record the consistency of daily implementation of the innovation.

A limitation of the Cutler and Graham (2008) study was that the researchers did not ask participating teachers to provide different instruction for different types of students, such as students with disabilities or students who are English language learners. The present study extends the Cutler and Graham (2008) study by training the teachers to provide differentiated instruction for students with mild to moderate disabilities and observing teachers using these techniques.

The data from Cutler and Graham (2008) also gave support for increasing time writing informational text. The most common writing activities in the participating teachers' classrooms were in narrative writing, letter writing, completing worksheets, and responding to material read. Time spent teaching informational-text writing was limited. Recent research suggests that even struggling writers in second and third grade are capable of successfully writing informational text (Graham, Harris, & Mason, 2005). This finding gives support for more instruction in informational text to primary-grade students.

A major limitation of the Cutler and Graham (2008) study was that it was based on self-report data without observations, which supports the need for additional research

that applies observational techniques to the study of primary-grade teachers' writing practices. In the present study, teacher observations were conducted to provide relevant data within the classroom context.

In a related study, Purcell-Gates, Duke, and Martineau (2007) investigated the teaching and learning of informational and procedural written discourse of primary-age children and their teachers. They chose primary age (grades two and three), because there is a minimal amount of data on learning how to read and write informational text with students at this developmental level.

The participants in the study were 420 students in 16 classes. They were part of a longitudinal study with correlational components to address research questions regarding the roles of authentic literacy activities and explicit teaching of the genre features in informational and procedural-text reading and writing.

The researchers examined informational reading and writing within the classes' science instruction. They defined science informational text as text written for the purpose of providing information about the natural world, particularly from one presumed to be more knowledgeable on the subject to someone who is not as knowledgeable. In the present study, informational text was defined similarly as text that contains information about the natural world.

In their study, Purcell-Gates et al. (2007) provided teachers weekly feedback and coaching. The purpose of this coaching was to increase and maintain the presence of the intervention, in order to increase the validity of the results. This study provided evidence that coaching can support the sustained use of the instructional innovation.

In the present study, the CBAM tools are used to inform the interview questions and the observation protocol that were used with the teachers. Versions of these tools have been used in many research studies. The Stages of Concern Questionnaire (SoCQ), a 35-item questionnaire has strong reliability estimates and internal consistency. The SoCQ was constructed to apply to all educational innovations (Hall & Hord, 2011). In the present study, the items on the SoCQ remain constant, with the only change being the insertion of adaptations for students with disabilities.

The results of the Purcell-Gates et al. (2007) study suggested that explicit explanation of genre purpose plus practice in reading and writing the informational and procedural genres facilitates growth in writing for students. The researchers recommended further research to substantiate this claim. The present study included instruction on the writing process and structure of informational writing. Students with mild to moderate disabilities including students with language-learning disabilities (LLD) struggle to understanding the structure of informational-text writing; therefore, adaptations related to text structure were suggested in the instructional innovation training at the beginning of the study.

In the final study related to teaching informational writing at the primary-grade level, Read (2005) studied the processes of first- and second-grade students writing informational text, with the goal of designing more effective writing instruction. This study focused on 24 first and second graders in the researcher's first- and second-grade class. The purpose of the study was to investigate and interpret the ways in which the children interacted with informational texts and the way in which they wrote their own

informational texts.

Read (2005) situated her writing instruction in a writing workshop environment (Atwell, 1990; Calkins, 1986; Graves, 1983) in which she asked students to write about topics of their own choosing. She also conducted a daily "inquiry" time in which the class engaged in science and social-studies topics through reading and writing from source materials. As teacher and researcher, she controlled the amount and kind of instruction that preceded the data collection. She collected data while her students were choosing their own informational topics and as they worked in pairs to read and write the topics. Read (2005) audio-taped students' conversations, in pairs, as they wrote and as they published their written texts.

The researcher's instruction started with immersion in informational texts. She modeled how to read the book, take notes, reread notes, compose, and revise. The formal data collection started after the modeling. Then children chose their topics and the researcher paired them up according to their preferred topic. She asked students to do a series of tasks in any order: (a) write down what they knew about the topic, (b) read books provided, and (c) write down what they learned from reading about the topic. Read (2005) took field notes as she observed the students decision-making and writing processes.

In Read's (2005) study, the data analysis started with transcription of the tapes of student conversations, using the constant comparative method. Then the data on student talk was classified and coded into categories according to criteria that emerged throughout the process. Read (2005) placed the students' concerns while writing into

three categories: (a) concern for content, (b) concern for form, and (c) reflection on the process.

In addition, Read (2005) found that the nature of writing for primary-age children is reflected by their constant attention to spelling as they translate their talk and thoughts into written form. Spelling was a prominent topic of conversation while the students wrote. In the present study, in order to address this common concern of primary-age writers, teachers were encouraged to allow students to use invented spelling as a possible adaptation for the students with disabilities.

Read's (2005) research study was conducted in her own classroom, which might create reliability and validity problems. The researcher transcribed, classified, and coded her own data. In the present study, the SLP led teachers in the IC Map construction and conducted the one-legged interviews. I maintained the role of observer by collecting observational field notes in the classroom, attempting to create a more reliable and valid study.

 In Read's (2005) classroom, the student writing partners provided constant feedback to each other on content, as well as spelling, punctuation, and organization. The researcher strongly recommended allowing students to write informational text in pairs. The success of Read's (2005) partnerships provides evidence supporting the adaptation of peer-assisted writing for students, especially students with disabilities. Students in Read's (2005) classroom were able to sustain their writing and include more content, when allowed to work in pairs.

The studies reviewed in this section on instruction for informational-text writing

in primary grades resulted in increased evidence that primary-grade children are capable of writing in the informational-writing genre. Informational-text writing is included in the CCSS, as early as Kindergarten. There is compelling evidence that young children should become familiar with informational text at an early age.

Writing Instruction for Students with Disabilities

The literature review so far has addressed the need for strong professional development and coaching to support teachers who are developing their writing instruction. The instructional innovation in the present study was situated in primary-grade classrooms. The studies have not yet addressed the focused population of the study, students with mild to moderate disabilities including students with LLD.

Children with language-learning disabilities are a heterogeneous population with the specific nature of their problems involving one or more subcomponents of the language system (Dockrell, Lindsay, Connelly, & Mackie, 2007). Practitioners and researchers use a range of different terms to describe this population. In Europe and parts of Canada, the term is dysphagia. In North America, the terms are specific language impairment (SLI; Bishop, 2009; Dockrell et al., 2007), language impairment (LI; Fey et al., 2004), and LLD (Hall-Mills & Apel, 2012; Koutsoftas & Gray, 2012; Scott & Windsor, 2000; Troia, 2011; Wallach, Charlton, & Christie, 2009). The term language-learning disability is employed in this literature review to reflect one of the most current usages in literature.

Students with mild to moderate disabilities including students with LLD display a broad spectrum of spoken language processing and production difficulties, including

problems with phonological processing (Silliman, Butler, & Wallach, 2002). The definition of a language-learning disability varies throughout research but generally refers to a deficit in normal nonverbal intelligence and language weaknesses greater than one standard deviation below the mean (Koutsoftas & Gray, 2012). These weaknesses can cause children to struggle as writers (Schumaker & Deshler, 2009; Wallach et al., 2009). Children with writing and spelling problems have reduced access to meaningful learning, which limits their ability to benefit from literacy activities and limits growth in their language knowledge (Silliman et al., 2002).

The American Speech-Language Hearing Association (2001) has identified written language as an important target of intervention for children with LLD. An important goal of special and general education is to help students with LLD become competent writers (Koutsoftas & Gray, 2012). To provide value-added treatment, teachers, special educators, and speech-language pathologists need to support students with mild to moderate disabilities and their families, by providing adaptations for writing skills in the classroom (Koutsoftas & Gray, 2012).

Student Writing Behaviors

Students with LLD struggle with writing and have some distinct writing behaviors. There is very little research on the academic written language skills of students with LLD, but there are a few studies that have begun to build an understanding of LLD students' strengths and weaknesses in writing narrative and expository texts. Koutsoftas and Gray (2012) compared the performance of students with LLD and "typically developing" (TD) students in both narrative and expository writing samples. Fifty-six

fourth- and fifth-grade students from five different schools in three school districts participated in the study. The LLD group included 10 girls and 16 boys and the TD group included 18 girls and 12 boys.

Each participant produced one written narrative and one written expository sample. The samples were scored using analytic and holistic measures. The analytic measures were based on written language skills that are difficult for students with mild to moderate disabilities including students with LLD: productivity, lexical diversity, grammaticality, sentence complexity, and spelling accuracy (Dockrell et al., 2007; Fey, Catts, Proctor-Williams, Tomblin, & Zhang, 2004; Scott & Windsor, 2000). The holistic measures used were based on a six-trait writing rubric (STWR; Education Northwest, 2006), which is used commonly in high-stakes assessments. The six writing traits include (a) ideas and content, (b) organization, (c) voice, (d) word choice, (e) sentence fluency, and (f) conventions.

Koutsoftas and Gray (2012) found that for the informational writing samples, the TD group outscored the LLD group on three analytic measures: productivity, sentence complexity, and lexical diversity. Poor syntax and vocabulary were observed in the written samples of the students with LLD. There were fewer statistically significant between-group differences on analytic measures of informational writing than narrative writing. The researchers attributed this difference to the fact that informational writing forces a writer to produce more complex sentences.

Additionally, in both the narrative and informational written samples, the students with LLD made statistically significantly more grammatical and spelling errors than TD

children. These findings are consistent with previous research findings (Dockrell et al., 2007; Fey et al., 2004; Nelson & Van Meter, 2007; Scott & Windsor, 2000) that grammar and spelling are hallmark weaknesses of students with LLD and are related to morphological, phonological, and syntactic language abilities (Leonard, 1998).

Koutsoftas and Gray (2012) also found that the students with LLD had statistically significantly lower scores on the holistic rubric in all six traits for both narrative and informational writing samples. The researchers suggested that the poor LLD scores might be attributed, partly, to the overall impression of the writing that holistic scoring encourages. The researchers reported that there were limitations in the use of holistic scoring, which does not recognize individual strengths but gives an overall impression. This finding lends support to the idea that rubric scoring may not be the most reliable way to measure the writing progress of students with learning disabilities.

In the present study, academic adaptations were targeted to the skills needs of students with LLD. Koutsoftas and Gray (2012) recommended that SLPs help build interventions to address each of language-skill weaknesses of students with LLD: productivity, lexical diversity, grammaticality, sentence complexity, and spelling accuracy. In this study, I defined the areas of difficulty that students with LLD demonstrate with written language for teachers with input from the SLP. In addition, I suggested using writing adaptations based on each of the areas of difficulty.

The second study in this section is that of Goddard and Sendi (2008). In their mixed-methods study, they assessed the effects of self-monitoring on the quantity and quality of the writing of fourth-grade students with learning disabilities. They reported

that students with learning disabilities display many challenging writing behaviors. These students often find the writing task exasperating and nearly impossible. They also experience difficulty getting their thoughts on paper and have difficulties with writing productivity. In addition, writers with learning disabilities do very little planning because they struggle with structure and organization in their writing. Finally, students with learning disabilities have more difficulty with spelling, capitalization, and punctuation errors than their nonlearning disabled peers.

In the Goddard and Sendi (2008) study, four fourth-grade students with identified learning disabilities were taught self-monitoring skills. Results of the study showed a statistically significant increase in writing quantity for the four students in the study, as well as an increase in writing quality for three of the students. They found that certain variables affected the students' writing: students' interest in the story starter topic, students' physiological states (e.g., amount of sleep received), or psychological states.

Goddard and Sendi (2008) recommended that future research could focus on collecting data regarding the effects of factors that influence students' writing output. The present study sought to build in positive factors to support teachers and students in writing. Self-monitoring is one example of an instructional strategy that could benefit students with learning disabilities. In the present study, one of the suggested adaptations in the training was conferencing with students to help them monitor their writing progress. The use of the monitoring strategy was implemented successfully in the Goddard and Sendi's (2008) study. The monitoring adaptation easily is implemented into a general-education classroom for students with special needs. Monitoring writing is a

strategy that can help students be successful while also helping them to become self-regulated learners (Graham et al., 2005).

In a final study examining children with mild to moderate disabilities including LLD, Dockrell et al. (2007) explored the ways language, literacy, and processing limitations are related to writing for children with specific language impairment (SLI). The participants of this longitudinal study were 69 children (17 girls and 52 boys) who had been identified as having Speech and Language needs, when they had a mean age of 8 years and 3 months at Time 1 (T1) and were traced 2 years later when the sample had a mean age of 10 years and 8 months at Time 2 (T2).

The researchers administered a battery of language and literacy tests to assess skills at the two different age points. Language assessments provided measures of psycholinguistic markers of SLI (phonology and syntax) and vocabulary. Writing skills were assessed at T2 through global and subtest scores of the writing measure of the Wechsler Objective Language Dimensions (WOLD; Rust, 1996). In addition, measures of text length were computed. The researchers stated that limited expressive language of the students with SLI effected written performance.

In the Dockrell et al. (2007) study, all of the students were assessed individually, using measures that were identified to examine both receptive and expressive oral language skills, literacy, nonverbal ability, and written language. Reading also was assessed for both accuracy and comprehension. The study aimed to address the ways in which concurrent and predictive measures of language, literacy, and processing limitations relate to writing for students with SLI.

Throughout the longitudinal study, the students with SLI continued to experience difficulties with oral language and literacy. By the age of 10, severe problems in producing written text were evident. The researchers found that lexical knowledge and reading were substantial predictors of the children's writing scores. In particular, the influence of reading skills had a strong effect at a number of levels of writing development, including familiarity with books and the structures of various text genres.

The researchers found that the children with SLI in the study were having difficulty learning to write, in part, because the general writing support in the schools was not sufficient to meet their needs. In particular, vocabulary and reading were not being taught explicitly to students. The researchers strongly recommended explicit instruction in reading and specific exposure to a variety of genre structures.

The results of this study are similar to the results of the Koutsoftas and Gray (2012) study examining the language difficulties of students with LLD. Dockrell et al. (2007) found that explicit instruction in reading and vocabulary scaffolds the development of writing for meaning. In the present study, the instructional innovation included adaptations for vocabulary instruction, because of the close relationship between vocabulary, reading, and writing for students with LLD. In the present study, the informational-text-writing unit included explicit teaching of writing strategies in minilessons and conferencing.

The three studies in this section examined the written-language-skill difficulties of students with mild to moderate disabilities, including students with LLD. The results indicate that these students need academic support in writing. The American Speech-

Language Hearing Association (2001) has identified written language as an important target of intervention for students with mild to moderate disabilities. General education teachers and SLPs can support students with the skills that can support students to be writers. In the present study, the SLP worked as a change facilitator to coach and support the third-grade teachers in the implementation of adaptations for their students with mild to moderate disabilities.

<div align="center">**Instructional Adaptations for Students with Disabilities**</div>

Children who experience writing difficulties, including children with LLD, come from diverse linguistic backgrounds. Teachers need professional development that includes explicit instruction on planning and adapting instruction for these students (Graham & Harris, 2002a).

Adaptations and modifications would not be necessary if the instructional programs in classrooms were so powerful that each child acquired the writing skills necessary for success at her or his grade level (Graham et al., 2003). But this is a very unlikely scenario, because there is no evidence that such a program exists. Research shows that there is a need for individual adaptations for students with special needs who struggle to access the general-education curriculum (Graham et al., 2003; Kosmerl, 2011). This section of the review examines instructional adaptations for students with mild to moderate disabilities in writing.

Graham, Harris, Fink-Chorzempa, and MacArthur (2003), who surveyed a national sample of 153 randomly selected primary-grade teachers. Seventy-four percent of these

teachers worked in public school, averaging 15.6 years of teaching experience, and the average class size was 20.3.

In the Graham et al. (2003) study, teachers were asked to complete three questionnaires about their instructional practices in writing and types of adaptations they made for struggling writers. (The questionnaires were mailed to each teacher with a cover letter explaining the survey.) Teachers were asked to indicate how often specific writing activities and instructional procedures occurred for both average and weaker writers in their classrooms. Any activities that occurred more or less frequently for weaker writers were considered to represent a departure from the general teaching routine and were considered adaptations.

Teachers also were asked to indicate how often they used specific instructional strategies, skills, writing processes, or routines. In addition, the participating teachers were asked to identify any additional adaptations they made for weaker writers. The researchers also examined possible predictors for the use of adaptations (i.e., students with special education).

In the Graham et al. (2003) study, 11 academic adaptations were reported, frequently including giving more instruction to struggling writers in basic-writing skills. Teachers also generated a variety of additional modifications, ranging from one-on-one assistance to praising students more often. At least 20% of the additional modifications involved the mechanics of writing. Teachers reported teaching basic-writing skills more frequently to struggling writers than to average writers.

In the Graham et al. (2003) study, the researchers looked at struggling writers as a homogeneous group. In the present study, the focus of the instructional innovation was to use adaptations specific to the needs of individual writers, providing writing instruction that is responsive to the children's individual needs (Graham & Harris, 2002a). In the training, the teachers, the SLP, and I discussed the specific needs of the target students with LLD and brainstormed possible adaptations that could support each child.

In addition, the adaptations used by teachers in the Graham et al. (2003) study helped inform the categories of the *Adaptation Observation Protocol* in the present study. For example, the term "other instructional modifications" was used as a category of responses in one of the surveys. A similar category, other instructional adaptations, was added to the *Adaptations Observational Protocol* to include additional adaptations, such as additional encouragement and praise, additional conferences, and peer support (Read, 2005; Troia, Lin, Cohen, & Monroe, 2011).

Although the Graham et al. (2003) study provided needed information on contemporary instructional practices in writing, it was not complete. The teachers were only asked how frequently they engaged in activities and procedures that easily could be adapted. The present study extended the Graham et al. (2003) study by examining the process of teachers applying a broad range of adaptations for students with mild to moderate disabilities in the primary-grade classrooms.

In a related study, examining instructional adaptations for writing instruction, Troia et al. (2011) reported the findings of six writing teachers in a year-long study. The teachers received intensive professional development in writing instruction. The

researchers collected observations, interviews, and surveys that demonstrated the teachers' use of the core instructional elements associated with writing workshop, which was aligned with the focus of the professional development support.

In the study, Troia et al. (2011) found that there was considerable variability in the teachers' use of student-engagement tactics, management techniques, and instructional supports. The essential components of writing workshop (e.g., daily writing time, teaching modeling and feedback, and guiding routines) were evident in all six classrooms observed. As a group, the teachers reported making some adaptations to their instruction based on students' writing abilities. Some of the adaptations they discussed during the interviews included increased time for conferring to allow more individualized instruction, scribing for students who dictated their draft, using a word processor for drafting, and allowing students additional time to complete assignments.

Troia et al. (2011) used observation to support the self-report survey data, accurately reflecting a limited use of adaptations for struggling writers and students with disabilities. This finding also has been reported in prior research (Graham et al., 2003). In the present study, observations and interviews were used together to provide a more inclusive representation of teachers' change processes and use of adaptations.

One limitation of the Troia et al. (2011) study was the small sample size, limiting the generalizability of the study. Even though the present study used a small sample like the Troia et al. (2011) study, the small sample attempted to give a more detailed examination of teachers' beliefs and practices that would be difficult to achieve with a large sample. Another limitation to the Troia et al. (2011) study was that it was not

possible to investigate the frequency of the behavior. In the present study, the

observations, midpoint and exit interviews, and self-report survey were used to

triangulate the data, providing consistency and frequency of adaptations used. The SLP

was asked to discuss consistency of adaptation use with teachers in the one-legged

interview.

The final study on adaptations for writing instruction is that of Gilbert and

Graham (2010) who surveyed a random sample of elementary-school teachers across the

United States regarding their writing practices. The teachers' responses raised concerns

about the quality of writing instruction in the upper-elementary grades. The participants

were 300 fourth- through sixth-grade elementary teachers. At each grade level, 100

teachers were selected randomly from all the teachers in the US at that grade. A survey

with five sections was sent to all 300 teachers, and 185 teachers agreed to participate.

In the final section of the survey, Gilbert and Graham (2010) asked teachers about

20 specific adaptations they made for weaker writers. These adaptations were identified

in previous surveys (Cutler & Graham, 2008; Graham et al., 2003). They include

academic and behavioral adaptations that support writers in all genres.

The researchers gave directions at the beginning of the survey, clarifying that an

adaptation occurred only when an activity was done more often with weaker writers than

with other students in the class. There were nine items that focused on teachers providing

extra skill instruction to students. Six items were about providing weaker writers with

extra opportunities to select their own writing topics and compose with word processing.

The final five items provided data on how teachers provide additional adaptations: extra

conferencing, extra review of skills and strategies, and additional encouragement. All of the adaptations included in the survey respond to writing-process issues, skills, writing with peer assistance, motivation, or strategy problems.

Gilbert and Graham (2010) examined the teaching of writing in elementary schools hoping to provide information useful for determining if some of the proposed solutions for reforming writing instruction are based on relevant problems. The researchers made recommendations based on the findings from the survey questions in each of the five proposed solutions. In the preparedness to teach writing, the researchers found that teachers typically were underprepared to teach writing. They recommended that teacher education programs do a better job preparing certification candidates to teach writing. They also found that teachers spent from 15 to 25 minutes each day on writing. The researchers recommended that students write more at home and write more often across the curriculum.

In addition, Gilbert and Graham (2010) found that informational writing instruction was limited in classrooms of young children. They recommended that students engage in more extended and meaningful writing activities. Students in grades 4 to 6 spent much of their writing time answering short questions, completing worksheets, and note taking. The researchers suggested including more writing to inform and writing research reports. They also found that teachers used evidence-based practices, infrequently. Gilbert and Graham (2010) recommended using evidence-based practices such as teaching planning and revising strategies, involving extended instruction that

includes describing the rationale of the strategy, modeling, and giving guided practice to students.

A final element in Gilbert and Graham's (2010) survey was the use of adaptations for weaker writers. They found that two-thirds of the teachers used 17 of the 20 adaptations listed at least some time during the school year. Several important strategies for informational-text writing, such as extra instruction on text structure and graphic organizers for planning were used infrequently. Based on their data, the researchers recommended the use of more frequent adaptations for weaker writers. In the present study, the training recommended a consistent, daily use of adaptations during all of the stages of the writing process.

The Gilbert and Graham (2010) study used survey data, based on the assumption that teachers are aware of the elements of their teaching and can relate honestly this knowledge to questions about their practice. In addition, teachers were asked to report adaptations they used for weaker writers, including students with mild to moderate disabilities. In addition to self-report data, the present study included observation data from the classroom teachers' writing instruction.

In the Gilbert and Graham (2010) study, the teachers indicated that they sometimes use writing adaptations in their classrooms. Many of these were general adaptations, but there were a few related to informational-text writing: instruction on text structure and graphic organizers for planning. These adaptations were listed on the present studies' *Adaptation Observation Protocol*. In addition, Gilbert and Graham (2010) recommended the use of evidence-based practices for teaching the writing

processes. In the present study, the adaptations were tied to the writing process, for example, graphic organizers can be used in the prewriting stage. Revising can be adapted with extended instruction for revising in a conference or small group. Drafting can be adapted with additional modeling. Research findings suggest that students writing informational text need adaptations in each of the steps of the writing process (Graham et al., 2003; Read, 2005; Troia et al., 2011). In the present study, the instructional innovation included adaptations for informational-text writing connected to stages of the writing process.

Summary

This review has examined the literature that is relevant for the present study of the process of third-grade teachers using adaptations for informational-text writing with their students with mild to moderate disabilities, including students with LLD. The studies investigated models of professional development in writing that support teachers' growth, evidence that coaching supports teachers, instruction in writing for primary-grade children, characteristics of students with mild to moderate disabilities (including students with LLD), and instructional adaptations for students with disabilities. The review has examined a number of findings important to the present study.

Concerns about children's writing performance have led to a need to improve the teaching of writing, as well as the extensive efforts of many states to upgrade the quality of writing instruction (Graham et al., 2003). Success of this effort depends on providing writing instruction that is responsive to students' individual needs (Graham & Harris, 2002b). The present study included an instructional innovation, giving teachers

professional development on how to provide adaptations in order to support them in the writing process with informational-text writing.

Effective professional development includes a coaching component that gives teachers the support they will need to implement a new innovation (Fearn & Farnan, 2007; Olson & Land, 2008). Coaches can provide the nurturing, supportive environment that helps provide the higher levels of positive classroom climate (Herman et al., 2001). The present study planned that the SLP would support teachers using the CBAM tools as they learned the adaptation innovation.

Positive factors, such as strong classroom community, can help teachers implement and sustain an innovation. It is important to recognize the factors and barriers to implementation of an innovation. For example, with the continuous support of a coach, a high level of implementation is possible (Tunks & Weller, 2009).

Professional development in writing for primary-grade teachers has focused traditionally on narrative writing. Evidence suggests that teachers in primary grades need to support their students with structures and processes for writing informational text (Cutler & Graham, 2008; Duke, 2010; Purcell-Gates et al., 2007; Read, 2005). In the present study, the innovation program focused on adaptations for informational-text-writing instruction for students with disabilities.

Informational-text writing is especially difficult for students with mild to moderate disabilities. They may need support with academic activities and often lack stamina to complete a task. Students with mild to moderate disabilities, including LLD, have difficulties that affect the brain's ability to receive, process, analyze, and store

information. These problems can make it difficult for a student to learn as quickly as someone who does not have these learning needs. Writing is difficult for these students (Koutsoftas & Gray, 2012), who struggle with written language skills, such as productivity, grammatical complexity, and accuracy (Dockrell et al., 2007; Goddard & Sendi, 2008; Mackie et al., 2013). In the present study, the training described the language-skill deficits of students with LLD and gave possible adaptations that could be used in the classroom to support students as they write informational text.

Finally, research suggests many kinds of instructional adaptations, such as additional conferences for writing skills, for students with mild to moderate disabilities (Gilbert & Graham, 2010; Graham et al., 2003; Troia et al., 2011); however, there is very little research on adaptations for teaching informational writing to students with mild to moderate disabilities. Much of the available research examines teachers using narrative text structures with students with SLI (Mackie et al., 2013) or reading (Ferreri, 2009), offering possible adaptations for these students based on their language-learning needs. Gilbert and Graham (2010) found that teachers were underprepared to teach writing, especially writing adaptations for weaker writers. In their survey, they found that very few teachers made adaptations for writers with special needs. They recommended frequent adaptations for these writers. In the present study, the teachers will be encouraged to use frequent adaptations for their writers with mild to moderate disabilities. The research on the language-learning needs of students with mild to moderate disabilities including students with LLD will help inform possible adaptations to support students with informational writing.

Qualitative methodology is useful for documenting the complex interactions in the context of the classroom. One of these complex interactions is the change process of teachers as they embrace a new innovation. In addition, qualitative research in special education can provide insight into the beliefs, reactions, and attitudes of teachers. An important purpose of this study is to gain a deeper understanding of the teachers' change process and learning as it occurs in the classrooms with their students.

The research explored in this review and the remaining gaps in the literature suggest a need for the present study to examine the process of change of teachers' adapting informational-text-writing instruction for their students with mild to moderate disabilities including students with LLD.

CHAPTER III

METHODOLOGY

The educational significance of this research proposal is well timed in light of implementation of the rigorous Common Core State Standards (CCSS) for education that began in 2013. The No Child Left Behind Law (NCLB, 2002), the most recent large-scale reform movement in literacy, emphasized phonemic awareness, fluency, comprehension, and vocabulary in writing instruction. In the CCSS, writing is equally as important as reading and is the vehicle through which much of the literary development will occur (Calkins, Ehrenworth, & Lehman, 2012). As the CCSS is implemented in schools across the US, teachers will need the support of tools and strategies to adapt instruction for their students with disabilities (Harris et al., 2013). In general, all students are expected to work up to their grade-level standards in writing; so general education teachers will need to adapt their curriculum for their struggling learners, especially students with mild to moderate disabilities (National Governors Association Center for Best Practices and Council of Chief State School Officers, 2010). Starting in kindergarten and throughout the grades, teachers will need to teach informational-text writing, assess and track student's progress, and plan interventions for students who need support.

The purpose of this study is to examine the change process of three third-grade teachers learning to adapt their informational-text-writing instruction for students with disabilities in their classrooms. This study contributes to the understanding of the process of adapting writing instruction for students with mild to moderate disabilities in the general education classroom. This chapter presents the design of the research study. It

includes the site and sample; the innovation program; data sources; data-collection procedures; validity and Generalizability; and data-analysis overview. The chapter also discusses human-subjects considerations and my subjectivity.

Research Design

A qualitative methodology was used to study three general-education teachers in the third grade because of the interest in understanding how teachers adapt writing instruction for students with disabilities in primary-grade classrooms.

A qualitative approach is a useful methodology for uncovering the instructional adaptations that the teachers develop and implement in their classrooms (Dingle, Brownell, Leko, Boardman, & Haager, 2011; Yin, 2008). The qualitative researcher's goal is "to better understand human behavior and existence…seeking to grasp the processes by which people construct meaning and to describe what those meanings are" (Bogdan & Biklen, 2003, p. 38). In this study, I went *into the field* of the teachers, which means direct and personal contact with them in their own environments (Patton, 1990). Qualitative approaches emphasize being close to the situations and people in order to understand the realities of daily life (Patton, 1990). In this study, I used empirical observation and interviews to investigate the teachers' experiences with and perspective on a professional development process in order to think more deeply and clearly about human behavior (Bogdan & Biklen, 2003).

In addition, I asked the three third-grade teachers to answer before and after the study a Stages of Concerns Questionnaire (SoCQ). The results of this survey were collected, and the before and after surveys were compared for changes in concerns over

the implementation of the writing adaptations innovation. These data were added to the interview and observation data in order to create data for each teacher.

Setting

The study took place in a public elementary school in a suburban area of Northern California. The elementary school serves over 550 students from kindergarten to sixth grade, including three special-day classes for students with mild to moderate disabilities and autism. The school's student population is diverse with 58% Hispanic-American, 26% European-American, 10% Asian-American, 4% African-American, and 2% Filipino-American students. Fifty-eight percent of the student population is identified as socially disadvantaged, 34% identified as English Language Learners, and 10% identified with a learning disability. The school receives Title I federal funding for having more than 50% of the school population receiving free-and-reduced lunch. All teachers at the school have current teaching credentials and are highly qualified under NCLB. The majority of the teachers in the school, including all three third-grade teachers, have more than 5 years teaching experience. I have taught for twenty years in the same public school district.

Participants

Research supports giving primary-grade students multiple opportunities to write informational texts (Calkins, Ehrenworth, & Lehman, 2012; Read, 2005); therefore, the study involved three teachers in using adaptations to teach a grade-level informational study for their students with mild to moderate disabilities, with the support of the school's speech-language pathologist (SLP). All three teachers had been trained in a writer's workshop-process approach to writing instruction, (Atwell, 1987) and implemented it in

their classrooms. (All three have implemented strong rituals and routines in both a reading and writing workshop all school year.) The three teachers are members of a strong, collaborative third-grade team who have been together for 3 years. The teachers were willing participants in the study and were interested in the student success for the writing of all of their students.

The three classrooms are referred to by the teacher's pseudonyms: Michelle, Deanne, and Laurie. Professionals in the school (speech and language pathologist, educational psychologist, special education teachers, and general-education teachers) were asked to identify children in the three classrooms who were experiencing language-learning difficulties and had speech and language goals on their Individualized Education Program (IEP). Based on these criteria, seven third-grade students from the three third-grade classrooms and one third-grade student from the special-day class who was mainstreamed for writing were included in the study. All of the students were identified as having a language-learning disability (LLD).

There are three girls and five boys in the LLD group. The three girls are identified by the school as Hispanic American, three boys as Hispanic American, and two boys as European American. Four out of the eight students are from low socioeconomic status backgrounds, identified by the school as needing free-and-reduced lunch, and identified as English Language learners. Each student has goals in expressive or receptive language on his or her IEP. Michelle has 30 students: two students with LLD and 28 general-education students. Deanne has 29 students: five students with LLD and 24 students in general education. Laurie has 29 students: one student with LLD and 28 general-

education students. The student with LLD is a third-grade student with speech-language and academic goals from the special-day class is included in Laurie's general-education class for writing and mathematics.

The three third-grade teachers all have valid California multiple-subjects teaching credentials. Michelle and Laurie have identified themselves as European American, and Deanne identified herself as European American and Hispanic American. Michelle, Deanne, and Laurie have 13, 7, and 15 years experience, respectively. Michelle and Deanne are both in their early 30s and Laurie is in her late 50s. They have all been teachers at the school for over 10 years. All three teachers have been active participants in inclusion of students in the school's special day class for the past 2 years.

The speech and language pathologist (SLP), Mindy, is Filipino American and has been the school's speech-language pathologist for 10 years. She has a Clinical Rehabilitative Service credential (CRS). Mindy pulls out each of the eight LLD students in groups of 2 or 3 for speech, language, and articulation services for 30 minutes, twice a week. She currently views her job as providing direct services, as she has minimal experience with addressing students with disabilities in their general-education classroom curriculum. She teaches writing skills within her pull-out speech instruction.

Human Subjects Considerations

In this study, protection of human subjects followed the standards set by the American Psychological Association (2010). Approval to conduct the study was obtained from the University of San Francisco Institutional Review Board for the Protection of Human Subjects. Permission from the school to observe and interview the elementary-

classroom teachers was obtained in writing. In a letter given to each participant, teachers

were informed that participation was voluntary and that the information they gave was

confidential. Participants were offered a summary of the results of the study. Pseudonyms

are being used for all of the participants to preserve anonymity. To further insure

confidentiality, the interview and observation notes are stored in a secure location, and no

one from the district, school, or university received any information that would help them

identify the participants. The interview tapes were destroyed after they had been

transcribed.

The Instructional Innovation Program

The instructional innovation program was structured around three guiding

principles: (a) the concept of adaptation of writing instruction as a way to meet the needs

of students with mild to moderate disabilities in the general-education classroom, (b) the

importance of continuous support rooted in the idea that change is a process, and (c) the

application of Concerns-Based Adoption Model (CBAM) to assess and guide the

implementation of the intervention innovation. Table 1 shows a time-line of the

innovation program.

The study was conducted in the Spring of 2014. The training portion of the

innovation program consisted of three two-hour meetings: two scheduled before the 8-

week informational-text unit and one (the Innovation Configuration [IC] Map) scheduled

after three classroom observations. At the first meeting, I trained the SLP to use the

CBAM framework and tools to coach and support teachers during the 8-week unit.

During the second meeting, I met with the SLP and the three teachers to train them to use

Table 1
Timeline for Data Collection

Week	Research Activity	Time for Activity_
1	SLP Training	1 hour
	Innovation Training	2 hours
	Classroom observations	3 - 50 minute sessions
	Teachers Take SoCQ	1 hour
2-8	Classroom observations	21- 50 minute sessions
3	Build Innovation Configuration Maps	2 hours
4	Midpoint Interviews	4 – 1 hour sessions
8	Exit Interviews	4 – 1 hour sessions
	Teachers Take SoCQ	1 hour
		Total 35 hours

writing adaptations for their students with disabilities. In addition, I administered the

Stages of Concerns Questionnaire (SoCQ) a 35-question self-report questionnaire, to

each third-grade teacher. Following the second session, the teachers introduced the

informational-text writing unit to their students. After 3 weeks of observations, the SLP

and three teachers met to build the IC Map to clarify appropriate adaptations for their

students. I observed and took field notes during this discussion.

During the first meeting, I presented the CBAM framework to the SLP with the

coaching and one-legged interview (OLI; Appendix A) formats. The OLI schedule was

arranged, with weekly written contact with the SLP and each teacher. The interviews used

the OLI interview format that is a set of written questions for the teachers, delivered by

the SLP, once a week. Each interview contained the same written prompts: "How is it

going today with the use of adaptations for your students with disabilities? What do you

see as strengths and weaknesses of using adaptations? Please tell me more." Appendix A

contains OLI questions. The purpose of the interviews is to encourage the teachers to describe what they are doing and what they think about what they are doing with the innovation (Hall & Hord, 2011).

In the second meeting, I gave a PowerPoint presentation that included (a) the characteristics of students with mild to moderate disabilities, (b) general classroom adaptations, and (c) adaptations specific to informational-text writing. I began with an explanation of the learning needs of students with mild to moderate disabilities. Koutsoftas and Gray (2012) identified five written language skills that were difficult for students with LLD: productivity, lexical diversity, grammaticality, sentence complexity, and spelling accuracy. I described these five written-language skill deficits in order to identify the needs of the students with LLD.

During the second part of the meeting, I discussed general instructional and behavioral adaptations for students with mild to moderate disabilities. These included providing extra time for students to work, adjusting the teaching pace, additional writing conferences, peer support, rehearsing stories orally before writing, encouraging and praising, vocabulary skills, and monitoring students with disabilities (Table 2). These general adaptations were recommended by researchers for students with mild to moderate disabilities (Cutler & Graham, 2008; Gilbert & Graham, 2010; Graham, Harris, Fink-Chorzempa, & MacArthur , 2003; Koutsoftas & Gray, 2012; Read, 2005; Troia, Lin, Cohen, & Monroe, 2011).

During the third part of the second meeting, I presented informational-text-writing adaptations, applying each to the parts of the writing process: prewriting, drafting,

editing, revising, and publishing (Table 2). The prewriting techniques given were graphic

organizers, such as text structure organizers, explicit teaching in idea generation, and

students choosing their own topics (Gilbert & Graham, 2010; Graham et al., 2003;

Wallach, Charlton, & Christie, 2009). The following adaptation techniques were given for

the drafting stage: sentence frames, dictation, computers to draft, text organizational

skills, and CLOZE techniques (Cutler & Graham, 2008; Graham et al., 2003; Troia et al.,

2011). In the editing stage, I presented the following adaptation techniques: additional

skill instruction and editing checklists (Gilbert & Graham, 2010; Graham et al., 2003;

Purcell-Gates, Duke, & Martineau, 2007; Read, 2005). I informed the teachers that

during the revision of writing, they could provide extended instruction in revising

techniques and read papers aloud (Gilbert & Graham, 2010; Graham et al., 2003). In the

publishing stage of the writing process, I shared the extended time to write and word

processing the drafts (Troia et al., 2011). Following each application, I demonstrated the

adaptations using my own informational-text writing. The teachers chose topics and were

asked to write their own informational text. While writing their own informational text,

the teachers had the opportunity to practice the adaptations.

At the end of the second session, I administered the SoCQ, a 35-question self-

report questionnaire to each third-grade teacher. I scored the SoCQ to use as a baseline

measure. At the end of the study, the questionnaire was administered again. In addition,

Mindy, the SLP, discussed the one-legged interview format with the teachers. The format

included weekly contacts between the SLP and the teachers, with follow-ups, as needed

Table 2

Adaptations for Students with Disabilities

Category	Stage	Adaptation
General Instructional & Behavioral Adaptations		
		Teaching pace
		Additional conferences
		Peer support
		Rehearsing stories orally
		Encouraging and praising
		Vocabulary Skills
		Monitor Students
Informational-Text Writing Adaptations	**Prewriting**	Graphic organizers
		Text structure organizers
		Idea generation
		Student choosing topic
	Drafting	Sentence frames
		Dictation
		Computers to draft
		CLOZE technique
	Editing	Additional skill instruction
		Editing checklists
	Revision	Revision techniques
		Read papers aloud
	Publishing	Extended time to write
		Word processing the drafts

for questions and clarification. The teachers were given handouts listing the adaptations

for their reference during the study.

Following the second session, the teachers began teaching the informational-text-writing unit. For 8 weeks, I observed each teacher once a week during the study. The observations served to highlight teachers' implementation of the adaptations for students with mild to moderate disabilities, including which adaptations from the instructional innovation program the teachers chose to use and how.

After 3 weeks of observations, I demonstrated the use of an Innovation Configuration (IC) Map to Mindy. In the third session of the innovation program, Mindy and the three third-grade teachers met to build the IC Map to clarify appropriate adaptations for their students. I was present in the meeting as an observer.

In order to clarify the adaptations, the participants were asked to visualize an appropriate and inappropriate form of the adaptations and charted both forms. Hall and Hord (2011) suggested developing an IC Map after some observations had been made in the classrooms where the innovation is being implemented. During the building of the IC Map, key questions asked were (a) What does the innovation look like when it is in use? (b) What would I see in classrooms where it is used well (and not as well)? and (c) What will teachers and students be doing when the innovation is in use? These questions were used to guide the construction of the IC Map.

Throughout the 8-week study, Deanne, Michelle, and Laurie met together each week to plan the writing study and discuss their concerns and celebrations with each other throughout the 8-week study. They shared concerns about the challenges of the adaptations for their learners and gave each other support.

Informational-Text-Writing Unit

The teachers planned an informational-text-writing unit that included the informational-text-writing standards from the Common Core State Standards (CCSS). The unit of study focused on teaching the organization and structure of informational-text writing. The teachers taught lessons in the unit daily in a writer's workshop setting, in their third-grade classrooms. Writer's workshop is a process-based instructional methodology, using a recursive approach to prewriting, drafting, revising, editing, and publishing (Calkins, 1986; Cutler & Graham, 2008; Purcell-Gates et al., 2007). The teachers opened each writing session with a short 15-minute minilesson on writing skills, strategies, or workshop routines. The students returned to their seats and wrote for 30 minutes and then returned to the meeting area to share something from their daily writing time. During the 30-minute writing time, the teacher was conferring with students about their writing.

In the school district of the present study, writer's workshop has been the adopted curriculum for over 10 years. The majority of teachers at the elementary-school (K-6) levels have been trained in the writer's workshop process, including all of the participants of the study. The CCSS requires rigorous writing instruction. To meet the CCSS, students need expert instruction, time to write, and opportunities to write within a range of informational, opinion, and narrative texts (Calkins et al., 2012).

Data Sources

Data were collected from multiple sources, including field notes of observations of writing lessons once a week for each teacher and transcriptions of teacher, and coach

interviews in the middle and at the end of the study. The results from the CBAM tools were used to manage and assess the adaptation innovation. By using a combination of interviews, observations, and a survey, I was able to use different data sources to validate and cross check my findings (Patton, 1990).

Observations

I conducted 50-minute observations in each of the three classrooms, once a week, for the duration of the 8-week innovation program. To focus on perceptions and use of adaptations for students with disabilities in the classroom, an observation protocol, *Adaptation Observation Protocol* (Appendix B), was modified to fit the purposes of this study. I documented in the field notes teachers' use of adaptations for their students using the *Adaptation Observation Protocol.* The protocol was developed using a modified version of CBAM's Innovative Configuration Checklist (Hall & Hord, 2011; Tunks & Weller, 2009). The *Adaptation Observational Protocol* is an eight-question form modified for adaptations during writing instruction. I used the observation protocol to guide the collection of field notes taken in the weekly observations. The writer's workshop includes 15-minute minilessons, 30-minute independent writing time, conferences, and 5-minute sharing time.

In the present study, the observational protocol, a CBAM tool, was used by Tunks and Weller in (2009) in their research in order to observe algebra instruction. I took a running record of observations in each visit, recording all of the events during a lesson. To address internal validity, triangulation was employed by using adequate engagement in data collection with interviews and observation in the classrooms.

Interviews

For the semistructured interviews, I relied on guides for the midpoint and exit interviews to ensure that all the issues were addressed for each interview. At times, I diverted from the guide in order to follow up on teachers' comments and, thus, gain a more detailed understanding of their experiences. Teachers were asked open-ended questions about their experiences with the adaptation innovation. These interviews resulted in 50 pages of text.

Each teacher and the coach participated in two interviews: a midpoint interview in April and an exit interview at the end of the 8-week informational-text unit. The audio-taped, semistructured interviews were conducted using questions aligned with the four research questions, emerging from the theoretical framework (Appendix C and D). The questions were reviewed and revised, using input from an instructor and expert in the field of qualitative research at the University of San Francisco.

The Stages of Concern Questionnaire

Data measuring teachers' concerns about the instructional adaptations informed the analysis of the teachers' change process. I administered the Stages of Concern Questionnaire (SoCQ) to the three teachers before and after the study. The SoCQ is a 35-item questionnaire that has moderate to strong reliability estimates: test-retest reliabilities range from .65 to .86 and internal consistency estimates for Cronbach Coefficient alpha range from .66 to .83 (Hall & Hord, 2011). The SoCQ was constructed to apply to any educational innovation and can be used to construct concerns profiles. The items on the SoCQ remain constant, with the only change being the addition of the adaptations for

students with mild to moderate disabilities. Hall and Hord (2011) have provided a Quick

Scoring Device (p. 285) that can be used to hand score the SoCQ responses and to plot an

individual profile for each participant. The SoCQ responses are transferred to the device,

entered into seven scales, and each scale is totaled. Then the seven raw-scale-score totals

are translated into percentile scores and plotted on a grid to produce the individual's

SoCQ profile. After the results were processed, I used the manual, <u>Measuring</u>

<u>Implementation in Schools: The Stages of Concern Questionnaire</u> (George, Hall, &

Stiegelbauer, 2006) to further interpret the data. I examined both the highest and second

highest stage scores (First and Second High Stage Score Interpretation) to make a more

detailed interpretation.

Validity

In order to address validity, I used multiple methods of data collection (Patton,

1990): observation, teacher and coach interviews, and the SoCQ. Maxwell (1992) stated

that qualitative research addresses validity in specific categories. In this study, I

addressed the categories of descriptive and theoretical validity. Accounting for

descriptive validity, I used observation to collect regular field notes and record accurate

transcriptions of the data collection. I observed on a regular schedule each of the three

third-grade teachers once a week for one hour during the writer's workshop. To account

for theoretical validity, I carefully and continually read all of the data and checked my

interpretations of data with participants to learn if I had an accurate understanding of their

activities. I also checked for disconfirming evidence that might raise questions about the

patterns identified. For example, I might observe a participant using instructional

adaptations with every student identified as having mild to moderate disabilities except one. This observation would disconfirm the pattern. I would need to ask the teacher why there was an exception and try to explain why.

Lincoln and Guba (1985) first conceptualized reliability in qualitative research as dependability. Bogdan and Biklen (2003) stated that "qualitative researchers tend to view reliability as a fit between what they record as data and what actually occurs in the setting under study, rather the literal consistency across different observations" (p. 36). I addressed dependability by continually checking to insure that my results were consistent with the data collected (Merriam, 2009). Data were coded, shared, reviewed, and analyzed using the qualitative data analysis program *NVivo* (Bazeley & Jackson, 2013).

I asked a doctoral student and colleague to discuss my data analysis and offer her perspective. I developed preliminary codes and gave her descriptions of the codes in the *NVivo* program. My colleague read at least 20% of the data and gave her perspective on my codes. Comparison of coding of the data found a high degree of consistency between the colleague and myself. Interrater reliability was established at 90%. Where differences occurred, discussion was followed by consensus.

In order to address internal generalizability, I suggested patterns that were or were not representative of all of the data (Erickson, 1986). In addition, I provided evidence for generalizability to other cases, by giving sufficient description so that my findings may be applied to settings that share similar characteristics in structure (Lincoln & Guba, 1985). I suggested themes generated from the data that might help construct theory that is applicable to comparable settings and populations (Maxwell, 2002).

To further address validity, an audit trail was recorded throughout the research process. The audit trail is a method suggested by Lincoln and Guba (1985). As an auditor records transactions in a business, the researcher's process can be recorded in memos or a journal. Richards (2005) wrote that "good qualitative research gets much of its claim to validity from the researcher's ability to show convincingly how they got there, and how they built confidence that this was the best account possible." (p. 143). I recorded in research memos a detailed account of the methods, procedures, and decision points in carrying out the study (Merriam, 2009). These memos were used to inform the results of the study.

Research Questions

This study investigated four research questions:

1. How do teachers adapt their writing instruction for students with mild to moderate disabilities, when participating in an instructional innovation process?

2. How did teachers' concerns about the innovation evolve during the course of the study?

3. How do the teachers and the instructional innovation coach understand the process of adapting writing instruction for students with mild to moderate disabilities?

4. What are the factors that promote or impede the teachers' adaptation of writing instruction?

The first research question investigated how teachers adapt their writing instruction for students with mild to moderate disabilities. In order to examine the teachers' process of making adaptations in their classroom, I observed teachers, weekly

for 50 minutes in each of the three classrooms. The *Adaptation Observation Protocol* was used in each of the observations to help examine and guide the observation process. I also took a running record of notes at each of the observations.

The second research question investigated how teachers' concerns about the innovation evolve during the course of the study. The results are based on the SoCQ tool, and descriptive data were recorded from pre- to postinnovation. The results also were coded and used in the analysis of data.

In order to examine the third research question about how teachers understand the process of adapting instruction for students with mild to moderate disabilities, I conducted midpoint and exit interviews with each teacher and the coach, which provided more detailed explanation of the teachers' and coaches' perspectives on the change processes. The interviews were transcribed, and data analysis was included.

In order to examine the fourth research question about the factors that promote or impede the teachers' adaptations of writing instruction, I interviewed the teachers and coach at the midpoint of the study and at the end of the study. Through both observations and interviews, I hoped to discover some of the factors that affect the teachers' use of adaptations. Specific interview questions addressed the factors and barriers of implementation of the adaptation innovation.

Data Analysis

The goal of this project was to better understand how teachers respond to professional development and adapt their writing instruction for students with mild to moderate disabilities. Yin's (1989, 2008) analysis methods for explanation building were

followed. An important characteristic of explanation building, according to Yin (1989), is "that the final explanation is a result of a series of iterations" (p. 114). In this qualitative study, a recursive data-collection process was used, that is, continually comparing notes across the three teachers and changing explanations as new insights occur.

In this study, there were three stages of data collection. In their qualitative case studies of three teachers, Dingle et al. (2011) found that the cross-case analysis provided rich themes that interrelated and worked together to answer their research questions. The present study used analysis to focus on teachers' perceptions and use of adaptations for students with disabilities in the classroom. In stage one of the present study, each teacher's and the coach's audio-taped midpoint and exit interviews were transcribed. I took field notes of the observations, using the Adaptation Observation Protocol and running records as guides. I looked for evidence of the teachers adapting writing instruction for students with mild to moderate disabilities in their classrooms.

In stage two, I coded all of the data sources. In this process, I looked for factors that explain teachers' difficulties or successes in adapting writing instruction for their students with mild to moderate disabilities. My identification of important characteristics came from a variety of sources: teachers' results on the SoCQ, observations of teachers and notes from the Adaptation Observation Protocol, and responses from the interviews. Characteristic codes were used as the beginning data codes for the analysis. Some examples of the codes are time, concerns, and teacher's understanding adaptations.

In the third stage, an analysis was conducted in which I compared use of the innovation program across the three teachers. Records were made of codes that are

applicable across the teachers. I investigated which codes needed to be dropped or regrouped. I examined the rationale for certain codes and reviewed the data for final decisions. As data were refined, the themes emerged. These themes are presented in chapter IV. The qualitative data analysis software, NVivo, was selected as the tool to organize the coded material for data management.

During data collection and analysis, three strategies were used to demonstrate validity: (a) observation of participants, (b) triangulation of a variety of sources of evidence, and (c) development of rich teacher descriptions. I observed each teacher once a week for 8 weeks. I collected field notes, gathering survey and interview data, and developing descriptions of each teacher in hopes that the process would show evidence of the teachers' change process and implementation of the innovation.

To help with validity, the transcripts that I reviewed and coded were presented to a colleague. The colleague is a doctoral student, familiar with qualitative research techniques. Interrater reliability was found to be of 90%. Themes and patterns were identified and agreement was met.

Researcher Subjectivity

I am a teacher of a special-day class for students in grades 3, 4, and 5 at the school site. I have been teaching special education for 5 years. I taught general education for 22 years in grades 2 through 5. I have been at the present school for 7 years. I started this project with research and practical experience in regular and special education. I believe that effective teachers are those with a well-developed knowledge in writing content and the individual needs of all students.

I have had intensive training and experience in how to use writing strategies to guide students in the different aspects of the writing process: prewriting, drafting, editing, revising, and publishing. I worked as a literacy coach in reading and writing workshop for an elementary school for 5 years. Part of my job was to provide support for teachers who were learning how to implement a reading and writing workshop.

I believe it is important for general-education teachers to understand how research-based writing strategies help students with disabilities develop writing skills, such as planning a written composition. Teachers need the professional development support to learn to use these strategies to adapt their curriculum for their students with mild to moderate disabilities. In addition, I believe that if teachers revised their practice as a result of collaboration and support from the school's special education resource professionals and subsequently notice student growth, they would be more knowledgeable and committed to adapting instruction for students with mild to moderate disabilities in all curriculum areas.

In addition, I have had experience conducting qualitative research in primary-grade classrooms within the context of a doctoral advanced research methods course. I interviewed three teachers and observed in three classrooms that were implementing a district-wide literacy program. I transcribed and coded the interviews and created themes with the field notes from observations. I learned through the interviews and observations what the teachers valued and how they differed in their opinions of the literacy strategies.

Finally, my experience with qualitative research showed me that I enjoy focusing on the details of events and adding to the knowledge of the educational setting. I guarded

against my own biases by recording field notes that are detailed and included reflections on my own subjectivity (Bogdan & Biklen, 2003).

Summary

This chapter presented the methodology for the study of the professional development and process of teacher's adapting informational-text-writing instruction for their students with mild to moderate disabilities. The research design follows a qualitative approach. A description of the sample is provided including the setting and participants. The details of the innovation program are given including the description of the informational-text-writing unit. The data sources are described as well as a description of the instruments.

Multiple methods of data collection are described: observation, teacher and coach interviews, and administration of the Stages of Concerns Questionnaire. The data-collection procedures are explained, and the data analysis is presented. The methodology of the study will be important to the discussion of the research questions in chapter V.

CHAPTER IV

RESULTS

The purpose of the present study was to observe and examine the process of three

third-grade general-education teachers learning to adapt writing instruction for their

students with mild to moderate disabilities. Previous to the study, the three general-

education teachers and the Speech and Language Pathologist (SLP) in the role of coach

participated in an innovation training I conducted on adaptations for students with

learning disabilities. In addition, I trained the coach to address the teachers' in their

concerns about the innovation throughout the informational-text-writing study. I observed

the three teachers and interviewed the teachers and the SLP to discover themes and build

explanations.

The themes supporting the four research questions are the focus of the chapter.

The support for the themes is presented in a descriptive summary for each of the teachers

and the SLP, Mindy. The interviews, observations, and survey results produced a wealth

of rich data. Throughout chapters IV and V, transcripts of the teacher's interviews,

observations, and survey results are indicated as follows: observations (O), midpoint

interviews (MI), exit interviews (EI), one-legged interviews (OLI), and stages of concern

questionnaire (SoCQ) results in the beginning (SoCQ1) and SoCQ results at the end

(SoCQ2).

Six main themes emerged from the data in this study: (a) Teachers Adapting

Writing Instruction, (b) Teacher Concerns about the Adaptation Innovation, (c) Teacher's

Understanding of the Adaptation Process, (d) Coach's Understanding of the Adaptation

Process, (e) Factors that Promote Teachers Adapting Writing, and (f) Factors that Impede Teachers Adapting Writing. Several excerpts from all the sources of data portray these patterns.

Research Question 1

How do teachers adapt their writing instruction for students with mild to moderate disabilities, when participating in an instructional innovation process? In the instructional innovation, I presented 21 possible adaptations for teacher use. Each adaptation was designed to modify instruction for informational-text writing.

The first theme is related to how teachers adapt their writing instruction for students with mild to moderate disabilities. In order to examine the teachers' process of making adaptations in their classroom, I observed teachers, weekly for 50 minutes in each of the three classrooms. The *Adaptation Observation Protocol* was used in each of the observations to help examine and guide the observation process. I also took a running record of observations. The results of the adaptations observed by each teacher are given in Table 3. All but seven of the adaptations were used by all three teachers. Of those seven, two were used by one teacher and another by two teachers. The adaptation used most frequently by all three teachers was additional conferences. Other adaptations used frequently by all teachers were teaching pace, monitoring students, and extended time to write. Peer support was used frequently by two of the teachers.

The following descriptions begin with the information about the number of students with learning disabilities in each teacher's experience in writer's workshop. Following is a description of each teacher's use of adaptations beginning with general

Table 3

Adaptations for Students With Disabilities Broken Down by Category
and Number of Days Used by Each Teacher in Eight Observations

Stage	Adaptation	Deanne	Laurie	Michelle
	General Instruction & Behavior Adaptations			
	Teaching pace	3	5	3
	Additional conferences	7	6	7
	Peer support	1	6	4
	Rehearsing stories orally	0	0	0
	Encouraging and praising	2	2	3
	Vocabulary Skills	2	2	2
	Monitor students	4	5	4
	Informational-Text-Writing Adaptations			
Prewriting	Graphic organizers	3	3	4
	Text structure organizers	3	3	3
	Idea generation	2	2	2
	Students choosing topic	2	2	2
Drafting	Sentence frames	2	0	0
	Dictation	1	1	0
	Computers to draft	0	0	0
	CLOZE technique	0	0	0
Editing	Additional skill instruction	1	1	1
	Editing checklists	1	1	1
Revision of writing	Revision techniques	1	1	1
	Read papers aloud	0	1	0
Publishing	Extended time to write	3	5	3
	Word processing	0	0	0

adaptations and continuing with informational-text-writing adaptations.

The observations and interviews conducted throughout the 8-week study indicated

that each teacher was able to adapt her writing instruction for the students with mild to moderate disabilities. These results were anticipated given the level of support provided by the coach, me, and the professional-development innovation training.

Deanne

Deanne is an experienced teacher: both in terms of her mastery of writer's workshop and her classroom instruction. She has been trained in writer's workshop by other teachers in the school; Deanne has implemented writer's workshop for the past 3 years with her students. Deanne is also the English Language Development teacher at her grade level and was an English language learner, herself.

Deanne has 29 students: 24 in general education and 5 students (two girls and three boys) with mild to moderate disabilities. Each target student with disabilities has goals in expressive or receptive language on their Individual Education Plan (IEP). Deanne had a strong sense of the individual needs of her students with disabilities and chose adaptations that supported them in the writing process. Deanne was able to use most of the adaptations presented in the innovation training (Table 2).

General Instructional and Behavioral Adaptations

In this study, the general and behavioral adaptations included modifications used throughout the writing process. These adaptations are not related directly to specific stages of the writing process.

Deanne used all but one of the general adaptations presented in the training. She did not choose to use rehearsing stories orally. She used additional conferences most frequently and peer support only once.

Teaching pace. In week 5 of the study, the teachers began to adjust their teaching pace to give the students more time to write. Deanne noticed that the students were taking longer to draft their writing. Even though she was ready to begin revising, Deanne slowed down and allowed students to have extra time in class and at recesses to finish. She continued to provide extra time in the remainder of the study. The adjusted pacing helped support the students with disabilities to complete their final drafts by the publishing deadline. The students also demonstrated a desire to finish in order to share their published piece with their parents at the open house.

Additional conference. Deanne used additional conferences to support students in all stages of the writing process throughout the 8 weeks. Many times, she met with the students in groups of three or four at her table. She met weekly with them to give them support with difficult aspects of the informational-text-writing process.

Deanne had two target students, Joel and Nate, who she said were reluctant writers. They struggled getting started with their writing, each day. In the prewriting stage of writing, Deanne met almost daily with these students to encourage them to begin writing. Deanne was discouraged by many of her conferences with Joel, because he did not respond or improve. Deanne started using other adaptations, such as sentence frames with Joel, which seemed to help him take more interest in his writing. When he could begin with a sentence frame, Joel was able to complete his writing task.

Deanne said that her student, Nate, needed advanced preparation that he was going to have a conference with her. He needed one-on-one attention in order to do most tasks. She told Nate that she was going to have a conference with him the next day about

cheetah facts. When she met with him, he was prepared with a fact, "They run fast." (O)

In a conference with her target student, Ida, Deanne modeled how to paraphrase author's facts. Deanne remarked to me after the conference, "Wow, Ida understands what I am saying. She knows the difference between plagiarizing and using her own words. I felt like that was huge!" (MI) Deanne talked about this conference as one of her favorite adaptations, because she could see Ida becoming a more independent writer.

At the end of the study, Deanne shared that adaptations were changing her way of teaching. In particular, she said that she now makes more of a conscientious effort to check in with her target students in conferences.

In a one-legged interview, Deanne told Mindy that working in small strategy groups was a strength in her classroom. She said that struggling writers benefited from strategy groups. In her strategy groups, Deanne invited students to her table and gave them a common strategy lesson that she knew they all needed. She believed that meeting in strategy group conferences was an effective adaptation for all of her struggling writers.

Peer support. In her exit interview, Deanne commented that she was sorry she did not use more peer support. She said she only tried peer support one time during the publishing stage of writing. She tried the adaptation with Joel and two other students. She commented, "Joel, Sam, and Andy. They were so engaged. I like the idea of starting them in the beginning as a group and slowly go through the whole writing process together, where they check-in with each other. It would make them accountable." (EI)

Deanne suggested using peer support for the revision process. She thought that students sharing their writing and making suggestions to each other could help students

be more engaged in their writing. Deanne suggested that peer support could make revision more powerful. She said she would try using more peer support in her future instruction. (O)

Rehearsing stories orally. Deanne did not use this adaptation and did not talk about it in the interviews. She did have students read aloud their sentence frames.

Encouragement and praise. I observed Deanne giving liberal praise and encouragement to her students, especially the students who needed motivation to write. For example, in each observation she gave extra encouragement to all of her students with disabilities. In an interview, Deanne said that Joel did not have the motivation to work independently and needed extra encouragement and continuous individual attention.

Vocabulary. Deanne asked students to include specific vocabulary about their writing topic. Throughout the writing process, she talked to the students about including academic vocabulary. In the prewriting stage, she told a target student, "I like that you are using higher-level fancier words that you used in second grade. You are pushing yourself." In the drafting stage, she asked the students to include and highlight at least five specific vocabulary words to include in their glossary. All five of the target students were able to find five words to include in their glossary.

Monitoring students. I observed Deanne monitoring her students with disabilities in each of the observed lessons. She was checking in continually with her target students. Some of the check ins were a short "How's it going?" Some monitoring was in the form of an extra conference. In the interviews, Deanne commented that since the beginning of this study, she was becoming more aware of her students with disabilities and their needs.

When Deanne presented her minilessons, she insured her target students knew what to do when they start writing. She noticed the students' success with her first adaptation, sentence frames, and continued to look for other ways to provide support when needed. (O)

Informational-Text Writing Adaptations

Deanne used 8 out of the 13 informational-text writing adaptations presented in the training. She did not choose to use computers to draft, CLOZE techniques, reading papers aloud, or word processing to publish. The informational-text adaptations were modifications related directly to each stage of the writing process.

Prewriting. Deanne met with all five of her students with disabilities to generate ideas. She asked them to make a quick list of things they knew a lot about. Four of the students were able to make a list, but Joel needed more encouragement to write. Deanne realized she would need to meet with Joel in a one-on-one conference to support him with his idea generation.

Deanne used graphic organizers to support students with topic generation and organization. She used a graphic organizer created by Laurie to help students write subtopics with facts. Some students needed a larger piece of white construction paper (12 x 18) folded in a trifold in order to list subtopics and facts. These students had difficulty writing in the small spaces provided on the graphic organizer. Deanne said the larger organizer was less overwhelming for some of the students with learning disabilities. She included sentence frames on the trifold for Nate to help him articulate his ideas. She commented that the larger organizer worked well for him.

Drafting. Deanne said in the interviews and showed in the observations that sentence frames was her most frequent adaptation. She used this adaptation in the prewriting, drafting, and revision steps of the writing process. She stated in an interview, "What I tried was just a sentence frame. I do that a lot for English Language Development (ELD), but I never have done it for writer's workshop. I like this one. Just bringing it over." (MI) She expressed that she appreciated that sentence frames could break the writing down for her struggling students. For example, one of her students with disabilities, Joel, struggled getting ideas down on paper. Deanne told me he often had difficulty getting started. As he tried to get the writing stared, sentence frames supported him. (O)

Deanne said sentence frames also were helpful for her student Sue. In a conference, Deanne told Sue, "I want to start you off. I did a sentence frame with you. That's the main idea. Now, you can do the supporting details. Tomorrow when I check in with you, I want to see the whole paragraph." (O) Deanne said that Sue worked hard on her paragraph.

During the drafting stage of writing, Deanne also used dictation for Nate. She said it gave him a jump start into writing. He was able to formulate a few sentences on his own. Deanne's student, Joel, had difficulty dictating more than one sentence at a time. Deanne asked him to do a picture walk in his book on lions. He finally was able to dictate three sentences. Deanne said this process took a great amount of time and energy.

Editing. In the editing processes, the target students were able to get support from Deanne in strategy-group conferences. In one of her conferences, Deanne said to the

student, "When you are trying to spell a word, stretch it out like a rubber band - C - o - l - o - r." (O)

In the 3rd week of the study, all three teachers taught a lesson on punctuation with paragraphs. The objective of the lesson was to focus on the most important organizing structure in informational writing: the paragraph. They taught the students that paragraphs separate words into sentences and whole groups of sentences into topics. The students also were asked to consider other conventions to think about.

After drafting, Deanne asked her students to use an editing checklist that she put under the document camera in a minilesson. Using her own writing, Deanne demonstrated how to use the editing checklist to check for capitals, punctuation marks, spelling, and grammar mistakes. The students talked to a partner about what they were going to edit for that day. They used blue pencils to circle words misspelled and to correct for spelling, punctuation, and end marks.

Revision of writing. Deanne met with the students with disabilities individually, after the revision lesson to talk about their needs. She used strategy-group conferences to support Ida with paraphrasing and Joel with writing stamina. Both were still drafting, after the revision lesson, so they were not ready to take on revision. Deanne met with them the following week to review the revision process, using the revision checklist (Appendix E). Deanne met with the target student, Sue, on the day of the revision lesson. Deanne commented, "Sue was crossing-out the unnecessary parts in her writing. She was really taking-on the lesson." (O)

Publishing. In the publishing process, Deanne used peer support and extra

conferring to support the students to finish their final products. In their final drafts, the

students needed to include text features: diagrams, labels, captions, an index, and a

glossary. Deanne conferenced with target students in small groups about their text

features. All five of her students with disabilities worked with their peer support partners

on diagrams. She met with each of the five students and other struggling writers to talk

about the glossary words they chose to include.

<div align="center">***Laurie***</div>

Laurie has been teaching for 15 years and was trained in a school-wide 5-year

training in writer's workshop. In the interviews and observations, Laurie emphasized the

importance of teaching third graders how to write a topic sentence with supportive details

and organize a paragraph. In the 8-week study, Laurie enjoyed creating new graphic

organizers and checklists that could support the third-grade writers.

Laurie has 29 students in her class with one student included for writing from the

school's special-day class. The student, Danny, was the target student for writing

adaptations in Laurie's class. He has goals on his IEP for expressive and receptive

language.

General Instructional and Behavioral Adaptations

Laurie used all but one of the general adaptations with Danny. She used additional

conferences and peer support most frequently. She did not use rehearsing stories, orally.

The following general and behavioral adaptations were used in all stages of the writing

process.

Teaching pace. In her minilessons, Laurie often stopped to give the students a

stretch break. She noticed the students beginning to drift in their attention, so she asked them to "stop, stand, and stretch." According to Laurie, the movement helped Danny become more engaged in the lesson. In the 3rd week of observations, Laurie told the students she would need to slow down and give them a couple of extra days to draft.

Throughout the study, Laurie slowed her teaching pace to include all of her struggling writers. In the 5th week, Laurie noticed that half of the class was still drafting, including Danny. She told the class that she was not going to start the revision lesson, because she wanted more of them to be ready for that stage of the writing process. At this time, Laurie was scheduling extra hour in the morning for writer's workshop. Danny also was invited to the class for the extra writing time. Because Laurie needed to adjust her teaching pace, she realized she would need to allow more time in the day to complete the project in the 8 weeks.

Additional conferences. Laurie conferred with students, daily, about their writing. She met with about four or five students in longer conferences and had several check-in conferences each day. A check-in conference was a quick, "How is it going?" as she walked by their table. She also had extra conferences daily with Danny. Most of her conferences focused on building writing skills and including topic sentences with supporting details. In the beginning of the unit of study, Laurie's conferences focused on locating information from the text and organizing the information. (O) She commented, "I felt it was a bit overwhelming for Danny this week to take his notes and turn them into drafted paragraphs. I decided to confer with him and have him dictate to me what he would like to say. I think it went well. He seemed to not get so lost in his thoughts by

using the dictation adaptation." (OLI) Laurie said she needed to meet, daily, with Danny

to check in or have a longer conference with him. She offered suggestions, but let Danny

make the final decisions about his writing. (O)

   Peer support. Laurie expressed that her favorite adaptation was the use of peer

support. She loved peer support but expressed that it was critical to choose a strong

capable partner for a student with learning disabilities. Laurie chose a partner for Danny

who gave him the needed support. When asked what adaptations are working well for

her, she stated,

> I think the buddy was probably the strongest. You could see the buddy, Isabel,
> inaction. She was leading and not telling what to write. Like she was saying,
> 'Danny, I think this is a good idea, what do you think?' If you have a good buddy,
> that is my favorite. (EI)

   Laurie commented that Isabel helped Danny stay focused on his writing. An

example of a peer-support conference with Isabel and Danny in the 6th week of the study

follows:

> Isabel: Do you know what to do, Danny?
> Danny: Yes, I got my notebook out. I will get a pencil.
> Isabel: OK. Open your notebook.
> Danny: To where the page is.
> Isabel: Looks like you have the life cycle down. What were you doing last? Let's
>   look at your papers. Let's see. Firehouse dogs. Lots of information on fire
>   dogs. You've got three done so far. We are on, How do they play. Let's
>   write "How do they play." OK?
> Danny: [*started writing the topic at the top of a page, when prompted by partner*].
> Isabel: OK, Danny, we are supposed to be focusing on the paper.
> Danny: I know.
> Isabel: [*looking at Danny's notebook*] That can be an opening sentence. That's
>   what we got so far. How will we turn that in to a sentence? What do you
>   want to do first? Maybe we want to change this into a paragraph. Some of
>   this doesn't make sense. Maybe you can write this here" (points to the
>   next line).

Danny: [*writes- dalmatians like to play with balls*] I got this done.

Isabel: Now we have three more right here. What do you want to do next? Bones are hard for dogs to chew. You know how we brush their teeth. Maybe we could say, "Bones clean their teeth."

Danny: And bones are hard to chew. Frisbees and rings. I will put this into a sentence.

Isabel: Good idea.

Danny: OK. [*He waits for his partner to say something. He starts to play with a pencil, while partner is working on her writing*].

Isabel: OK. [*Danny started to check where he left off on the page.*] They like to play with dog toys. (O)

Laurie joined the peer-support conference with the following:

Laurie: Can you read what you have so far, Danny?

Danny: Read this.

Isabel: I've been thinking. Cleaning teeth would go with care. What do you think, Danny? Cause bones clean their teeth. Not really a toy.

Laurie: Do you want to leave it here, Danny?

Danny: I want to leave it here.

Laurie: How do they play? Maybe we could change it. Does this explain how or what they play with? "Dalmatians like to play with toys." Do you want to explain what or how?

Danny: Oh, what? I will change it [h*e changed it in his notes*].

Laurie: [r*eading from Danny's notebook*] "What do play with toys." Does this make sense? Do you think you can fix it? [*Danny reworked the sentence*].

Isabel: Closing sentence. We're revising now. Do you want a closing sentence? How would you like to write it? How about, "All kinds of dogs like to play with toys." That might be a good idea. [*Danny wrote the sentence in his notes*]. (O)

In this conference, Isabel was taking on the role of the teacher and Danny complied. He listened to Isabel throughout the unit of study and often followed her direction. The peer support helped Danny be less dependent on Laurie for instruction.

Rehearsing stories orally. Laurie did not choose to use the adaptation of rehearsing stories orally.

Encouraging and praising. In her check-in conferences with students, Laurie

encouraged them to follow the teaching point of the day. She also encouraged them to use whisper voices at their tables. During the minilessons, Laurie spoke directly to Danny with encouraging words to help him focus, such as "Right, Danny?" In one lesson, Laurie made eye contact with Danny and spoke to him with "Right, Danny?" five times in order to help him sustain his attention. (O) On another day, Laurie asked Danny to sit next to her with his writing partner to help encourage him to focus on the lesson on Table of Contents. This was a difficult lesson; so Danny seemed to benefit from the close proximity to the teacher. (O)

Vocabulary. Many of the students struggled with the difficult vocabulary in the informational texts they were using to inform their writing. In her check-in conferences with students, I observed Laurie talking to students about using complete sentences and the meaning of words in the texts. In one check in, she helped Danny with the meaning of the word "recognized" in his informational text. (O) His peer-support partner, Isabel, also was able to help Danny with the difficult vocabulary. I observed Laurie helping him locate words for his glossary that were important to include. (O)

Monitor students. Laurie monitored her writers with check-in conferences and scheduled conferences. She informed me that she met daily with Danny to help support his progress. She also shared with the coach, Mindy, about her concern that during the prewriting process she may be confusing the students with the presentation of multiple text structures. (OLI) Laurie thought it would be more appropriate to present only 1 or 2 different text structures because they were difficult for students.

Informational-Text-Writing Adaptations

Laurie chose to use 8 of the 13 informational-text-writing adaptations. She used extended time to publish most frequently. She did not use sentence frames, computers to draft, CLOZE techniques, editing checklists, or word processing to publish. The informational-text adaptations Laurie used helped her modify instruction for each stage of the writing process.

Prewriting. In the interviews, Laurie shared that it was important to teach the students how to be organized writers. (MI and EI) She said that previously she had never tried using text-structure organizers and graphic organizers to help students collect their notes and she liked teaching them to collect notes and write them on an organizer. Laurie commented that the adaptations that were working the best for her were the organizers: Venn diagram, T-charts, pros and cons, and compare and contrast. (MI) In her minilessons, Laurie modeled each of the organizers with her topic, honeybees, showing them her thinking out loud. Many students, including Danny, chose to do at least a part of their writing using the text structure: compare and contrast. Laurie shared,

> Almost a third of my class are either doing their whole book on compare and contrast of two animals or two states, or they decided to do that one for one of their paragraphs. So I thought I needed to give them some support. (MI)

Early in the unit of study, Laurie created two graphic organizers and a revision checklist for her third-grade team to use to adapt instruction for the students. She reported, "The graphic organizer showing subtopics. I put this one together. I have not done this before. It helped my weaker writers know how to organize from the beginning." (MI) Laurie told the coach that using this graphic organizer helped Danny. (OLI) She said

he was able to search through his books and name subtopics for his subject, Dalmatian Dogs, using the graphic organizer. (MI) She commented that using the graphic organizers was powerful for her. In the exit interview, she said, "I like the graphic organizers, because it is something the students can use. It is a nice support system for them." She preferred peer support and graphic organizers because these helped move the students toward independence.

Drafting. One of the adaptations that Laurie used most frequently was dictation. It was her least favorite adaptation because the students were more dependent on her. (EI) She stated that "I would talk to them about what a topic sentence is – a really hard idea. I would sit with them, individually with dictation. They would come up with something, and I would write it out really quickly. When they write it out slower, sometimes they lose their thoughts." (MI)

When he needed a difficult concept demonstrated or when he needed to focus on the task, Laurie used the adaptation of dictation with Danny. In an interview, Laurie said she chose peer support more often than dictation because she wanted students to gain more independence in their writing.

Editing. In the 3rd week of the study, all three teachers taught a lesson on punctuation with paragraphs. The objective of the lesson was to focus on the most important organizing structure in informational writing: the paragraph. In addition, Laurie asked her students to check their writing for capitals, spelling, and end marks. They were asked to use a blue pencil to make corrections on their drafts. She met with Danny and other struggling writers to help them with editing. She also gave skill instruction to

students when they needed to remember capitals and end marks.

Revision of writing. Laurie created a nonfiction revision checklist for her students to use to revise their work. The form includes blanks for the students to check to indicate their completion of an item (Appendix E). As she presented the checklist, Laurie revised her own paragraph on honeybees by moving sentence strips around in a pocket chart. Laurie told the students they might have to draw an arrow to move things around. She asked for "thumbs up" if the students understood and most of the students responded with a "thumbs up." Laurie told the students, "Even adults rethink, reread, and revise their writing. I need you to do the hard work, as writers." (O)

Publishing. In the lessons in the final 2 weeks of the study, Laurie focused on the features of nonfiction to include in the published book; for example, on the About the Author page, she listed on the board the following elements students could include: name, where they live, school, family, age, reasons for choosing the topic, and hobbies. She told them the Author's page will be a "little snapshot or picture about you." She gave an example of an author's page for her own book. When the students returned to their seats, all but two students knew what to do. Danny did not know how to start. Laurie brought him near her example and asked him to tell her what he wanted to write about himself. He dictated his ideas to her and she wrote his author's page in his notebook. She asked him to add a part about his family, which he added independently. She gave Danny and other students additional time to write their author's page and other text features in their books.

Michelle

Michelle has been teaching for 13 years and has over 10 years experience in writer's workshop. She has 5 years of training in a school-wide writer's workshop program. Michelle enjoys holding leadership roles in the district and is often observed by other teachers for her strong practice in writer's workshop. I observed that Michelle has built strong rituals and routines with her students because they demonstrated the classroom routines and rituals for each transition. For example, she taught students the routine that they needed to quietly return to their seats after the minilesson and begin writing. (O)

Michelle has 30 students: two students (one boy and one girl) with mild to moderate learning disabilities and 28 general-education students. Her two students with disabilities have IEP goals in receptive and expressive language and are in Mindy's speech and language program.

General Instructional and Behavioral Adaptations

Michelle used all but one of the general and behavioral adaptations presented in the training. She did not choose the adaptation of rehearsing stories orally. She used additional conferences most frequently and vocabulary skills least frequently.

Teaching pace. During the revision and publishing processes, Michelle told students she was going to slow down and allow more time to work on writing skills. She had additional conferences with students who were having a difficult time focusing. One of the students with learning disabilities, Isaak, thought he was finished with his writing. He said he had five sections in his writing, when he actually had only five sentences.

Michelle realized that she needed to slow down her pace to help Isaak understand the difference between a sentence and a section of text. (O) This is an example of one of the many times Michelle slowed down her teaching pace because the students needed more time to complete their writing tasks.

Additional conferences. One of Michelle's strengths is conferring with students. She dedicates time in each writer's workshop to have individual and group conferences with her students.

Michelle met almost daily with the students with disabilities to check on their writing. (O) Michelle commented,

> The innovation training brought adaptations to my attention more so than before. I was able to give more one-on-one attention to my two students. Making me more familiar with the adaptations and try to make some. The hard thing is that I have 30 students in my room. I feel like I am pulled because one of my students needs so much more one-on-one attention. It is an equity thing with all of my other kids. (MI)

Michelle handled off-task behavior by holding expectation conferences. On one occasion, she asked Isaak to put an "X" on his paper for how far he will write that day. She also discussed the writing routines with students who were unfocused. (O) Michelle held a catch-up conference for her student with learning disabilities, Zoe, who came back to class late from speech and language:

> Michelle: I see you talked to your table about the assignment. What is the assignment?
> Zoe: My table told me what do you want to know about this? [*she pointed at her topic*]. They told me this is where you will put your subtopics.
> Michelle: We will get you some information on seahorses [*her topic*].
> Zoe: I will find the topic and write what they look like: fins, long tail.
> Michelle: Great job, Zoe. (O)

Michelle also had what she called a "temperature-check" conference. She said to the students, "Temperature check, how's it going?" Individually or in small groups, she wanted students to repeat what their job was that day. Michelle said she liked the accountability that goes with this conference. (MI)

Peer support. Michelle also used peer support with all of her students. She grouped the students according to similar topics. One of the target students, Isaak, was paired with another student who also was studying snakes. (O)

In the 4th week of the study, Michelle reported, "I let students pair up with a partner and take notes together. They had the same topic. I really felt all of my students were so successful due to their peer support." (OLI) Michelle decided to extend this adaptation to all of her students. A month later, Michelle told the SLP "I had students partner up with each other to discuss the labels. This support system seems to bring confidence to my students who need extra support in writing." (OLI)

Rehearsing stories orally. Michelle did not choose to use the adaptation rehearse stories orally.

Encouraging and praising. In each minilesson, Michelle addressed the students as "writers." She had high expectations that they would all be able to meet the lesson's objective as writers. In addition, Michelle continually met with students in conferences to give them encouragement to work on the objective of the lesson; for example, Michelle met with Zoe, the target student, and her two partners in a conference. She encouraged them to create subtopics and then told them they were doing a great job working together in a group and getting ready to draft. (O)

Vocabulary. Michelle met with a table of students that included two of the target students: Zoe and Isaak. Isaak was struggling with the subheading "features." He did not know the meaning of the word. Michelle explained that "features" were characteristics that described his animal. (O)

During the publishing process, Michelle taught the students how to build a glossary for their writing. She told the students they need to include academic vocabulary that includes specific vocabulary for their topics. She read a glossary definition on the front board: "gives definitions of words that a reader might not know." A conference with Zoe and Isaak follows:

> Michelle: Why are we highlighting five important words in our writing?
> Isaak:　　Because they are important. What does it mean when it is bold?
> Michelle: The bold words are the ones we are going to focus on.
> Isaak:　　[*pointed to "vertebrate" in his glossary. He forgot to include it in his writing.*]
> Michelle: Where do you think you could put the word in your writing?
> Isaak:　　[*found a place to put "vertebrate" that made sense in the section.*]
> Zoe:　　　I found some words: camouflage and cling. I still need to find a few more.
> Michelle: Nice job! (O)

Monitor students. Michelle monitored students throughout the writing process with extra conferences, check-in conferences, temperature-check conferences, small-group conferences, and expectation conferences. Michelle also met with Zoe and Isaak in their peer support groups. Isaak had a strong partner who supported him in the publishing process.

Informational-Text-Writing Adaptations

Michelle chose to use 6 of the 13 informational-text-writing adaptations. She used

most frequently text-structure organizers and extended time to publish. She did not use sentence frames, dictation, computers to draft, CLOZE techniques, editing checklists, reading papers aloud, or word processing to publish. The informational-text adaptations Laurie used helped her modify instruction for each stage of the writing process.

Prewriting. It was important to Michelle that the students choose their own topic for their informational-text writing. Michelle spent the first few weeks of the study on idea generation. Michelle reported that "It is key to allow them to choose their own topics. It is so much more meaningful to them. It is true writer's workshop. More powerful." (MI) Michelle conferred with the struggling writers to help them choose topics. She met with her student with disabilities, Isaak, and his partner and helped them with their topic, snakes. She helped Isaak choose one kind of snake, which was his favorite: anacondas. Throughout the writing process, Isaak and his partner met together to talk and write about their topic. Michelle told Isaak and his partner in a conference, "You need to be familiar with your topic, before you can be an expert on it." (O)

Michelle noticed that Isaak and his partner were able to discover more facts with peer support. Isaak liked the fact, "There are about 2,500 different snakes." His partner liked this fact and said, "Some snakes spit out venom." Their next step was to find facts for one of their headings: How they defend themselves. They worked together to find more facts.

Michelle used several graphic organizers and text-structure organizers to help students plan their writing. (OLI) She modeled each organizer using her own topic, cockroaches. She told me that on each day, she modeled a different organizer. First she

modeled with the boxes and bullets graphic organizer. She showed the students her notes

on cockroaches right next to her draft using the document camera. She demonstrated to

students how to move from boxes and bullets to using complete sentences in a draft. For

the students who wanted to try something more challenging, Michelle did the same

procedure with the text structure: cause and effect. (O)

Both Zoe and Isaak chose boxes and bullets to use in their prewriting. Michelle

commented that they both were able to share their notes and paraphrase their notes using

peer support partners. Michelle said this adaptation was effective for her students. (MI)

Drafting. Michelle did not choose any of the suggested adaptations for drafting

but used general adaptations, such as conferring and peer support for the students.

Michelle spent several extra conferences on teaching organization. An example of one of

her conferences with her student, Isaak, follows:

> Michelle: How are your sections, Isaak?
> Isaak: I have five sections [*he actually had five sentences, not five sections*).
> Michelle: How many sections?
> Isaak: Five. Oh, I mean one.

Organization was an important skill to Michelle. She talked to the students about

organizing their notes, while drafting. (O) She used one-on-one conferences and group

conferences to support the students with drafting. She commented, "We are drafting now,

and I'm noticing it is taking a much longer time for my struggling writers to organize

their notes, even with extra support such as one-on-one conferences and strategy groups."

(MI)

Editing. In the 3rd week of the study, all three teachers taught a lesson on

punctuation with paragraphs. The objective of the lesson was to focus on the most important organizing structure in informational writing: the paragraph. Michelle worked with students in small groups to support them in recognizing spelling, capitals, and end marks.

After drafting, the students used blue pencils to edit their writing for capitals, end marks, punctuation, and spelling using an editing checklist. Michelle modeled how to use the editing checklist with the document camera. Michelle also met with partnerships to help them recognize mistakes in their writing.

Revision of writing. Michelle demonstrated revision, using her own topic. She read her paragraph and asked the students if they thought she should add more details. The students agreed that she needed to do a better job of "painting a picture in the minds of the readers." (O) The students gave suggestions and she added them with a red pencil. She invited the students to get a red revising pencil and add details to their own stories, when they were ready. An example of one of her check in conferences with her student, Zoe, follows:

> Michelle: How are you doing, Zoe?
> Zoe: I am working on my diagram and adding details [*she was able to take-on the revision lesson - adding on to her writing with a red pencil. Zoe talked to Michelle about her animal's body*].
> Michelle: Great, Zoe. (O)

Isaak revised with a partner. After the process, he asked Michelle, "Can we do more partner revision work?" (MI) He was more engaged with the process, because he had a partner.

Publishing. Michelle used peer support in the publishing process to assist students

finish the text features of the informational-text writing. For example, Isaak worked with his partner to finish his snake diagram. When asked to describe an effective lesson, Michelle answered, "I would just say, when we were doing the publishing in our white books and we were doing the diagram. Allowing them the opportunity to work alongside a partner. Paired up with mentor texts that were appropriate to them." (EI) The students seemed to be more engaged when they had an interesting mentor text. Michelle reported that she thought it was powerful that Isaak and his partner were engaged and on task through the whole publishing process. Michelle said, "They feel empowered. They are really excited, because they have their topic." (EI) Michelle said she could see the benefit of the adaptation of peer support for her students.

Summary

All three teachers chose adaptations that they thought would help each of their students with disabilities in the writing process. Each teacher used adaptations to support their students as they progressed through the writing process from prewriting to publishing. The three third-grade teachers used the instructional innovation training to adapt their informational-text writing in powerful ways.

In the next section, I report how the teachers' concerns about the innovation evolved in the study addressing research question 2.

Research Question 2

How did teachers' concerns about the innovation evolve during the study?

The Stages of Concern Questionnaire (ScCQ) was issued to each of the three third-grade teachers in the first week of the study in February and at the end of the study

in May. The instrument was adapted from The Stages of Concern Questionnaire (George, Hall, & Stiegelbauer, 2006) to fit the innovation of adaptations. Scoring for the questionnaire requires adding the raw scores for each of the seven stages of concern (Table 4), locating the percentile score for each scale in the table, and creating a profile of the plotted scores on the Concern Profile chart (George et al., 2006). The stages of concerns are on a continuum between 0 (unconcerned) and 6 (refocusing) (Table 4). The higher the raw score the more intense the concerns are at that stage. I examined both the highest and second highest stage scores of each teacher (First and Second High Stage Interpretation) to give a more detailed interpretation of the data (George et al., 2006).

The individual teacher's concerns in February and May are represented in Figures 1, 2, and 3. All three teachers' concerns in the beginning of the study (February) are represented in Figure 4 and at the end of the study (May) are shown in Figure 5. The results are presented with the observation and interview data in the following summaries for research question 2. According to the SoCQ and interviews, all three teachers displayed a positive, proactive perspective on the adaptation innovation. They all were willing to take risks to try new adaptations.

In the interviews, the teachers expressed that their concerns were being met by collaboration with their team. They shared their on-going concerns with the SLP in the one-legged interviews. Mindy expressed, "Their concerns seemed to decrease. The concerns seemed to be at first, but they seemed really comfortable. Things went well." (EI)

The following are the results of the SoCQ and interview, observation, and one-

legged-interview results for each teacher.

Deanne

According to the SoCQ and interviews in the beginning of the study, Deanne expressed concerns about the adaptation process. She had a positive view of adapting instruction but was uncertain how the innovation would affect her other classroom procedures (SoCQ1). Deanne's scores on the SoCQ in February demonstrated that

Table 4
Stages of Concern

Stages of Concern	Stage	Expressions of Concern
Refocusing (Impact)	6	I have some ideas about something that would work even better
Collaboration (Impact)	5	I would like to coordinate my effort with others, to maximize the use of adaptations in my class
Consequence (Impact)	4	How are my adaptations affecting my students with disabilities?
Management (Task)	3	I seem to be spending all my time preparing for process of adapting my instruction
Personal (Self)	2	How will adapting instruction affect me?
Informational (Self)	1	I would like to know more about adapting instruction for my students
Unconcerned	0	I am not concerned about the adaptation process. I have other more critical concerns.

Note. Adapted from "Measuring Implementation in Schools: The Stages of Concern Questionnaire," by A. A. George, G. E. Hall, and S. M. Stiegelbauer, 2013, Austin, TX: SEDL.

she was a beginning learner in the innovation. Her highest score on the SoCQ was Refocusing and her second-highest score was Unconcerned. This profile suggests that Deanne has a positive, proactive perspective with little fear of the personal effects of the innovation (George et al., 2006). Deanne demonstrated the accuracy of this profile by stating in an interview that "In the beginning I was frustrated, because some of these adaptations I have never implemented in writing. I'm just feeling, oh my gosh, am I doing it right. I think in the beginning, it was hard." (MI and SoCQ1) Deanne was concerned about how to motivate students to write and about the students' behaviors and cooperation.

At the end of the study, Deanne's highest score on the SoCQ was Unconcerned and second-highest was Collaboration. This profile corresponds with interview data because at the end of the study, Deanne became more concerned with learning from her team. She also was concerned with other unrelated issues that tend to appear toward the end of a school year. In the observations of weeks 6 to 8, Deanne also was concerned with the many interruptions that took her time and energy (i.e., the third-grade play). In the observations in weeks 6, 7, and 8, only one adaptation was observed in each session.

When asked if her concerns had changed over the study, Deanne replied that "Some have changed. Ida has changed. Joel has changed. He is cooperating. I was very pleased with him. Nate is working, you know, at his ability level. It seems like he is having more of a positive attitude about it. It is not such a task. I think it is because I broke it down." (MI) In both the SoCQ 1 and 2, Deanne's lowest score was Consequence. This score suggested that she was not as concerned with student outcomes; however, she
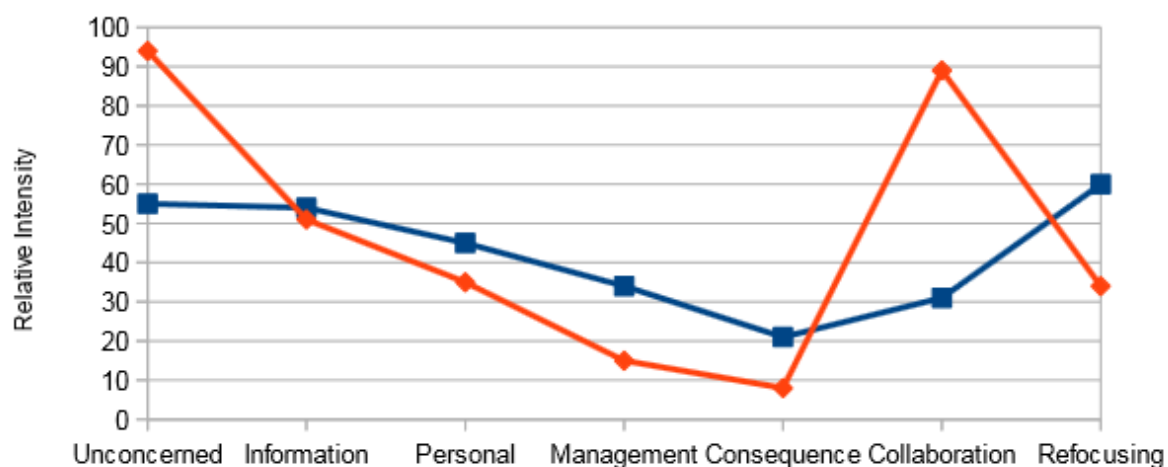
FIGURE 1. *Survey of Concerns Profile for Deanne*
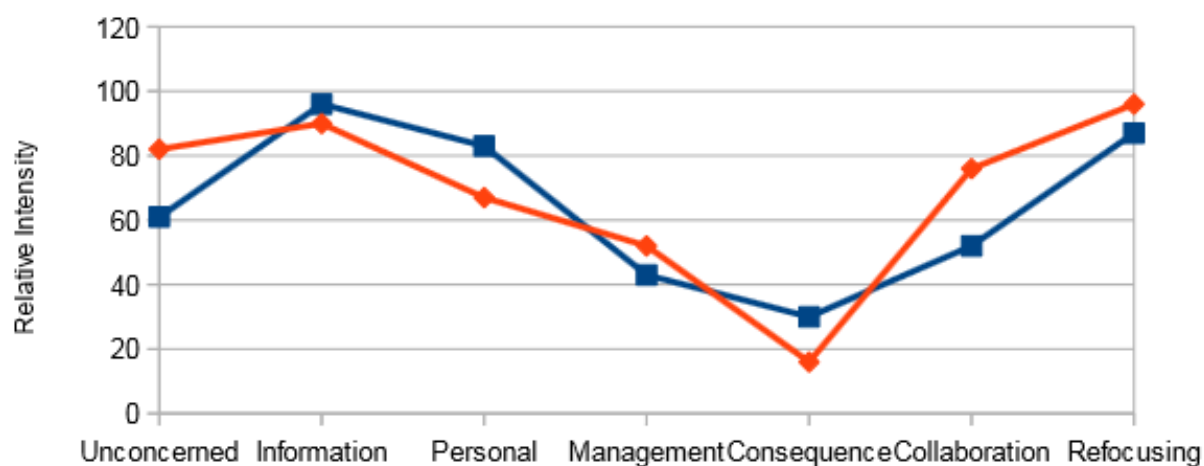
FIGURE 2. *Survey of Concerns Profile for Laurie*
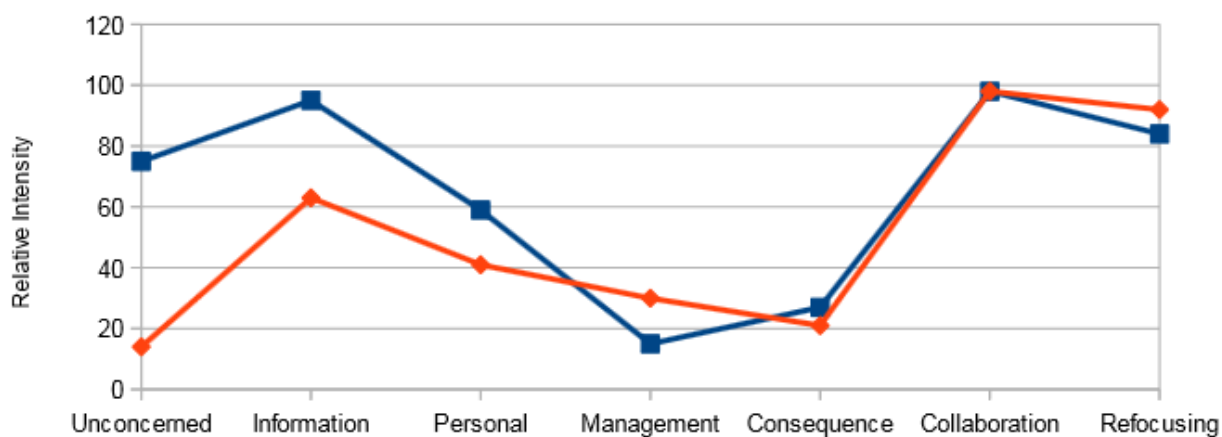
FIGURE 3. *Survey of Concerns Profile for Michelle*

FIGURE 4. *Stages of Concern for Feb 2014*

— Deanne
— Laurie
— Michelle

FIGURE 5. Stages of Concern for May 2014

— Deanne
— Laurie
— Michelle
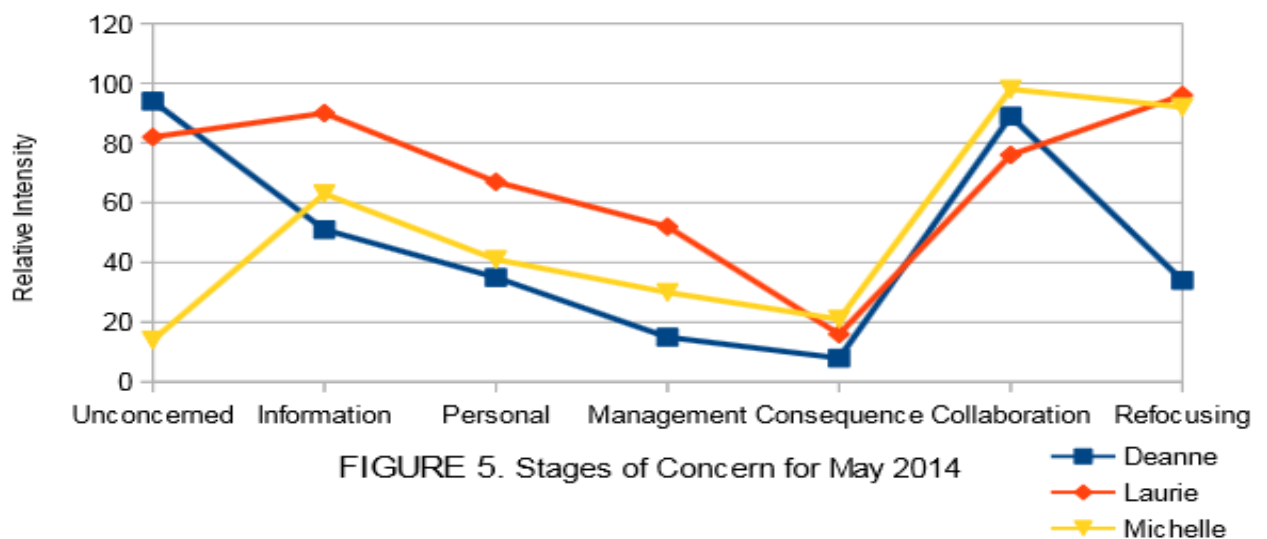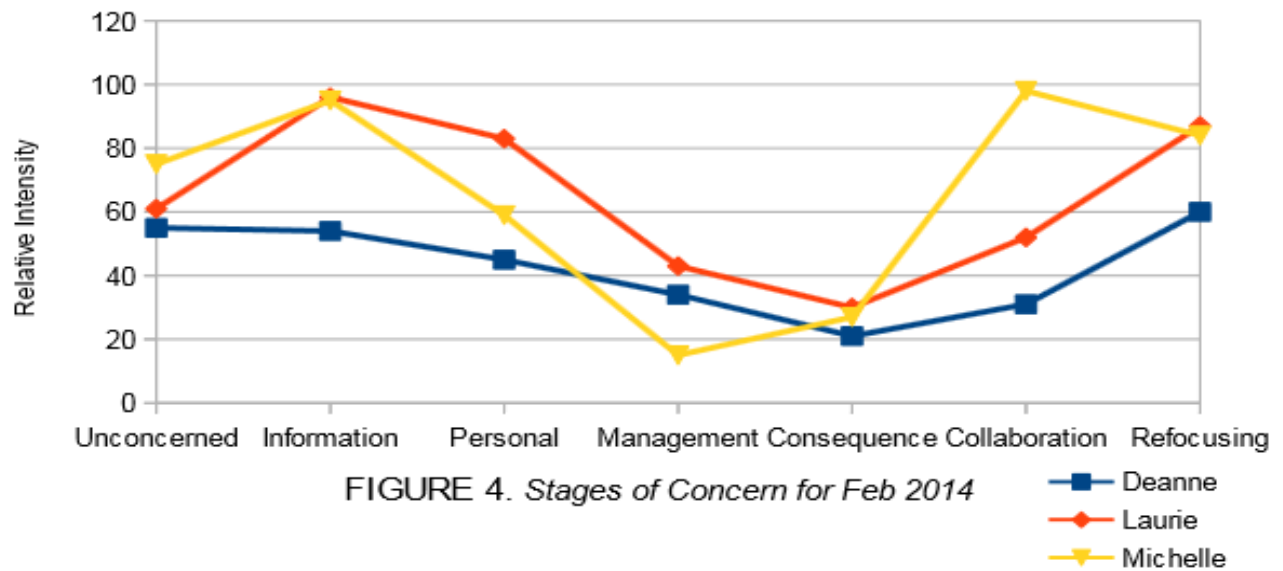
often expressed a desire to meet the students' needs. The score seems contradictory, because she has the most students with disabilities. However, she seemed confident and happy that students were responding well to the adaptations she was trying.

In one of her interviews with the SLP, Deanne expressed the concern that strategy groups and other adaptations took a large amount of time to implement. (OLI) Time was a factor that made it difficult to support students like Joel who needed additional

encouragement to write. By the 4th week of the study, Deanne was experiencing success with her strategy groups and found that using adaptations was really helping Joel and her other students with learning disabilities. (O) By the 7th week of the study, Deanne told the SLP that

> My struggling students, who have struggled all year have felt, at least, I feel that their confidence/feelings have changed about writing. Perhaps implementing some of the adaptations have been a factor of this change. (OLI)

During the construction of the Innovation Configuration (IC) Map, Deanne commented "The IC Map meeting (led by the SLP) helped me. I got a spring board. So I thought, for me it was very helpful." (EI)

Deanne had concerns about the innovation but she was able to implement the instructional innovation. Throughout the study, Deanne's concerns shifted to more intense impact and self-concerns. Her concerns were different from the other two teachers.

Laurie

The results of the SoCQ, interviews, and observations indicated that most of Laurie's concerns were with getting to know her included student with disabilities, Danny. Laurie had concerns that she would not know the right adaptations to use with Danny. In our training, Mindy and I encouraged Laurie to try peer support as a good adaptation for Danny, which she decided to try. She chose a patient, kind student who was strong in writing. Laurie commented,

> I did have concerns about the amount of help that Danny was getting from the buddy, but the more I listen in…she just happens to have a very good sense of how to lead him along, asking him questions and not doing the work for him. (MI)

Isabel seemed to act as a teacher to Danny. Laurie said the peer support helped him to be less dependent on her and a more independent writer. Throughout the 8 weeks, Laurie became less concerned about Danny and more knowledgeable about his strengths and weaknesses.

Laurie's highest score on the SoCQ in February was Information and her second-highest score was Refocusing. This profile score suggests a participant who is new to an innovation but is interested in learning more (George et al., 2006) and suggests a positive, proactive perspective on the innovation. In addition, this profile score suggests that the participant has ideas that would either drastically alter or completely replace the innovation. This profile seems realistic because Laurie created two graphic organizers and changed the revision checklist but continued to adapt instruction for her student with disabilities through week 6. In weeks 7 and 8, she appeared to be concerned with the final publishing, time, and classroom interruptions. In the observation session in week 7, only one adaptation was observed. In week 8, two adaptations were observed. (O)

At the end of the study, Laurie's highest score was a Refocusing and second-highest score was Information. (SoCQ2) This profile was similar to her SoCQ1, but at the end of the study, she was more confident about her knowledge of adaptations. She continued to display an interest in trying new adaptations for her student. Laurie's concerns changed from self-concerns at Level 1 (interested in knowing more about the adaptation) to impact concerns at Level 6 (refocusing on how to rework the adaptations to fit her teaching; Table 4).

In the beginning of the study, Laurie was uncomfortable with the challenges of

including Danny, a student with a learning disability, in her class. At the end of the study, Laurie commented,

> I am feeling more comfortable now about him being in my room. It is challenging for me because he does need a little more help staying focused. Even with a buddy, I go over there and check in and make sure…it is getting better. (EI)

Her SoCQ2 scores also indicated that she was less concerned with the difficulty of the innovation and more concerned with how to use adaptations in new and innovative ways.

Michelle

According to the SoCQ, interviews, and observations, Michelle had concerns with having the necessary time to confer with the students with learning disabilities. She reported in an interview that "The hard thing, it is not just for my two target students. I have 30 students in my room. It is always having enough time to confer." (MI) On the SoCQ1, Michelle's highest score was Collaboration and second-highest score was Information. This profile suggests a participant who is very interested in working with colleagues to coordinate the use of the innovation and is positive and proactive. This profile seems accurate for Michelle. Michelle often talked about her strong third-grade team and the importance of collaboration. In the exit interview, Michelle stated that "You don't have enough time to reflect. It is always so on-the-go. I just wish we had a midteam interview. When we get together, the three of us, it is just ping-ping-ping." (EI) When asked about sharing her concerns, she said, "Any concerns I have, I take it up with my teammates. If there are any questions, I take it up with them." (EI)

On the SoCQ2, Michelle's highest score was Collaboration and second-highest score Refocusing. This profile suggests a participant who is interested in changing and

adjusting the innovation for future use (George et al., 2006). This profile seems realistic

for Michelle, because at the end of the study, Michelle expressed the desire to build on

and improve the adaptations for next year's instruction. (O)

In her exit interview, Michelle said,

> The concerns changed in terms of curriculum mapping. When we did our
> planning. So much of that had to be moved around. It was replaced with
> something else. We had never done this process before, with the Common Core -
> Common Corizing, if you will, the study. A lot of these minilessons that we
> thought would be so wonderful, we had to do so much more teaching into. Text
> structure, text features. I don't even have a rubric, now." (EI)

She commented that "It was really nice to just have time to reflect. To just go

through the process with Common Core right now. It was nice to be able to take this on,

not just with my team mates, but with you." (EI) Michelle demonstrated a strong sense of

collaboration and teamwork. She was the member of her team that focused the most on

the Common Core Standards in writing in the interviews. The requirements of the

Common Core seemed to drive Michelle toward the use of adaptations to support her

weaker writers.

Michelle expressed in the exit interview that she wanted to improve the

informational unit of study for future uses. She had ideas to streamline the use of text

structures to eliminate some of the difficult structures, such as cause and effect

Summary

All three teachers shared a desire to work collaboratively to plan and solve

problems with a new innovation. They valued brainstorming to find solutions and were

willing to try new innovations (like the adaptation innovation) for their own continuous

improvement. Throughout the study, the teachers concerns evolved toward collaboration with each other to improve the innovation in the future. In addition, all three teachers' concerns evolved toward impact concerns (Figure 5). They continued to be proactive and positive throughout the process.

Research Question 3

How do the teachers and the coach understand the process of adapting writing instruction for students with mild to moderate disabilities? All four teachers demonstrated different levels of understanding of the process of adapting writing instruction for students with disabilities. The following is a summary of all three third-grade teachers and summaries of the three teachers and Mindy related to the theme of understanding the adaptation process.

Teachers' Understanding of the Adaptation Process

A third theme was the teachers' understanding of the adaptation process. Like the teachers in Limbrick and Knight's (2005) study, the three teachers in this study became more confident in their ability to teach the adaptation innovation, effectively, throughout the 8 weeks. Opportunities to collaborate with colleagues about the adaptation process led to engagement and understanding. The three third-grade teachers in the study had multiple years of training in writer's workshop, so the innovation training was accepted readily and implemented by each teacher. Each teacher emphasized different adaptations, but all of them implemented at least one adaptation for each step of the writing process.

The teachers all recognized the need to adapt instruction in curriculum other than writing, demonstrating a deep understanding of the adaptation process for students with

disabilities in the general education classroom. All three teachers made statements that they wanted to try adapting instruction in other subject areas. For example, they saw the importance of adapting instruction in reading and English Language Instruction.

The three teachers said they relied on each other for support with the adaptation innovation process. In the exit interviews, all three teachers expressed feelings of positive engagement and success using adaptations for their students with disabilities. The following are summaries on how each teacher, individually, demonstrated understanding of the adaptation process.

Deanne

Deanne expressed that using the writing adaptations has changed her teaching. She commented, "I know who my target students are. I make a more conscientious effort to check in with them. Now I do have more strategies (adaptations), which I can teach." (EI)

Deanne noticed her students were starting to be successful in the writing process. She talked about her student Nate

> He was…there was a huge difference in him…I wish you could have seen. He does a lot of huffing and puffing, he shuts down. But last week, since I wanted him to feel successful, I could see the attitude changing. (EI)

Deanne talked about having "front-loaded conferences" with Nate. She told him a day ahead that she would have a conference with him and what they would discuss. Deanne shared that "front-loaded conferences" helped Nate to grow to be a more independent writer. (EI)

Deanne made several statements in interviews that she could see her students'

attitudes changing, as they were gaining confidence in writing. She said that her struggling students have changed their attitudes and feelings about writing and she attributes part of this change to the use of adaptations. In the observations, the students with disabilities were engaged in their writing projects and demonstrated more independence.

Student success was a priority for Deanne. She took risks and tried new adaptations with her students to find the one method that was most effective. Joel responded to sentence frames and Nate responded best to dictation. It was important to Deanne that her students loved writing. She often used extra praise and encouragement with her students with learning disabilities. (O)

Deanne also commented that the writing adaptations she was learning could be used in other academic areas. For example, Deanne said that she could use sentence frames in her ELD groups. (MI) The teachers and the SLP expressed the desire to try the adaptations in reading and other subject areas.

Laurie

Laurie was confident in her ability to choose adaptations that would benefit each student. She expressed that her years of experience helped her to be confident enough to problem solve adaptations to fit each child. She especially liked trying peer support with Danny, because she could see how well it helped him with the writing process.

When asked to describe a successful lesson, Laurie said,

I think, because this is my 8th year in third grade, if something didn't work for me, or an adaptation, I would adapt it and do something a little different, or try this on this day. I feel confident enough to problem solve. (EI)

Laurie especially liked trying peer support. She said in an interview,

>It can be difficult for the teacher to be with everybody and give them what they
>need at all times. You suggested that perhaps some of my students could have a
>buddy and of course you work through your students and find buddies that will
>work, especially if you haven't tried it before. When I saw how well it was
>working with Danny and Isabel, seeing how the writing process is going for some
>of my other struggling writer, I set up some buddies with them. It worked well. I
>had to exchange a few buddies, but it has been helpful. (EI)

Laurie said that the writing adaptations could be used in other academic areas,

demonstrating her deeper understanding of the adaptation process. She pointed out that

>For me personally, I am always trying to find and adapt, not just writing, but
>everything. You know, how can you help these students and what can you do. I
>very much like to have adaptations for anything that will help me move a fair
>amount of my students forward in a positive way. (EI)

Laurie expressed concerns about getting to know Danny and understanding his

needs. In the exit interview, Laurie reported,

>I felt more comfortable toward the end. Danny came into the class. I didn't know
>him, but I got to know him better and what his capabilities were and what he
>could take on. What did I need to do for him and not do for him. (EI)

Laurie created two graphic organizers and a revision checklist. She was able to

use the subtopic graphic organizer. She said,

>I thought the subtopics was helpful. This helped our special needs students. It
>seemed like I was pulling this sheet out a lot. It was nice for me, as a teacher, with
>a class of 30, not only for them but for me. I could say, pull out your subtopics and
>let's look. What are you struggling with and what do you need to change? I really
>found that organizer to be useful. (MI)

Michelle

In an interview, Michelle discussed the success she was seeing with her students

using peer support. She was surprised by how much the students were able to stay

engaged and on task. In her conferences, Michelle noticed how much the support of a partner helped the students with disabilities get more ideas and feel successful. With a combination of her check-in conferences and the peer support, Michelle could see the students becoming more accountable to her and to each other.

Michelle recognizes her students' weaknesses and needs. She discussed her students Zoe and Isaak in the following way: "Like my Zoe, she is just a little bit more… she is a unique case because she is self-driven. But Isaak needs to be checked constantly. He is in speech, but also below grade level. Making sure that they are not falling behind." (MI) During the observations, Michelle would check in with Isaak and his partner, daily, to help them make progress in their writing. (O) She believed strongly in accountability. In an interview, Michelle stated, "I liked engaging them more in conversations, more conferences. Holding them more accountable. The check in, the follow up, more accountability." (MI)

Michelle commented that adaptations are a benefit to students, when she said

I think my students are really more engaged when I allow them to work with a partner. They feel empowered. They are excited, because they have their topic. It is a topic I allowed them to choose, which is key. Allowing them to get that partnership time. It is so powerful. (MI)

Michelle also recognized that her students were successful in the adaptation process, when she responded that

When they were in the process of using text structures to take notes, we encouraged them to talk to a partner. Ideas sparked other ideas for them, so I have students who were saying, "Oh my goodness I didn't know this about my topic. My partner brought this to my attention." They were sharing notes and wow, you have to let go of the control part. It's going to be noisy in here. It's going to look l like they are off task, but when I was calling them back for conferences, it was,

wow! (MI)

Michelle also noticed the improvement in quality of the writing. In an interview, she reported

> The students with disabilities, they have extra conferences. Working in strategy groups, allowing them the extra time. I know with my Isaak, he has not produced as much, but when I look at the quality of what he is producing, it is good. (MI)

Michelle recognized the crossover of writing adaptations to reader's workshop, allowing the students to have more opportunities in all subject areas. (MI) She said she would try to use some of the writing adaptations in reading.

Coach's Understanding of the Adaptation Process

A fourth theme of the study is the coach's understanding of the adaptation process. This study extended previous studies on coaching to include support in the change process with Concerns-Based Adoption Model (CBAM) tools and professional development with coaching to support teachers. The study was designed to include a coach who would provide support to teachers as they adapted their writing instruction. Mindy was knowledgeable about adaptations for instruction but expressed in the midpoint interview that she was not comfortable giving the teachers advice about adaptations for writing instruction. (MI)

 In the beginning of the study, the SLP was trained in the use of the CBAM tools. She implemented the one-legged interview (CBAM tool), weekly, with the teachers. The teachers and Mindy chose a weekly written format. The teachers gave the SLP their concerns in writing, which she passed on to me. The original intent in the beginning was for the coach, Mindy, to discuss consistency of adaptation use and concerns with teachers

in response to the one-legged interview. The SLP and I had conversations about the teachers concerns, but Mindy chose not to have conversations with the teachers about the adaptation process. The CBAM researchers intended the one-legged interview to be used to encourage dialog about the innovation. In this study, this dialog did not take place in the weekly one-legged interviews. Mindy expressed that she was not comfortable talking to the writer's workshop-trained teachers about the writing process. Because the adaptations were tied to the writing process, Mindy did not believe that she was qualified to address the teacher's weekly concerns as expressed in the one-legged interviews.

A more effective use of the CBAM tools was the Innovation Configuration (IC) Map construction meeting. Mindy facilitated the construction of the IC Map to address the teachers concerns from their one-legged interviews. At first, she expressed that she was not comfortable leading the discussion. Before the meeting, Mindy said, "This is the first time I have facilitated a meeting. It is the first time to do the charts." She reported that it was powerful to hear what the teachers were doing with adaptations. (MI)

In the midpoint interview, Mindy expressed that she was uncomfortable with her role as coach for the teachers in writing adaptations. She considered herself to be a novice writing teacher with very little writer's workshop training. Mindy said in the exit interview "I haven't been in that kind of role (leading the IC Map construction). I haven't been in that kind of discussion, but I thought that was very interesting. The whole process." (EI) Mindy said her background knowledge was stronger in adaptations for speaking and listening. In the midpoint interview, she said she was more comfortable supporting the teachers in the adaptations such as repeating instruction, scaffolding, and

using visuals.

Mindy explained that she learned a lot about adapting writing instruction during the 8-week study and was able to discuss writing adaptations in the exit interview. She suggested that the general-education teachers should use modeling and sentence frames, as they adapted writing instruction. These comments suggest that Mindy grew in her knowledge of writing adaptations for students with disabilities.

At the time of the study, Mindy was in the process of examining her role in the general-education classroom, with the new Common Core State Standards. She believed her future role will be more of a consultant for teachers to support the speaking and listening activities in the general education. She expressed that she hoped we would continue to involve her in the process of teacher's adapting instruction for students with disabilities.

In the exit interview, Mindy commented that "Looking from the teachers' input, the kids are more, not as reluctant, more at ease with the process. They know that the teachers' expectations are high." (EI) Mindy understood the accountability expected by each of the three teachers.

Summary

All three teachers and the SLP recognized over time that the process of adapting instruction for their students with disabilities helped them to be aware of their students' strengths and needs. In the exit interviews, each teacher said that this process helped them get to know their students better and notice their successes. Each teacher demonstrated that they were willing to try adaptations that they believed would benefit each of their

target students. They also noticed that students would benefit from adaptations in other instructional areas.

<div align="center">**Research Question 4**</div>

What are the factors that promote or impede the teachers' adaptation of writing? The teachers in this study were able to proceed through the innovation process by working collaboratively to sustain their efforts to implement the innovation and to relieve any concerns that arose. In the interviews, teachers and the SLP were asked what factors promoted and impeded their use of adaptations for their students. Factor also were observed in the classroom. The factors that impeded and promoted teacher's adapting writing instruction for their students with disabilities are found in Table 5.

<div align="center">*Factors that Promote Teachers Adapting Writing*</div>

The three teachers and the SLP were asked to name the factors that promoted their adaptation process. The results of the responses and observations of each teacher are given in the following summaries.The factors that **promoted** the use of adaptations were classroom management, Common Core State Standards, mentor texts, modeling, constructive talk, reflection, collaboration, background knowledge of English Language Development, context-people factors, student engagement, teacher engagement, and coaching. These factors were named by the teachers and coach in the interviews or I observed them in the classroom.

Deanne

In the interviews and observations, Deanne referred and demonstrated 11 of the 12 factors that promoted adaptation for her students (Table 5).

Classroom management. Deanne demonstrated strong classroom management during her writing lessons. She implemented "scouts," who were monitoring behavior and giving out awards to students who followed the classroom standards. Delegating authority to other students seemed to encourage better behavior in the minilessons. Deanne encouraged all of her students to "do their personal best." I noticed students showing respect to each other in the classroom.

Common Core State Standards. With the coming of the Common Core State Standards, teachers are looking for ways to improve instruction. The teachers in this study were motivated to look for ways to adapt the rigorous informational-text-writing standards for their students with learning disabilities. Deanne and the other two teachers in the study met weekly to build lessons that helped students meet the Common Core State Standards in informational-text writing. In the grade-level meetings throughout the study, Deanne and the other teachers examined their students' progress and needs in relation to the CCSS. In the Common Core State Standards, the students need to be able to state evidence from a text and put the ideas into their own words. Students with learning disabilities often struggle with plagiarism, when they add facts to their writing. In the 3rd week of the study, Deanne decided one of her students with disabilities needed a lesson on plagiarism and putting ideas into her own words. She planned the lesson and taught the student in an individual conference. Deanne reported success as Ida was able to use her own words to construct her written piece.

Mentor texts. Deanne used mentor texts about elephants to provide background knowledge for her students. She commented,

Table 5

Factors Impede or Promote Teachers Adapting Writing Instruction for Students With Disabilities

Number of Interviews, Observations, or Both That Mention Factors

Factors	Deanne	Laurie	Michelle	Mindy
That Impede				
Grade-level standards	0	1	0	0
Paragraph construction	0	3	0	0
Informational-Text Difficulties	2	2	3	0
Student motivation and attitudes	4	1	1	0
Time	5	1	4	3
Students Behind Schedule/Absent	3	2	1	0
Physical Features	0	2	2	2
Background Knowledge	0	0	0	2
That Promote				
Classroom Management	8	8	8	0
Common Core State Standards	1	3	2	1
Mentor Texts	1	3	1	0
Modeling	4	4	4	2
Constructive Talk	4	4	4	0
Reflection	1	1	1	0
Collaboration	1	2	3	4
Background Knowledge-ELD	3	0	0	0
Context-People Factors	0	2	2	0
Student Engagement	2	1	2	0
Teacher Engagement	3	2	2	1
Coaching	1	1	2	2

I read them a book about elephants.They had the background knowledge. I spent 2 days reading the book, did boxes and bullets. I think because they had that background, it helped a lot. They had the mentor text. (EI)

Deanne immersed students in texts about nonfiction topics in reader's workshop. She wanted to give the students opportunities to be engaged in the books and choose a mentor text on a topic they were passionate about. All of the students chose a topic of

their own selection and had a grade-level-mentor text to help support their research.

Modeling. Deanne modeled informational-text structures with her own writing and mentor texts on her topic. She chose a topic that was interesting to her and illustrated the writing process using this topic with her students. The process of modeling her own writing helped her support the students through the difficult parts of writing informational text.

Constructive talk. In her minilessons, Deanne encouraged constructive talk with her students. She asked the students to "turn and talk" to their shoulder partners at various times during the lesson. During one minilesson, Deanne asked her students to each share one to two things they learned about their topic. The students shared with each other in a circle on the rug.

In the IC Map construction, Deanne and the other teachers discussed the powerful strategy of using peer support and group work with constructive talk. Deanne shared about her students Joel, Sam, and Aaron, who were engaged and were able to talk in detail about their topic: lions. Deanne commented that "They just talked about it. It was constructive conversation." (O)

Reflection. Deanne continually talked about how she could improve her teaching practice. She commented on how to improve the revision process by using peer support. She mentioned that "it gives us something to think about, the way we each did things. Maybe we could talk about it in our team. Either this year or next year." (EI) Through reflection, Deanne was able to improve her instructional practice in teaching writing.

Collaboration. In addition, Deanne received support from her third-grade team,

which helped her implement the adaptations. In both interviews, Deanne talked about how she wanted to talk to her team about the progress she was making with her students. As the 8-week study progressed, she grew more interested in working with her team and talking to them about how to improve the study in future years.

Background knowledge in ELD. Deanne supported the English Language learners in her class by allowing them to choose a familiar topic: seahorses. In her ELD class, the students researched seahorses. Deanne gave her students the opportunity to rely on their background knowledge to help them with their topic.

Deanne also had experience using sentence frames in ELD, so she easily was able to transfer her knowledge of sentence frames to writing. Sentence frames was a comfortable adaptation for Deanne because she had experienced success with it in her ELD group. (MI)

Student engagement. There were some additional factors that helped Deanne implement the adaptations. In the construction of the IC Map, Deanne reported that the peer support students received from each other helped them engage with their topic. Three of her struggling writers talked about their topic - lions- enthusiastically in their peer-support group.

Deanne's students Joel and Nate struggled with engagement throughout the 8-week study. Deanne discovered that if she gave the two boys a forewarning that they would have a conference the next day, they would be more engaged and motivated. For example, Deanne told Nate and Joel, "Tomorrow we will focus on dictating and I will scribe it." (MI) The next day, Nate and Joel were prepared and motivated to write.

Deanne shared her success about her target student Sue, "I had Sue in my ELD group. She has seahorses for her writing topic. With her background knowledge, she felt successful. She had that confidence. I was pleased." (EI)

Teacher engagement. Deanne demonstrated strong teacher engagement in the study. When asked if adaptations worked for her and her students, she responded that "It has changed my way of teaching. I am going to be honest with you, I make a more conscientious effort to check in with them. I know who my target students are. Now I do have more strategies, which I can use with those students." (EI)

Deanne shared in the interviews that she had many successful writing lessons using adaptations for her struggling writers. In Deanne's conference with Ida, she was able to transfer information into her own words. Deanne indicated that the sentence frame adaptation was effective for Joel and dictation was helpful for Nate. Deanne referred to her use of adaptations as "powerful teaching." (MI)

Coaching. Deanne responded to Mindy's one-legged interview almost every week. She expressed that she did not find these interviews to be very helpful, because they did not stimulate supportive conversation. Deanne commented that she preferred interviews that allowed her to talk about concerns and share her thoughts. She often would check in with me at the end of the observations to ask me how I thought it was going. I encouraged her by telling her she was doing well. In one of the interviews, Deanne said it would be valuable to her to observe the coach or me as we modeled an adaptation with students.

Laurie

In the interviews and observations, Laurie referred to and demonstrated 10 out of the 12 factors that promoted the adaptations innovation.

Classroom management. Laurie demonstrated strong classroom routines and management. Like the other teachers, Laurie taught her lesson to the students on a rug in front of her. Following the lesson, the students transitioned to their desks, using mathematical equations said in a rhyme. Students were encouraged to use whisper voices. (O) Every day, Laurie used different mathematical equations to help students transition to their seats. She also had expectations that when they get to their seats, they would begin writing.

In the minilessons, when she need them to focus, Laurie used eye contact and the students' names. In one minilesson, Laurie spoke Danny's name six times. With the eye contact from Laurie, Danny was able to focus on the lesson and contribute to the discussion. Other students benefited from the eye contact and hearing their names. They quickly focused, sat up straighter, and looked at the teacher. (O)

Common Core State Standards. The transition of the school to the Common Core State Standards is helping to motivate the teachers to build more rigor into their writing instruction. Laurie recognized this year as a transition year into new standards that require third graders to write a topic sentence and supporting details. This challenge helped her realize the importance of adapting instruction for the students who will struggle with these new standards. The challenge of the Common Core Standards in writing helped promote the use of adaptations for Laurie. (O)

Mentor texts. Laurie demonstrated each prewriting lesson with books on her topic: honeybees. She used mentor texts about her topic and other topics to demonstrate the informational-text features such as introduction, glossary, and index. In a minilesson, Laurie asked her students to look through their nonfiction books for 5 minutes to look for facts. Each student had a mentor text to use in their writing. Danny had three texts on Dalmatians. He often referred to his books to find facts and used the pictures to get ideas. (O)

Modeling. Laurie modeled each of the graphic organizers and text structures using her topic honeybees. When asked about her successful use of adaptations, she responded "I really like when we set up a 'T' chart and we did pros and cons. I did this as a teacher first, with my subject, Bees, and sent them off for them to try it." (MI)

The students had difficulty turning their notes into drafts. Laurie modeled showing them how to do this using her own honeybees topic. She modeled how to put the sentences into paragraphs, using a pocket chart and sentence strips of her story. She organized the sentences in front of the students. This was an effective way to demonstrate a think aloud about her writing process.

Constructive talk. When the students first chose their topics, Laurie put them in to small groups of five to share one sentence about their topics. Danny shared, "I am going to write about Dalmatian dogs." (O) The students all shared ideas about their topics. Some students even gave other students suggestions or asked questions. At the end of each writing lesson, the students were given the opportunity to share reflections about their writing work.

Laurie implemented the adaptation of peer support to encourage constructive talk about the writing topics. The students with disabilities in peer support groups were able to learn from each other about their topics, through constructive talk.

Reflection. In the exit interview, Laurie commented that she appreciated the chance to think about teaching writing. She commented that a busy teacher does not have enough time to talk about the things she learned in the training about adaptations. She also enjoyed the conversations with others in the innovation. She indicated that she enjoyed the time of reflection on the writing lessons. (EI)

Collaboration. Laurie valued the conversations with her team and with me, as supported by this response "I think it always helps to have someone to bounce ideas off of. You know, why did you do this? I have such a great support system." (MI) Laurie and her team often talked at lunch about their frustrations and suggestions. They also spoke weekly about the writing study for a portion of each of their planning meetings. All three teachers commented about the strong support system within their grade-level team.

Context: People factors. Laurie commented that she appreciated how well her class accepted Danny into the community. He often talked louder than the other students and needed reminding to stay on task. Laurie noticed that her class was uncomfortable with Danny at first, because he was displaying behaviors that normally were not allowed by the teacher. As the 8 weeks progressed, the students became more accepting of Danny.

Student engagement. Laurie worked on building trust with her students, which eventually helped her motivate them to write more. Laurie used peer support to keep Danny engaged in his writing. He reminded his special-day-class teacher, daily, that he

needed to go to his "writing teacher." He loved writing about dalmatians. He was

engaged in the topic and enjoyed discussing his ideas with his peer support partner. In

her exit interview, Laurie said that she could see a big change in her student with learning

disabilities. Danny demonstrated growth in his response to the adaptations of dictation,

writing conferences, and peer support. (O)

Teacher engagement. Laurie demonstrated strong engagement in the study. She

often discussed with the other teachers the success she was having with her students.

When asked what factors promoted her adaptation for her student with disabilities, she

observed that "I think it helps that he (Danny) is actually a cooperative student. I have

even invited him here to work on his writing in the morning." (MI) About 4 weeks in to

the study, Laurie planned an additional writing time in the morning to have students work

on their drafts. By the 7th week, when given a dictated sentence, Danny was able to

independently complete a paragraph. (O)

Laurie created some of the graphic organizers used in the study. Her engagement

in the innovation helped her use of the adaptations throughout the study. "I created a

graphic organizer about possible subtopics. I never would have done it without this

research and being pushed to do it. I am really trying to take it on." (EI)

Michelle

In the interviews and observations, Michelle referred to and demonstrated 11 out

of the 12 factors that promoted her use of adaptations for her students with disabilities.

Classroom management. Michelle implemented strong rituals and routines in her

classroom. If students were having a difficult time focusing, Michelle would hold

"expectation conferences" with them individually or with them at their table. In these conferences, Michelle talked about her expectations for her students and about the rituals and routines in writer's workshop. She told the students that "If I see you OOC (out-of-control), I will come and talk to you." (O) The classroom environment was positive and effective for a supportive writer's workshop. Michelle stated,

> You have to let go of the control part. You have to let go of, OK it is going to be noisy in here. It's going to look like they are off-task, but when I was calling them back for conferences, it was, wow! (MI)

Common Core State Standards. When asked what part of the innovation was successful for her, Michelle commented "We looked at those Common Core Standards. We explicitly exposed them to text features and text structures. We brought it to the forefront." (MI) Michelle commented that she appreciated the opportunity to go through the process of learning the Common Core standards in writing together. (EI)

Mentor texts. Michelle also commented on the benefit of background knowledge with mentor texts. She said,

> For my target students, we used a mentor text that was actually from an expert group from our adaptation unit. Isaak was doing anacondas. The fact that he had already seen that text before. That was a reread for him. That was also his mentor text. That was really powerful for him. That was very helpful. (EI)

Michelle used mentor texts as she demonstrated each stage of the writing process. She used a mentor text to model how she chose her topic. In the drafting stage, she used a mentor text to demonstrate how to turn notes into her own words. She used a mentor text to show the students the text features of informational text, such as a glossary. Michelle also encouraged each student to find a mentor text on their topic to use throughout the

writing process.

Modeling. Michelle told her students that she was passionate about her informational writing topic - cockroaches. (O) She modeled each step of the writing process, using her own writing. For example, she modeled choosing an interesting topic. Michelle spent several days with the students in idea generation for their topics. She expressed the belief that students would be more engaged in a topic if they chose it themselves.

Constructive talk. After each lesson, Michelle asked her students to rehearse with a partner about their job as a writer. She told the students that the reason we share is that ideas spark other ideas. This rehearsal supported the students with disabilities, helping them get started on their task for the day. (O)

In each minilesson, Michelle invited students to turn and talk about the lesson or about their topics. They turned to a "shoulder partner," which is someone sitting next to them and are asked to engage in constructive talk. Michelle called them back to attention and one or two students shared what they or their partner said. Each lesson included several opportunities for constructive talk. (O)

At the end of each lesson, Michelle called the students back to the rug to share. Each day was a different type of "share." For example, at the end of one lesson, the students each shared one fact they learned from their mentor texts. (O)

Reflection. In the exit interview, Michelle commented, "It was really nice to just have time to just reflect, you know. To just go through the process. With Common Core right now, with it being all of us. It was nice to be able to take this on together." (EI) She

said that there is not ever enough time to reflect. She suggested adding a midpoint group

interview that could include a reflection time for all the participants of the innovation.

Collaboration. When asked what factors promoted using adaptations for students

with disabilities, Michelle reflected on the opportunity to collaborate with her third-grade

team about the writing innovation. She reported, "When my teammates and I get

together, we just ping ideas off each other. It was nice to take this on with my

teammates." (EI)

In the exit interview, Michelle talked about how much she valued having

reflection time with her team. She commented, "It is always so on-the-go. It was helpful

to really stop and reflect, together." (EI)

Context: People factors. In the IC Map construction meeting with the SLP, the

teachers reported that "students rise to the occasion, when they are counting on each

other." Michelle reported that when they worked together on their diagrams her target

student (student with learning disabilities), Sam, had his "best ever" experience with his

partner. Michelle told Mindy that the adaptations were going very well. She said that

"This week we worked on a diagram. I had students partner up with each other to discuss

the labels. This support system seems to bring confidence to my students who need extra

support in writing." (OLI) Michelle commented, "I think that they are really more

engaged when I allow like I said, them working with a partner. They feel

empowered." (EI)

Student engagement. Michelle continually talked about how important it is to

allow students choice in their topic selection. She considered choice to be a critical part

of a true writer's workshop. She discussed how powerful it was that her student with learning disabilities, Isaak, could choose his own topic. He chose a topic he loved: anacondas. Michelle talked about Isaak and his partnership "Their topic is snakes. It is very powerful for them. When I checked on them, they were on task. They were really engaged, together." (MI)

Teacher engagement. Michelle commented that she was enjoying the 8-week study. (MI) She told the students she was passionate about her topic: cockroaches. Her interest in writing was contagious for the students. The students became more engaged in their topics, as they saw the enthusiasm in Michelle's modeling her own topic. (O)

Coaching. Michelle wrote comments on her one-legged interview each week. She talked about her concerns and shared her successes. She commented that she thought Mindy was not comfortable responding to the one-legged interviews; however, Michelle valued the IC Map construction and appreciated Mindy's organization and facilitation of discussion. In the exit interview, Michelle commented, "Maybe the role wasn't comfortable for her (Mindy). I know she wasn't here when we did all of that writing training. I don't think you could have trained her. It was years and years of hard work… book clubs and stuff." (EI)

Mindy

Mindy is the Speech and Language Pathologist at the school site. She functioned as the coach in the study. The students with disabilities in the third-grade classrooms were on Mindy's case load for speech and language instruction. During the study, Mindy continued to meet with the Speech and Language students in small groups in her

classroom. She conducted weekly one-legged interviews with each teacher, led the IC

Map Construction, and participated in midpoint and exit interviews with me. She also

was asked what factors she thought promoted the teachers implementation of adaptations

for their students with disabilities. In the interviews, Mindy identified 5 of the 12 factors

that she believed promoted implementation of the adaptations.

Common Core State Standards. Mindy believed that her future role was more

collaborative and more like a consultant for the general-education teachers. She saw

herself pushing in to the classrooms to address the speaking and listening parts of the

Common Core State Standards. She thought she might be supporting students as they

present their writing to the class. She also thought she might be able to help students with

the social aspects of preparing to read aloud their writing.

Mindy also commented that she was not able to attend a lot of the Common Core

training that teachers received. She thought the lack of background knowledge might be

part of the reason she was not as comfortable in the coaching role with writing

adaptations.

Modeling. Mindy identified modeling as a factor that promotes adaptations. In the

exit interview, she said,

> I just remember that the teachers would like to see us and how we interact with
> our special ed students, maybe model it for them. I think they already know, they
> may just not be familiar, they may already be doing the scaffolding, the visuals,
> repeating.

Mindy recognized the power of modeling in a strong writer's workshop.

Collaboration. In the IC Map construction, the SLP and teachers examined

effective and ineffective versions of each adaptation. Mindy created the charts for the

more difficulty adaptations: conferring and peer support. Mindy built the charts to

address the concerns of teachers and the adaptations that I observed in the classroom.

The teachers expressed that the meeting was beneficial. (MI) After the meeting, Mindy

suggested that we should do the IC Map construction again. She said, "Today was the

hard part. The interviews will be easy. It was powerful to hear about what they were

doing…putting it out on the paper. These teachers are very, they do very well

collaborating, so they just stepped right up." (MI)

Mindy also valued collaboration, as a factor that promoted the use of adaptations.

Concerning the IC Map construction, she reported that

> I liked how we got together that second meeting we had, where we were
> brainstorming. That was powerful to hear about what they were doing and you
> can do this and graphing it out on the paper, putting it out on the paper. So that
> was very effective. (EI)

When asked about the factors that promoted adaptations, Mindy reported, "Ah,

going right? I think if they get positive feedback. Maybe, help from the specialist, like

me. A patient person." (EI) Mindy noticed from the weekly one-legged interviews that

the teachers valued the peer support that students gave one another. Mindy commented

that the "right peer groupings" was an important factor that promoted the use of

adaptations for students. (MI)

Teacher engagement. Mindy really enjoyed facilitating the IC Map construction.

She created all of the maps, herself, and used what she learned about the teacher's

concerns in the one-legged interviews. She told the teachers after the meeting, "You are

great and so easy to work with. I love the collaboration!" (O)

Coaching. Mindy thought of her role as a liaison between the teachers and me. She expressed in the midpoint interview that the teachers were not coming to her for feedback. She said she makes notes on the OLI and gives them to me. She said her conversations with the teachers in the hall were short. She simply asked the question, "Would you prefer a hard copy or email of the OLI?"

Mindy suggested starting the adaptation study at the beginning of the year and added "time to talk to teachers. I think that is important, too. Like how are you doing, how is it going, like that. I think the writing it out is good, too, but the contact, the one-on-one contact." (EI) She valued the interaction with teachers, but didn't think she had the time in her schedule to dedicate to the role of coach.

Factors that Impede Teachers Adapting Writing

The factors that **impeded** the use of adaptations were grade-level standards, paragraph construction, informational text difficulties, student motivation and attitudes, time, students absent and behind schedule, context: physical features, and background knowledge.

In the interviews, the three teachers and the SLP were asked to name the factors that impeded their adaptation process. The results of the responses and observations of each teacher are given in summaries.

Deanne

Of the eight factors that impeded the teachers adapting writing instruction, Deanne demonstrated and referred to four factors. The following sections contain a

description of the factors that impeded the use of adaptations for Deanne.

Informational-text difficulties. One of the biggest difficulties in informational-text writing, as expressed by the teachers, was students gathering information and putting it into their own words. Deanne had extra conferences with her students on gathering key information, deciding what is important, and paraphrasing the material. These writing skills were especially difficult for the students with disabilities. Each student with disabilities had to have individual conferences, peer support, or dictation to learn to paraphrase in their writing.

Student motivation and attitudes. During the IC Map construction, Deanne said,

> When a student shuts down, it is hard to get something out of him, even when doing the adaptation: dictation. Sentence frames wasn't even working for my student, Joel. He just looked at me and didn't respond or work.

Deanne commented that the students' attitudes interfered with the success of an adaptation. (MI and EI) She responded that

> No motivation, that is frustrating. Here I am trying to adapt to help them be successful and they are not cooperating with me? So I ask them, 'What is going on? How can I help you?' That really helped. (EI)

Deanne tried many ways to motivate her students. She said that

> Joel once just sat there for a whole hour. I gave him suggestions. How do I get him motivated? My other student, Nate, won't write unless he knows how to spell all of the words. (MI)

Deanne said that the hardest part of the study was trying to find the right strategy for Joel. She knew that he was capable and could be an independent worker. She reported that she could use the strategy of dictation with Joel, but she believed he was a high-level thinker that needed to take on more autonomy as a student. (MI)

Time. Another factor that interfered with the use of adaptations for her students was time. Deanne talked to Mindy about a peer group of three students who worked together on the same writing topic. Deanne reported, "It was time consuming to get them going, but I felt it was powerful." (OLI) Deanne also reported how much time it took to dictate a few sentences for a student to write. In the classroom observations, Deanne often pulled students with learning disabilities to a small-group conference to save time. She recognized the need to meet with all of her students and often spoke of the extra time she needed to spend with her students with learning disabilities.

Students absences and students behind schedule. Deanne was frustrated with some of her students who were behind schedule. In the publishing stage of the writing process, she told Mindy in a one-legged interview that she still had four students who were far behind. She said she set a goal with each of them and called it a "ticket out the door" as an encouragement to complete the writing. Three of the four students were the target students. In the last week of the study, she told the students who were behind, "We know we have a deadline. When we feel pressure, we rush. That is not our personal best. When parents come to open house, just tell them your writing is a work in progress. I want to take the pressure off." (O) This was another example of Deanne's positive classroom atmosphere, in spite of students falling behind schedule.

Laurie

Of the eight factors that impeded the teachers adapting writing instruction, Laurie demonstrated and referred to seven factors. When asked what factors hindered her use of adaptations, Laurie observed "I have not found anything to be a detriment to

adapting." (MI) She talked, however, about several factors that made adapting writing instruction more difficult.

Grade-level standards. Laurie was concerned that most of her students would not be able to meet the rigor of the informational-text grade-level standards. She was concerned for the students with disabilities. About these students, she said that "If you give them a lot of support, then, where is that line that you draw? Can they really do this grade-level material?" (EI)

Paragraph construction. A difficult aspect of informational-text writing was learning how to put the notes into a paragraph with a topic sentence and supporting details. Laurie used dictation to help the students build paragraphs. All three teachers found this to be a difficult skill for all of their students and especially their students with learning disabilities.

Informational-text difficulties. Another difficulty of informational-text writing was organization. Laurie modeled the organizational structure of compare and contrast using her own topic: honeybees. She said, "I wanted to go over and show them my thinking out loud. I have several students doing compare and contrast." (MI). The teachers used graphic organizers to help the students access these difficult structures.

Student motivation and attitudes. Laurie talked about the difficulties of maintaining her target student Danny's attention during the lessons. In the minilessons, Laurie seated Danny on the carpet near the front. She also reminded him to listen with "Right, Danny?" several times in the lessons. This reminder helped Danny focus on the lessons and on the writing time. His peer-support partner repeated the task to him and

helped keep him focused during the writing time. Laurie had supports in place to help Danny keep motivated on his writing.

Time. Another factor that impeded Laurie's success in implementing adaptations was time. (O) In the observations, I noticed that Laurie's students were pulled out into special reading programs during the writing period. She felt rushed toward the end of the 8 weeks, because the students were trying to have a finished product. (O) She commented that her student with learning disabilities required more of her time and that it was difficult for her to walk away from him and his needs. Laurie also relied heavily on Danny's partner to help him stay on schedule. Even with the partners help, Danny had to finish his published piece at home, after the open house.

Student absences and students behind schedule. In a one-legged interview with Mindy, Laurie expressed her concern that Danny was absent frequently. He had spring allergies and was often absent on Mondays, consequently, he was behind the rest of her class. He missed key minilessons on graphic organizers. Laurie and his peer-support partner worked diligently to give him the lessons he missed. Danny and Laurie's other struggling writers had special reading instruction in the morning, so they often had to miss her extra morning writing time. She was concerned that they would have difficulty finishing their published piece for presentations at the open house.

Context: Physical features. Several students were pulled out of Laurie's class for reading programs. She commented that interruptions and activities hindered her ability to adapt instruction for her students with disabilities. Many of the students did not have enough time to finish their published writing, even when Laurie scheduled extra work

time.

Michelle

Of the eight factors that impeded the teachers adapting writing instruction, Michelle demonstrated and referred to five factors. The following is a description of the factors that impeded the use of adaptations for Michelle.

Informational-text difficulties. Michelle expressed concerns about the difficulties of the informational-text unit based on the Common Core Standards. She talked with her team about building rubrics to assess students. Michelle was challenged by the rigor of the new standards, especially using informational text. She talked about the importance of studying informational-text structures in reading and writing.

Student motivation and attitudes. Michelle commented that she would like to change the time of day for writing because the students were unfocused and acted "silly" after recess at the end of the day. She would like to move the writing time to the morning, when the students were more willing and able to focus and give a better effort.

Time. In her interviews, Michelle discussed the factor of time eight separate times. She was concerned that time impeded her use of the adaptations. She explained,

> You know, I felt like the finished product could have been better had I, and I am just referring to their white books. That was frustrating because open house crept on us so fast. Everybody has their white books out, and I would have liked to have gone through that process, the publishing process. It just felt too rushed. (EI)

When asked what she thought the students with disabilities needed, Michelle reported, "I just think that they need that substantial amount of time, to really process, to be with the information." (EI) At the end of the study, Michelle expressed concerns that

the target students were behind schedule and in danger of not completing their writing.

Student absences and students behind schedule. Michelle told Mindy in a one-legged interview that

> We are on the brink of publishing and some kids are still wanting to do more research. That was a bit nerve-wracking. When I look at their progress, it is slow going. I didn't think they would finish on time.

One of her target students was behind schedule, making it challenging to provide adaptations for the writing instruction.

Context: Physical features. Interruptions in the classroom environment are an aspect of the physical features of the context. Michelle said that at times classroom interruptions impeded her implementation of the adaptations. Students often came in the middle of the writing period from pull-out programs. School activities would also interrupt the writing workshop instruction. She commented, "Lately, my struggle is the loss of routine. I have to put out other fires before I can get down to…cuts into my conferring time." (MI) Michelle was diligent in her effort to train the students in the rituals and routines of writer's workshop. The interruptions impeded her ability to adapt instruction for her writers with disabilities.

Mindy

Of the nine factors that impeded the teachers adapting writing instruction, Mindy demonstrated and referred to three factors. The following is a description of the factors that Mindy believed impeded the use of adaptations and her ability to coach.

Time. Mindy indicated that time was a factor that impeded her ability to function as the coach. She felt confined to her large caseload schedule. She stated, "I need more

time. I felt limited, because I needed more time to see the writing process, you know observing more." (EI) In both interviews, Mindy commented that she could have been a better coach if she had more time to prepare for the role. When asked if she had the time to spend with observations and preparation, Mindy indicated she had too many responsibilities at this time of year. She wanted to repeat this process at the beginning of the year, when she could prepare her case load to allow a time for observation.

Context: Physical features. Mindy agreed with Michelle concerning the need to have writing earlier in the day. She commented, "I can see some of my students at the end of the day. I can see their silliness. Maybe having it more early in the day." (EI)

Mindy responded in an interview that she wanted to be able to observe in the classrooms, but there were too many demands on her schedule. She talked about a major assessment with a parent advocate, standardized testing demands, and student demands. The demands of her caseload and other responsibilities hindered her ability to observe the teachers and fully participate in the coaching aspects of the study. (EI)

Background knowledge. Mindy indicated that background knowledge was a factor that impeded her ability to be in the coach role. (EI) She reported,

> It was difficult for me. I haven't been in that kind of role. I haven't been in that kind of discussion, but I thought that was a very interesting. The whole process. But if I had more background knowledge, I might have been better at the coach role. (EI)

Summary

Overall, the teachers in this study reported that they were able to adapt their Common Core informational-text-writing instruction for their students with learning

disabilities. The observations supported their claims. All three teachers demonstrated a strong classroom context with rigorous rituals and routines that supported students with the writing process. When the teachers found the right adaptations for their individual needs, even the struggling writers were able to access the difficult writing standards.

These views are a collection of the SLP and the third-grade teachers' perspectives on adaptations for their students with disabilities. A more comprehensive summary of the findings is presented in chapter V with implications for educational theory, classroom practice, and further research on adaptations for students with disabilities.

CHAPTER V

SUMMARY, DISCUSSION, AND IMPLICATIONS

The purpose of the present study was to examine the process of change for three third-grade teachers as they adapted informational-text-writing instruction for their students with mild to moderate learning disabilities. The study was designed to support educators as they create an innovation training program they can use to support teachers as they adapt their instruction.

Chapter Five includes a summary of the findings, limitations, discussion of the results, with implications for educational theory, classroom practice, and further research on adaptations in writing for students with learning disabilities. The chapter concludes with a description of growth that I have experienced as a teacher and researcher through the process of conducting this study.

Summary

With the arrival of the Common Core State Standards, there is a growing need to provide professional development that prepares general-education teachers to adapt informational-text-writing instruction for students with learning disabilities (Graham & Harris, 2013). Teachers must be given the tools to implement adaptations for their writers with mild to moderate learning disabilities. Meeting the standards in writing is especially challenging for struggling writers and students with learning disabilities (Koutsoftas & Gray, 2012; Fey, Catts, Proctor-Williams, Tomblin, & Zhang, 2004). Few studies have outlined the instructional adaptations needed to support these students in writing. This study describes an instructional innovation training that prepares and supports teachers, in

adapting writing instruction for their students, particularly the specific adaptations that can be used in each step of the writing process.

Relying on previous studies of writing instruction for students with language-learning disabilities (Dockrell, Lindsay, Connelly, & Mackie, 2007; Fey et al., 2004; Goddard & Sendi, 2008; Hall-Mills & Apel, 2012; Koutsoftas & Gray, 2012; Schumaker & Deshler, 2009; Scott & Windsor, 2000; Silliman, Butler, & Wallach, 2002; Troia, 2011; Wallach, Charlton, & Christie, 2009) and on prior studies of instructional adaptations for students with learning disabilities (Gilbert & Graham, 2010; Graham & Harris, 2002a, 2002b; Graham, Harris, Fink-Chorzempa, & MacArthur 2003; Kosmerl, 2011; Read, 2005; Troia, Lin, Cohen, & Monroe, 2011), I used a qualitative research model to examine teachers' adaptation of informational-text writing for students with learning disabilities in the classroom. This 8-week study conducted in the Spring of 2014 was situated in three third-grade classrooms in a public elementary school in a suburban area of Northern California. I conducted an instructional innovation training on writing adaptations for students with disabilities for three third-grade teachers and the Speech and Language Pathologist. Following the training, I interviewed and observed the teachers implementing an 8-week informational-text-writing study in their classrooms. The Speech and Language Pathologist (SLP) for the school was instructed to act as coach to the teachers to help support them in the instructional innovation process. I also interviewed the SLP at the beginning and end of the study.

The four research questions guiding my study were the following:

1. How do teachers adapt their writing instruction for students with mild to moderate disabilities, when participating in an instructional innovation process?

2. How did teachers' concerns about the innovation evolve during the course of the study?

3. How do the teachers and the instructional innovation coach understand the process of adapting writing instruction for students with mild to moderate disabilities?

4. What are the factors that promote or impede the teachers' adaptation of writing instruction?

Through a qualitative study of three third-grade general-education teachers at one public elementary school, I identified six main themes or patterns in the research: (a) Teachers Adapting Writing Instruction, (b) Teacher Concerns about the Adaptation Innovation, (c) Teacher's Understanding of the Adaptation Process, (d) Coach's Understanding of the Adaptation Process, (e) Factors that Promote Teachers Adapting Writing, and (f) Factors that Impede Teachers Adapting Writing. The following is a summary of the findings for each of these themes.

First, all three third-grade teachers focused on adaptations to support the individual needs of their students with disabilities. In the beginning, they relied on adaptations that were comfortable for them. For example, Deanne used a familiar adaptation: sentence strips. She used this adaptation in her English Language Development class, so it was easy for her to transfer the strategy to another subject area. Later in the 8-week study, each teacher tried new adaptations that they incorporated into their writing instruction.

Second, the teachers' concerns about the innovation were focused on self- and task-level concerns in the beginning of the study. At the end of the study, as their comfort level increased, each teacher became more concerned with the influence the innovation would have on others and meeting the needs of others.

Third, each third-grade teacher had a high level of understanding of the adaptation process. All three teachers used adaptations that benefited each student with learning disabilities. In the interviews, the teachers recognized their own success using the adaptations. In the observations, I saw evidence of the teachers using adaptations with each of the target students.

Fourth, the Speech and Language Pathologist (SLP) demonstrated some understanding of the adaptation process. She shared concerns and insights about adaptations with me but was not comfortable giving feedback to the teachers after the one-legged interviews. Mindy (SLP) facilitated the Innovation Configuration (IC) Map construction where she shared insights about the adaptation process with the teachers. All three teachers said the IC Map meeting was beneficial to them. Mindy recognized that her background knowledge was stronger in adaptations for speaking and listening. She said she was more comfortable supporting the teachers in the adaptations such as repeating instruction, scaffolding, and using visuals.

Fifth, there were several factors that helped promote the use of adaptations for writing informational text. The factors were identified by the teachers and observed in the classroom. One of the goals of this study was to build in positive factors to support teachers and students in writing. The factors that promoted teacher's adapting instruction

were classroom management and routines, Common Core State standards, mentor texts, modeling, constructive talk, reflection, collaboration, background knowledge with English Language Development (ELD), context with people factors, student engagement, teacher engagement, and coaching (Table 5).

Sixth, the factors that impeded teacher's adapting writing were grade-level standards, paragraph construction, informational-text difficulties, student motivation and attitudes, time, student absences and students behind schedule, context with physical features, and background knowledge (Table 5). These factors were identified by the teachers in the interviews and observed in the classrooms.

Limitations

Although I have taken several measures to help ensure the rigor of my analysis, such as triangulation among different data sources, a deliberate search for disconfirming evidence, and a recorded audit trail, there are some important limitations to this study. The present study has limitations in the area of sample size, researcher bias, and time for the study. These limitations are discussed in relation to the design of the study and the validity of the results.

The first limitation is that of small sample size. The descriptive design involved three teachers in the same elementary school. To combat limitations of small sample size, qualitative research calls for detailed, rich descriptions of the participants so that other researchers can replicate the study with similar participants.

The second limitation is linked to the problem of bias. It is introduced by the subjectivity of the researcher (Merriam, 2009, p. 52). The four participants are all

colleagues of mine at my school. In addition, the three general-education teachers taught at the same elementary school, so they had similar training in writer's workshop. Other schools may use different writing programs and have different levels of training in writing. I was aware of the strong writer's workshop instruction in each of the three teacher's classrooms; however, I accounted for and included the differences and similarities that I observed.

A final limitation of the study is that 8 weeks with the participants may not have been sufficient time for changes in concerns to develop in the participants. A longer study might have produced more changes in concerns. The Stages of Concern Questionnaire (SoCQ) revealed limited results, because of the lack of time between surveys. Concerns-Based Adoption Model (CBAM) researchers recommended professional development and support for teachers over long periods of time with multiple Innovation Configurations construction in order to fully implement an innovation (Hall & Hord, 2011). Even though the length of the present study was only 8 weeks, rich data were found that helps to inform educators about the use of adaptation in general-education classrooms.

Having analyzed the data of three third-grade teachers and the instructional innovation coach (SLP), related to the four research questions, I am now going to compare my findings with those of previous studies according to each theme in the Literature Review.

Discussion

The conclusions of this study are interpreted from the findings and related to the topics in chapter II: (a) Professional Development: Teacher's preparation for writing instruction, (b) Coaching to Support Professional Development, (c) Instruction for Informational Text in Primary Grades, (d) Writing Instruction for Students with Learning Disabilities, and (e) Instructional Adaptations for Students with Disabilities. The discussion is organized according to theme.

Teachers Adapting Writing Instruction

The teachers demonstrated strong instructional practice in writer's workshop. They had a deep understanding of the need for a classroom community with rituals and routines of a writer's workshop. Even with this strong classroom practice, all three teachers expressed the need to improve their practice. Teachers who have strong pedagogical content knowledge (Shulman, 1986) and who are supported with strong professional development, including coaching, also tend to engage in desirable teaching behaviors. The teachers' confidence and self-efficacy in writing played a role in their commitment to change.

Limbrick and Knight (2005) suggested that writing instruction can be enhanced within an environment of collegiality and trust. Deanne, Michelle, and Laurie met together each week to plan the writing study and discuss their concerns and celebrations with each other throughout the 8-week study. All three teachers valued collaboration as a factor that supported their use of adaptations for their students with learning disabilities.

Fearn and Farnan (2007) found that it is critical to show writing teacher's how effective writing instruction looks in their classrooms. The teachers demonstrated that they were willing to try the suggestions given to them in the training and in the Innovation Configuration (IC) Map construction. The IC Map construction demonstrated "models of effectiveness" (Fearn & Farnan, 2007) of the writing adaptations. In the interaction between Mindy and the teachers, there was agreement on acceptable and unacceptable aspects of the adaptations.

The 21 adaptations suggested in the innovation training were drawn from the research. Dockrell, Lindsay, Connelly, and Mackie (2007) suggested the adaptations: vocabulary skills and additional conferences to teach writing strategies. Graham, Harris, Fink-Chorzempa, and MacArthur (2003) found that teachers effectively used additional conferences, encouraging and praising, and additional skill instruction. Troia et al. (2011) proposed the following adaptations be used: additional conferences, dictation, word processor for drafting, and extended time to write.

Gilbert and Graham (2010) found that teachers in their study used extra skill instruction, students choosing their own topic, word processing, extra conferencing, encouragement and praise, peer support, CLOZE techniques, editing and revision checklists, text structure organizers, graphic organizers for planning, and revision techniques. Read (2005) and Troia et al. (2011) found that peer support helped children sustain their writing and include more content.

Koutsoftas and Gray (2012) suggested adaptations in vocabulary skills, extended time to write, sentence frames, CLOZE techniques, additional skill instruction, revision

techniques, and encouraging and praising. Goddard and Sendi (2008) found that the following adaptations were effective for students with language-learning disability (LLD): graphic organizers, text structure organizers, idea generation, dictation, sentence frames, idea generation, and additional conferences to teach self-monitoring skills.

This study extends the Cutler and Graham (2008) and Graham, Harris, Fink-Chorzempa, and MacArthur (2003) studies by examining and recording the process of teachers applying a broad range of adaptations for students with mild to moderate learning disabilities. Out of the 21 adaptations discussed in the training, 14 were used by all the teachers. Four of the adaptations were not used by the teachers and three were used by at least one teacher (Table 3).The teachers did not use word processing, CLOZE techniques or rehearsing stories orally, because they did not believe them to be useful for their students. The teachers used adaptations that they thought would be effective for each individual student. Deanne was the only teacher who used sentence frames, as she was familiar with that adaptation. Laurie was the only teacher who used read papers aloud for revision. She included this adaptation in her revision lessons. Both Deanne and Laurie used the adaptation of dictation because two of their students needed support to begin their writing. Michelle used additional conferences because she believed one-on-one instruction would help support her students with learning disabilities.

The following section describes the teachers' growth as they learned to adapt informational-text-writing instruction for their students with learning disabilities.

Evidence of Teacher's Growth

In the present study, all three teachers demonstrated flexibility when they adjusted the teaching pace for their students, giving them additional time in each of the stages of the writing process. Deanne slowed down and allowed students to have extra time in class and at recess to finish their writing. She helped support the students with learning disabilities to complete their final drafts. Laurie slowed her teaching pace throughout to support her students with learning disabilities. In the 5th week, Laurie noticed that half the class was still drafting. She scheduled an extra hour in the morning for writer's workshop. Michelle slowed down her teaching pace and repeated lessons for students who needed more instruction.

Tunks and Weller (2009) found that the factors that most positively affected the change process of the teachers included contact with supportive staff, teacher support systems, and observation of student success. In the present study, the teachers could consult with the SLP if they needed support. They also had the support of their third-grade team. It was evident in the observations that the teachers closely examined each individual student's needs in order to choose the right adaptation for them.

In the present study, the teachers each demonstrated effective adaptation choices. Deanne chose sentence frames and dictation for her students, Joel and Nate. She also gave them advanced preparation for an upcoming conference, so they would accept her help. She gave Ida skills conferences, such as a conference to model paraphrasing. Laurie used peer support daily with Danny. If Danny needed a jump start in writing a paragraph, she used dictation. Then he was able to continue his writing independently. When needed,

Laurie conferred with students for skill instruction. She also created three organizers that

helped her with the organization of the writing (two graphic organizers and one revision

checklist). Michelle met with her students with learning disabilities in peer groups or

individually. Both Laurie and Michelle enjoyed the results of trying peer support: more

independent students.

In an interview, Deanne remarked that the adaptation innovation changed her way

of teaching. She now makes a more conscientious effort to check in with her target

students. Deanne also said it was her first time to try the adaptation of peer support. She

tried peer support during the study and began thinking of other ways to use the strategy.

She suggested trying peer support in the revision process and with students sharing their

own writing.

Laurie expressed that one of her top priorities is to teach the students the

paragraph writing standards. She effectively used graphic organizers with prewriting. She

also developed additional graphic organizers to help her students accomplish the third-

grade standards: topic sentence and supporting details to form a paragraph.

All three teachers adjusted their teaching pace to give the students more time to

publish. They all talked about the factor of time that hindered their use of adaptations.

They helped solve this problem by giving the students more time to work on skills and

additional time in the day to finish their writing.

Duke, Bennett-Armistead, and Roberts (2003) stated that primary-grade students

need specific instruction and support to develop as informational-text writers. They made

five suggestions to teachers: (a) demonstrate models of informational text, (b) connect

reading and writing through activities, (c) conduct research with students, (d) provide real purposes and audiences for informational writers, and (e) teach the attributes of informational text to students. In this study, all three third-grade teachers modeled mentor informational texts throughout their mini-lessons. The teachers taught informational-text reading and writing, concurrently. The students all did research with their topics and wrote their drafts in a picture-book format. The attributes of informational text were explicitly taught by each teacher. The teachers in the study demonstrated their growing knowledge of informational-text-writing instruction.

Teacher Concerns About the Adaptation Innovation

The second theme was teacher concerns about the adaptation innovation. This study extended the Dingle, Brownell, Leko, Boardman, and Haager (2011) qualitative study of teachers by adding the CBAM tools of one-legged interviews and IC Map Construction to support the innovation process.

According to the Stages of Concern Questionnaire (SoCQ) and the interviews, in the beginning of the study all of the teachers' most intense concerns were in the area of impact concerns and self-concerns. The teachers had frustrations with the adaptation innovation at first but worked through the changes and concerns together. The CBAM creators (Hall & Hord, 2006) described the concerns process as developmental moving from self-concerns to impact concerns. This study confirmed their hypothesis that as the teachers concerns are met, they move toward more effective use of the innovation. After the IC Map construction, the teachers commented that they were more comfortable using

the adaptations and expressed that they were experiencing success with their struggling writers.

In addition, the teachers relied on each other to problem solve when concerns arose. In the Limbrick, Buchanan, Goodwin, and Schwarcz (2010) study, the teachers learned how to problem solve in their writing instruction from reflection on their own practice. Michelle, Laurie, and Deanne were able to discuss their concerns with each other and try adaptations for their students. In the interviews, each teacher expressed confidence in the collaboration they each have with their third-grade team.

In the beginning of the study, Deanne was concerned with some of the new adaptations, but she made connections with her previous use of sentence frames with English Language learners, which renewed her confidence to try other adaptations. Laurie expressed an interest in learning more about the adaptation innovation. She created at least three graphic organizers and a revision checklist that helped the writing process for the students. Laurie's most intense concerns were in the area of refocusing, indicating she had ideas that could make the innovation even better. Michelle's greatest concerns in the beginning of the study centered around collaboration, indicating she was most interested in working with her colleagues in the use of the adaptation innovation. In the interviews, Michelle also emphasized the desire to collaborate with her teammates. In the exit interview, Michelle suggested adding a group interview to the interviews scheduled. Michelle demonstrated that collaboration was one of her highest priorities.

Teacher's Understanding of the Adaptation Process

A third theme was related to teachers' understanding of the adaptation process. The teachers demonstrated a strong understanding of the adaptation process. During the 8 weeks of this study, the teachers' instruction focused on informational text in both reading and writing. Purcell-Gates, Duke, and Martineau (2007) found that teachers who explained the purpose and practiced a genre in reading and writing can facilitate growth in writing for students. The teachers in the present study focused on the attributes of informational-text genre in both reading and writing, including adaptations in both. In the interviews, all three teachers discussed their desire to use adaptations for their students in other subject areas, demonstrating an understanding of the adaptation process.

The three third-grade teachers were motivated and willing to try adaptations in the informational-text-writing study. Dingle et al. (2011) found that motivation was a factor that helped the teachers to be willing to change their practice. In the present study, the third-grade teachers believed in strong reading and writing instruction and were interested in continuous improvement of their practice. The writing curriculum they chose was engaging and challenging. Dingle et al. (2011) found that professional development facilitators need to understand the role of the curriculum in supporting a teacher's ability to try new strategies. The curriculum--the informational-text unit of study--was motivational to the teachers. It became the foundation that supported them as they tried the adaptations for their students with learning disabilities.

In the innovation training, the teachers learned that students with LLD need a blended approach in their writing instruction: writing skills and writing process (Harris &

Graham, 2002a). The teachers in the present study demonstrated a blended approach in their use of both skill and writing-process adaptations. All three teachers taught writing skills in additional conferences. They also used a variety of adaptations in each part of the writing process.

In the training, we discussed the challenge of text structures in informational-text writing. Wallach, Charlton, and Christie (2009) stated that teaching text structures such as compare-contrast helps students to be more successful writers of informational text. One of the teachers, Laurie, recognized the importance of using text structure graphic organizers for students with learning disabilities. Laurie created graphic organizers to simplify the text structures of compare-contrast and problem-solution. These structures were complicated for the students with language-learning disabilities. When Laurie perceived that the students with learning disabilities and her other struggling writers needed support with informational-text structures, she created a graphic organizer that helped meet their needs.

There was some variation in the way the three teachers' incorporated the adaptation innovations into their instruction. For example, there was variation in the levels of participation and commitment to instructional change, two factors that Dingle et al. (2011) said influenced teachers learning a new innovation. The teachers demonstrated different levels of participation in the one-legged interviews. Michelle completed each week's one-legged interview. Deanne completed five of eight, and Laurie completed three of eight. Michelle's consistent weekly interviews helped Mindy and I attend to her

concerns. I was able to address her concerns in the interviews and at the end of the observations. The other two teachers' concerns were also addressed but less frequently.

They also differed in their willingness to change their instructional practice. Deanne and Michelle were not as eager to try new adaptations. Instead, they relied on familiar, tried and true adaptations. Deanne used sentence frames in English Language Development instruction and felt comfortable using them in writing. Michelle was proficient in using conferences with students, so chose to adapt her instruction with additional conferences. Both Deanne and Michelle were more comfortable using familiar adaptations for their students. Mindy and I suggested using peer support for Danny, which was a new adaptation for Laurie. She tried peer support and created new graphic organizers for the teachers to use. Laurie looked for ways to improve the adaptation innovation. Both participation and willingness to change influenced the extent that the teachers were able to take on the adaptation innovation.

Coach's Understanding of the Adaptation Process

The results of this study are affected by the coach's understanding of the adaptation process and the support she gave to the teachers. The intent of the study was to provide coaching for the teachers in order to build on-site support through the implementation of writing adaptations. Herman, Borden, Reinke, and Webster-Stratton (2011) found that coaching helped provide a high fidelity of implementation of an innovation. In this study, the coaching was limited to the IC Map construction and written interviews.

Tunks and Weller (2009) used the tools of CBAM to provide continuous support for teachers to address their concerns throughout the innovation process. The one-legged interview consistently was used to support teachers with the concerns about their use of the innovation (algebraic thinking). The intent of the coach's role was to provide "real-time" feedback, support, and problem-solving guidance (Roach, Kratochwill, & Frank, 2009). Mindy had a limited understanding of the coaching process only providing feedback during the IC Map construction.

In the Tunks and Weller (2009) study, the instructional coach worked alongside the teachers, supporting them with their self- and task concerns. The teachers concerns evolved from self- and task concerns to higher levels of involvement in the innovation. The teachers concerns grew in intensity throughout the study. Hall and Hord (2006) wrote that the intensity of the scores are measured by large dips in the scores from one stage to another. In the present study, on the Stages of Concerns Questionnaire (SoCQ2), all three teachers demonstrated high self-concerns as well as high impact concerns. These results suggest that the teachers needed the ongoing support of a coach to address their self-concerns about using adaptations in the classroom.

Mindy said her background knowledge was stronger in adaptations for speaking and listening. In the midpoint interview, she indicated that she was more comfortable supporting the teachers in the adaptations such as repeating instruction, scaffolding, and using visuals. Mindy pointed out that she learned a great deal about adapting writing instruction during the 8-week study and was able to discuss writing adaptations in the exit interview. She suggested that the general-education teachers should use modeling and

sentence frames. These comments suggest that Mindy grew in her knowledge of writing adaptations for students with disabilities.

At the time of the study, Mindy was in the process of examining her role in the general-education classroom with the new Common Core State Standards (CCSS). She believed her future role to be more of a consultant for teachers to support the speaking and listening activities in the general education. She did not understand how she could support the teachers with adaptations in all academic areas.

Factors That Promote Teachers Adaptation of Writing

The fifth theme is related to the factors that promoted the teachers' adaptation of the informational-text writing. In their study, Dingle et al. (2011) sought to understand the influence of individual and contextual factors on teachers' implementation of their professional development strategies. They found that three factors influenced how the teachers incorporated the innovation into their instruction. The factors that both promoted and hindered the teachers in the Dingle et al. (2011) study were pedagogical content knowledge, motivation, and use of curriculum. In the present study, teachers' pedagogical content knowledge, teacher and student engagement, and teaching strategies with the curriculum promoted the use of adaptations for the teachers. Only one of Dingle et al.'s (2011) finds were supported by this study.

Goddard and Sendi (2008) recommended that future research should focus on collecting data on the factors that influence students' writing output. In the present study, I hoped to include positive factors to support teachers, such as coaching and professional development. This support could help students with disabilities become better

informational-text writers because it could build structures that encouraged continuous support and improvement.

In the present study, the factors that promoted teacher's adapting instruction were classroom management and routines, Common Core State Standards, teaching methods (mentor texts, modeling, constructive talk, reflection), collaboration, background knowledge in ELD, context with people factors, teacher and student engagement, and coaching. The following is a discussion of these factors.

Classroom Management and Routines

Previous research with general- and special-education teachers has found that instructors who had knowledge of effective instruction and classroom management were able to integrate effective professional development strategies (Brownell, Adams, Sindelar, Waldron, & vanHover, 2006; Dingle et al., 2011; Witterholt, Goedhart, Suhre, & van Streun, 2012). In the present study, all three third-grade teachers had training and strong background knowledge in classroom-management techniques.

During the minilessons, each teacher chose student "scouts" to help monitor on-task behavior. The students gave paper awards for showing respect, making good decisions, and solving problems. The students were sitting on a rug in the front of each room in rows and expected to attend quietly to the lesson. The teachers used techniques to build in smooth transitions with students.

It was obvious that students knew the rituals and routines of the writer's workshop. Students knew how to transition to their seats, quietly, and begin their writing. Each teacher expected the students to begin to write, independently, for 5 minutes and

then the teacher walked around to confer with students. In Deanne and Michelle's rooms, the students were invited to the conference table individually or in small groups for writing conferences. Laurie conferred with students at their desks. The teachers met with the students with learning disabilities more often than other students, which was one of the adaptations that the teachers used. The strong sense of community enabled the teachers to have the classroom management needed for extra conferences. Without the strong classroom structure, the teachers would be "putting-out fires," instead of using the conferences to teach the students.

Common Core State Standards

Graham and Harris (2013) wrote that teachers and schools will be required to give a great deal of effort to meet the instructional goals of the Common Core State Standards (CCSS). In the present study, the teachers recognized that the district is now in a transition with the new CCSS. Each teacher had many concerns about the expectations of the standards in writing. For example, they were concerned that third grade was the first year that required a topic sentence and supporting details in the Common Core State Standards.

The CCSS require students to master informational-text writing in the primary grades. Students with learning disabilities, historically, struggle with writing structures and conventions of informational-text writing (Dockrell et al., 2007; Koutsoftas & Gray, 2012). All three teachers in this study were concerned that most of their students would not be able to meet the rigor of the informational-text standards. Their concerns for their

students with disabilities helped motivate the teachers to try individual adaptations for their students.

Teaching Methods

Related to classroom management and routine are teaching methods. Strong teaching methods with consistent writing instruction can help reform writing instruction (Cutler & Graham, 2008; Gilbert & Graham, 2010). Cutler and Graham (2008) examined teachers' writing practices across the nation in order to examine practices of primary-grade writing teachers. Cutler and Graham (2008) recommended that students should write more, technology should be a central part of writing instruction, students' writing progress should be monitored, and teachers need to be better prepared to teach writing. In the present study, the teachers did not use technology with the writing instruction. They shared that the students did not have appropriate keyboarding skills to help them write.

In the present study, the three third-grade teachers conducted daily writing workshops with lesson planning that followed the students' needs. The teachers continually monitored their students and adjusted their instructional pace for struggling writers and writers with learning disabilities. In the interviews, each teacher expressed that they needed to change their teaching pace to give the students more time to draft or publish their pieces.

In addition, the teachers each used modeling with their own writing and mentor texts (examples of written text). Each teacher chose a topic that was interesting to them and moved through the writing process with their students. This process helped each

teacher to discover the difficult parts of writing informational text. They used this knowledge to write lessons for the students.

In their minilessons, the teachers encouraged constructive talk with students, as they "turned and talked" to their shoulder partners in various places during the lesson. The teachers also implemented the adaptation of peer support to encourage constructive talk about the writing topics. The students with disabilities in peer-support groups were able to learn from each other about their topics. The teachers recognized the power of constructive talk for the students to rehearse what they would write that day.

The teachers also built in a strong connection between reader's and writer's workshop. In informational writing, there should be strong connections between reading and writing (Purcell-Gates et al., 2007). For example, the students understood the informational-text writing structure because they learned about text structures in reading workshop. Students learned about close reading in reading workshop, so they knew how to find important information and evidence in the text. These connections helped support the teachers, as they adapted instruction for students learning the difficult text structures of informational-text writing.

Collaboration

All three teachers valued collaboration with their teammates. Limbrick and Knight (2005) found that opportunities to talk with colleagues about their teaching practice led teachers to productive sharing of pedagogical knowledge. The teachers in the present study supported this conclusion by often expressing their appreciation for the support they received from each other. They especially found value in the construction of

the IC Map. The teachers referred to the IC Map as an invaluable tool to support them in their implementation of adaptations.

Throughout the study, the three teachers consulted each other for support with their concerns. In the innovation training and IC Map construction the teachers had opportunities to talk about language structures and features. In the Limbrick and Knight (2005) study, discussions about language features extended the teachers' knowledge about the writing process. In the training and IC Map construction, we talked about the difficulties of students with LLD and the language features that challenge the students in their writing. These conversations continued throughout the study as the teachers built personal and professional trust in each other and the adaptation innovation process.

Teacher and Student Engagement

In their study, Purcell-Gates et al. (2007) found that teachers who were supported with feedback and coaching could sustain their change efforts and felt like their concerns were met. In the IC Map construction, Mindy demonstrated effective versions of the adaptations. Through the IC Map discussion, the teachers and Mindy developed a common understanding of the adaptations. This feedback and coaching helped sustain the teachers' change efforts. For example, in the beginning of the study, Deanne was overwhelmed because she wanted to try all of the adaptations. At the end of the study, Deanne said in the exit interview that the adaptation innovation has changed her way of teaching. She said she now monitors her students regularly and uses a variety of strategies to adapt writing instruction. She expressed a deeper understanding of the effective forms of the adaptations.

Laurie noticed cooperation and success in her student, Danny, in the beginning of the study. By the end of the study, Laurie noticed that with peer support and a dictated topic sentence, Danny was able to complete a paragraph, independently. Laurie also demonstrated engagement by creating graphic organizers and a revision checklist that she thought was more appropriate for third-grade students.

Michelle told her students that she was passionate about her informational writing topic: cockroaches. She modeled each step of the writing process, using her own writing. Michelle spent several days with the students in idea generation for their topics. She expressed the belief that if the students chose a topic themselves, they would be more engaged in the topic. She demonstrated to the students and me that she was engaged in the writing process. In an interview, she said that she was enjoying the writing unit.

The students demonstrated engagement by choosing their own topics and sustaining their interest in the topic throughout the 8-week study. Many of the students with learning disabilities needed an adaptation to help them begin their writing or to help them build writing stamina. The students were engaged in each stage of the writing process resulting in published writing.

Coaching

The intent of the CBAM researchers was to include coaching in the innovation process, in order to support teachers (Hall & Hord, 2006). Coaching can be an important factor to promote an instructional innovation. Tunks and Weller (2009) found that with continuous support, the participants' concerns could evolve from self- and task to impact concerns. In the present study, some of the teachers concerns evolved to the impact level,

but some remained as self-concerns (Figure 1-5). This concerns profile suggests a need

for more continuous support from the coach.

Mindy was asked to take on the role of coach for the general-education teachers.

Mindy consented to the request but had surprising responses in the interviews. In the

midpoint interview, she recognized that it was important for the teachers to receive

positive feedback and when asked what factors help teachers adapt writing instruction,

she said, "I think if they get positive feedback. Maybe, help from the specialist, like me."

Mindy recognized that the teachers needed her support, but she did not feel confident to

give advice with writing adaptations. Herman et al. (2011) found that support

mechanisms, such as coaching, allowed professional development leaders to facilitate a

high degree of implementation. The coaching in the present study included a weekly

written interview and the IC Map construction. These CBAM tools provided some

support to the teachers but fell short of effective "on-going coaching" (Herman et al.,

2011). In the midpoint interview, the teachers expressed that they were getting their needs

met in collaboration with each other.

This study was designed to provide a high-degree of support for the three teachers

implementing adaptations for their writers with learning disabilities; however, Mindy

expressed in the midpoint interview that she was not comfortable with the role of coach.

She said she was able to give the teachers comments on the run but was not able to have a

conversation with them. In the exit interview, Mindy said her role was more of a liaison

between the teachers and me, the researcher. She said that if she had more background

knowledge and more time to prepare, she would have been better at the coach role. Both she and the teachers valued coaching as a factor that promotes adaptations for students.

In this study, coaching was valued but not practiced according to the recommendations of CBAM (Hall & Hord, 2006; Tunks & Weller, 2009). With more face-to-face coaching, the teachers might have had more opportunities to share their concerns about the innovation. At the end of each observation, we had time to discuss concerns and questions. The teachers discussed their students' challenges, and we talked about their concerns. I was able to provide support to them by answering questions and clarifying adaptations. They also consulted with each other when needs arose.

Factors That Impede Teachers' Adaptation of Writing

The sixth theme is related to factors that impeded the teachers' adaptation of informational-text writing. In the planning stages of this study, I recognized the potential roadblocks the students with disabilities would encounter with the informational-text-writing standards of the CCSS. Current research also states that students with learning disabilities will need instructional writing adaptations in order to meet the standards successfully. In this study, the factors that impeded the teachers' use of adaptations were informational-text difficulties, paragraph construction, student motivation and attitudes, time, student absences, context with physical features, and background knowledge.

Informational-Text Difficulties

Purcell-Gates et al. (2007) found that teachers need explicit explanation of genre purpose with added practice in reading and writing informational text in order to facilitate grown in student's writing. Cutler and Graham (2008) found that most students had

experience with narrative text but not sufficient time learning how to write informational text. In the present study, difficulties arose from the students' lack of experience with informational text.

One of the biggest difficulties in informational-text writing, as expressed by the teachers, was students gathering information and paraphrasing into their own words. Each teacher had extra conferences with their students on gathering key information, deciding what is important, and paraphrasing the material. Paraphrasing was difficult for the students with learning disabilities. Each student with learning disabilities had to have individual conferences, peer support, or dictation to learn to paraphrase.

Research states that organizational skills are especially difficult for students with LLD (Dockrell et al., 2007; Fey et al., 2004; Koutsoftas & Gray, 2012; Scott & Windsor, 2000). One of the most difficult aspects of informational-text writing is organization. In her study, Read (2005) found that her students had concerns about the form or organization of their writing. In the present study, the teachers expressed several concerns about the organization of informational-text writing. Laurie tried modeling the organizational structure of compare and contrast, using her own topic: honeybees. She said, "I wanted to go over and show them my thinking out loud. I have several students doing compare and contrast." (MI) Compare and contrast was a difficult structure, but Laurie's modeling and minilessons supported the students. All three teachers used graphic organizers to help the students access these difficult structures and they recognized that this adaptation was helpful as it supported all of the students in the class.

Paragraph Construction

All three teachers expressed the concern that paragraph construction was pivotal for third-grade students. One writing standard for third-grade students in the CCSS is to write a paragraph with a strong topic sentence and supporting details. The teachers said that most students in their classes were unable to write a paragraph independently. Research states that students with LLD have difficulties with the linguistic skills needed to generate a paragraph (Berninger & May, 2011; Hall-Mills & Apel, 2013; Mackie & Dockrell, 2004; Troia, 2011). In the present study, each teacher used a variety of adaptations to help their students put the notes into a paragraph with a topic sentence and supporting details. Deanne used sentences strips to help her students write topic sentences. Michelle relied on peer support, and Laurie used dictation. All three teachers found paragraph construction to be a difficult skill for all of their students and especially their students with LLD.

One of the teachers, Laurie, stated that paragraph construction impeded the use of adaptations for her in the classroom. She particularly was concerned with her students' inability to construct a paragraph independently. She noticed that Danny needed support with the topic sentence and at least one supporting detail. She needed to use dictation to help him through the paragraph construction process, which was very difficult for him.

Student Motivation and Attitudes

In her midpoint interview, Deanne said that students' attitude was a factor that impeded the adaptation of her instruction. Deanne was frustrated when she tried many adaptations with her students in the beginning of the study and received very little

cooperation. In the first few weeks, she tried sentence frames and dictation with very little success. Goddard and Sendi (2008) found that students' physiological states (i.e., amount of sleep received) or psychological states influenced their writing habits. Deanne often had to stop and talk to one of the students, Joel, about his "out of school life" before he could start to write. After she had a caring discussion with Joel, he was able to begin his writing task.

Deanne demonstrated strong classroom practice by working on trust building with her students, which eventually helped her motivate them to write, independently. In her exit interview, Deanne said that she could see a big change in her students with learning disabilities. They were changing and growing, as writers. Brownell et al. (2006) and Dingle et al. (2011) found that teachers who had a strong understanding of their students could better implement strong classroom practices.

Time

All three teachers reported that time was a factor that impeded their implementation of adaptations. The teachers expressed the desire to have more time for the study, a better time of the day for writing, and more time to give to the students with disabilities in extra conferences. The teachers wanted more time to meet with students in extra conferences and were rushed at the end of the study because of other instructional programs. In the interviews and observations, the teachers discussed their concern that their students were behind schedule.

.   In week 6 of the study, Laurie built in an additional time each day in the morning for her students to work on their writing. She found that this extra time was beneficial

and helped with the constraints of a busy classroom. Gilbert and Graham (2010) recommended that students spend more time writing in class and at home. The teachers believed strongly that the students should complete their writing at school, because they wanted to provide the needed support.

In addition, Mindy reported that time was a factor that prevented her from observing teachers in the classrooms as they adapted their instruction. She reported that she wanted to try this innovation at the beginning of the year, so she could put observations into her schedule.

Daily interruptions also impeded the use of adaptations. Students were leaving for small-group instruction in reading and other services. Michelle would have make-up conferences with students who were out of the class for speech and language instruction. These conferences helped students to keep up with the lessons. The end of the study was close to the end of the school year, so there were interruptions and events that encroached on the writing time. For example, the third-grade team was performing a school play a few weeks after the 8-week writing study. The schedule interruptions made it difficult for some students to focus and finish their published pieces. The teachers recognized that daily interruptions can interfere with teaching and learning in all subject areas.

Student Absences and Students Behind Schedule

Deanne and Michelle both expressed in the one-legged interview that they were concerned about the students working behind schedule during the publishing stage of the writing process. They both said the students worked slowly and this factor made it difficult for them to teach.

Laurie reported that it was difficult to adapt the instruction for Danny when he was often absent. She found it very difficult to make up the minilessons that Danny missed when he was absent. He was absent about once every other week during the 8-week study. During the Spring season when the study took place, he struggled with allergies. Laurie and Danny's peer-support partner worked hard to give him the lessons he missed. The text-structure lessons were difficult to make up, because they were complicated and needed extra support. Danny had a difficult time finishing his published piece, because of his absences, which was a disappointment to Laurie who worked so hard to try to keep Danny on schedule. Even though it took Danny longer to complete his writing, he demonstrated high-quality work with a strong organization. The adaptations that Laurie used helped Danny build the stamina and skills to complete a writing product.

Context: Physical Features

The three teachers and Mindy commented that "schedule demands" impeded the use of adaptations. Schedule demands included speech pull out, music class, play practice, and occupational therapy. These contextual demands can create obstacles for teachers implementing new innovations (Dingle et al., 2011). The teachers in this study were aware of the demands of the classroom context but were able to continue implementing the adaptation process.

In the interviews, Laurie and Michelle talked about the many interruptions that occurred during the writer's workshop. They were both concerned that the students with learning disabilities struggled to finish their published pieces, because they were in pull-out speech and reading programs. Michelle conducted additional conferences with Isaak

and Zoe, when they came in late from a speech or occupational therapy pull-out program. In these conferences, Michelle reviewed the expectations of the lesson, so the students could be successful with the writing process.

Background Knowledge

Dingle et al. (2011) found that "confidence and self-efficacy played a role in the teachers' participation and commitment to change (p. 100). In the midpoint interview, Mindy said she did not have the confidence to "coach" the general-education teachers in writing. She reported that the teachers had much more training in the writing process. At first, she was uncomfortable in the role of facilitator in the IC Map construction. After we met to plan the meeting, she was more comfortable in the role of facilitator.

Mindy shared in the interviews that she did not have the same background knowledge that the other teachers had in writing; however, she had knowledge in adaptations for students with learning disabilities. Mindy had expertise in adaptation use, but she was not confident to share these with the teachers who she saw as experts in writing instruction. She expressed a desire to have more training in the writing process. It is evident that I needed to include additional training to help Mindy be more confident in her coaching role. I could have scheduled more meetings, like the IC Map construction, for the teachers and Mindy to collaborate about adaptation use.

Implications

This study of teachers' adapting writing instruction for students with learning disabilities provides a detailed explanation of the change process. I have identified areas to be considered in future efforts to design development of writing-adaptation instruction.

These implications should be considered in future teacher training. This study has implications for professional development, classroom application, educational theory, and further research.

Professional Development

Professional development is a critical component of the change process (Hall & Hord, 2011). In order to improve classroom practice, change is introduced and professional development makes learning possible. The focus of the present study was to support teachers in the change process of implementing an adaptation innovation in their writing instruction. In this study, the process of the innovation training supported the teachers as they changed their practices and used more effective methods of instruction with their students with disabilities. The Stages of Concern Questionnaire results demonstrated a developmental change by each individual teacher. In addition, the teachers were supported through the IC Map construction that helped clarify the adaptations for the participants.

This study showed the potential of coaching support in the change process with the use of the CBAM framework and tools. CBAM tools such as the one-legged interview and the IC Map are valuable to illustrate effective examples of an innovation. The findings suggest that when professional development is combined with ongoing coaching and collaboration, teachers are better supported to incorporate writing adaptations into their classrooms. The coach should be given intensive training in order to support teachers with adaptations. This study demonstrated that the coach needs training

over a long period of time. They also could have opportunities for observations in general-education classrooms and observation of adaptations modeled with students.

All three third-grade teachers shared a desire to work collaboratively to plan and solve problems with a new innovation. They valued brainstorming to find solutions and were willing to try new innovations (like the adaptation innovation) for their own continuous improvement. Limbrick and Knight (2005) stated that teachers need opportunities to collaborate and reflect on their teaching practices. Professional developers could use teacher self-reflections to help teachers focus on their instructional practice. Self-reflections combined with the support of coaching is needed to support teachers with a new innovation.

Dingle et al. (2011) found that it was important for professional-development providers to consider ways of motivating teachers to change their practices. The collection and analysis of student work provided a motivation for teachers to incorporate an innovation. The collection of student data could become a more central part of the professional development, providing more accountability to help motivate teachers. The teachers in the present study valued collaborative group planning to develop minilessons based on student data.

Findings from the present study support other studies of general-education teachers learning new strategies. Researchers found that teachers were more capable of adopting instructional innovations when they were willing to continually improve their practices (Bryant, Linan-Thompson, Ugel, Hamff, & Hougen, 2001; Dingle et al., 2011).

Classroom Application

The findings in this study include implications for general-education classroom teachers. The third-grade general-education teachers in this study were able to implement an informational-text-writing innovation (adaptations) for their students with learning disabilities. They thought of ways to implement adaptations in other subject areas. For example, Michelle considered using adaptations in reader's workshop. Laurie talked about adapting instruction in all other subject areas. Deanne said the innovation changed her teaching, so she now has many more strategies to use for her students.

The results of this study demonstrated that the general-education teacher is the most important supporter of the student with disabilities in writing. Even if the students have other services, such as speech and language, their main writing support comes from the classroom teacher. Students with learning disabilities are still held to the standards of the Common Core State Standards, so the general-education teacher can provide support for struggling writers through instructional adaptions.

The three classrooms teachers in this study displayed a strong sense of community, where the tone was set for a strong reader's and writer's workshop. Students with learning disabilities were comfortable and included in the general-education classrooms. The safe environment encouraged students to cooperate and be willing to grow and change as writers.

One of the teachers in the study (Deanne) stated that it would be valuable to her to observe the coach or me as we modeled adaptation with students. Ongoing support for teachers could include modeling by the coach or facilitator. It would be beneficial to give

weekly support for the teachers with modeling, additional training, and conversations with the coach.

Read (2005) recommended writing informational text in pairs, providing peer assistance. Writing in pairs helped students have stamina in their writing and helped them include more writing content. In the present study, one of the adaptations used by all three teachers was peer support. Future research could examine the process of using peer support with students with learning disabilities writing informational text.

Each interview with the teachers revealed so much about their approach to using adaptations in their teaching. The teachers valued the time we spent in the interviews, particularly because they enjoyed reflecting on their own practices. Michelle suggested that we include a midpoint team interview, when all the teachers could get together and talk about the adaptation innovation. The IC Map construction was an effective group meeting, where all of the teachers were able to reflect on their practice and think about the use of adaptations. All three teachers and the SLP valued this meeting. Looking back, I would like to have had more of these meetings to discuss and reflect on the innovation.

Educational Theory

This study suggests a possible theory of teachers adapting writing instruction for students with disabilities. The instructional innovation, informational-text-writing adaptations for students with disabilities, is facilitated by training, coaching, and factors that promote adaptations: classroom management and routines, Common Core State Standards, teaching methods (mentor texts, modeling, constructive talk, reflection), collaboration, background knowledge in ELD, context with people factors, teacher and

student engagement, and coaching. The need for adaptations in the general-education classroom is stimulated by the difficulties of informational-text writing.

In addition, a possible theory of coaching emerges from this study. At the beginning of the study, the SLP (Mindy) was asked to take on the role of coach to support the teachers with adaptations for their students with learning disabilities. Mindy received one hour of training on her coaching responsibilities in the beginning of the study. She also participated in the training for the teachers. In the midpoint interview, Mindy expressed that she was not comfortable with the role of coach. She said she needed more training to be familiar with the writing process and informational-text-writing instruction. She also did not think she had the time to observe in the classrooms. Coaching should include an extended period of training in the use of the innovation. In addition, the coach needs to have multiple observations in the teacher's classroom. Third, the teacher could observe the coach modeling the innovation with students. The teacher must view the coach as a person who has more expertise in the innovation. These concepts contribute to a possible theory of effective coaching.

This study demonstrated that an instructional coach needs sufficient training and self-efficacy in order to support teachers in the change process. After the training in the IC Map construction, Mindy became more comfortable as a facilitator; however, the coach needs background knowledge and consistent support in order to facilitate change in others. In addition, this study demonstrates that the coach needs clear expectations of his or her responsibilities and a commitment to follow through.

Recommendations for Future Research

The findings of this study underscore the importance of expanding the research on teachers using adaptations in the general-education classroom. With the full implementation of the CCSS, struggling writers will need more support to be successful (Graham & Harris, 2013). Professional development must provide the support teachers need to develop the instructional skills and pedagogical knowledge that will allow them to integrate the use of adaptations for their students with learning disabilities.

Given the importance of research in the area of classroom adaptations, this study could be repeated using quantitative or mixed methods. Future study is needed on the extent that these teachers can implement new practices and how their concerns evolve throughout the change process. Teachers could be given self-reflections, using scoring rubrics, to help teachers focus on the quality of their instruction. These methods could help add to the research in the use of adaptations for students with learning disabilities.

An extended time for professional development is recommended in order to provide the support teachers need to develop instructional skills needed to allow them to better integrate innovations into their classroom instruction. In the present study, the teachers received support in the training and IC Map construction. In future studies, the teachers could be provided weekly support with additional trainings and consistent coaching.

Afterward: Researcher as Learner

Reflecting on the 8-week study, I recognize that I needed to choose a coach who was trained in writer's workshop. As I planned the study, I decided to connect the

adaptations to the steps of the writing process. I thought this connection would help the engagement of the general-education teachers in the process. I thought the SLP would support the teachers in other adaptations for writing instruction, when appropriate. In the midpoint interview, Mindy said she was not comfortable in the coach role. This adaptation was a surprise and disappointment to me, but we continued to give the one-legged interviews and the teachers supported each other, as needed.

When asked what I could have done to help her to be more comfortable in the coaching position, Mindy said, "I think you were pretty good, giving me all of your information and you were coaching me." This study demonstrated that the coach also needs more intensive training in order to support teachers with adaptations. I would recommend training over a longer period of time, observations in general-education classrooms, and observation of modeled adaptations with students.

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Appendix A

One-Legged Interview Questions

One-Legged Interview Questions

Teacher:

Date:

- How is it going this week with the use of adaptations for your students with disabilities?

-What do you see as strengths and weaknesses of using adaptations?

-Please tell me more.

Appendix B

Adaptation Observation Protocol

Teacher:

Date/Time:

Week:

Lesson:

<div align="center">

<u>Adaptation Observation Protocol</u>

</div>

A. General Instructional adaptations for students with mild to moderate disabilities:

(Students rehearse their stories first, students count and graph, daily, the number of words they write while working on composition, provide extra time to work, students choosing their own topic, teacher adjusting the teaching pace, additional writing conferences)

B. Instructional adaptations for students with mild to moderate disabilities – Pre-writing – (graphic organizers, explicit teaching in vocabulary and idea generation)

**C. Instructional adaptations for students with mild to moderate disabilities – Drafting - ** (writing frames, text organizational skills, text structure) –

**D. Instructional adaptations for students with mild to moderate disabilities –
Editing -**(editing checklists, skill instruction) -

**E. Instructional adaptations for students with mild to moderate disabilities –
Revision -**(cooperative arrangements to help each other revise and edit, reading papers
aloud)-

**F. Instructional adaptations for students with mild to moderate disabilities –
Publish –** (extended time to publish, peer support)

G. Other Instructional adaptations -
(Additional encouragement and praise, modifying grouping, peer support)

H. Monitors students with learning needs assessment/growth –
Yes No Observation -

I. Self-assessment concerning writing instruction –
Yes No Observation -

**J. Additional adaptations the teachers use with informational writing
instruction for students with mild to moderate disabilities:**

Appendix C

Interview Questions Midpoint Interview

Interview Questions
The Third-grade Teachers
Midpoint Interview

1. Are you adapting your writing instruction for special needs students in ways you didn't before the innovation training?

2. If so, how? What do these adaptations consist of? (please give specific examples).

3. How do you think they are working for you and your students?

4. Describe one lesson, where you were successful using an adaptations for your students?

5. Describe one lesson, where you didn't think your use of the adaptation was successful?

6. Which adaptations are working the best for you and your students?

7. How is the innovation process going?

8. What are your concerns about the innovation? (Use of adaptations in writing for students with disabilities).

9. Do you feel like your concerns have changed over the process of the study? If yes,how?

10. How do you think writing instruction should be adapted for students with mild to moderate disabilities, and why?

11. What are the most difficult aspects to learning to write informational text? Do you think your students with disabilities need support in these areas? What kind of support?

12. Tell me about the innovation training. Did you find it useful? What portions of the training were most useful?

13. What factors actually help you adapt writing instruction for students with disabilities?

14. What factors get in the way of your adapting writing instruction for students with disabilities?

Interview Questions
The Speech-Language Pathologist
Midpoint Interview

1. What adaptations do you think would be the most useful for students with mild to moderate disabilities?

2. How is the innovation process going?

3. What are your concerns about the innovation? (Use of adaptations in writing for students with disabilities). About coaching the teachers?

4. Do you feel like the teachers' concerns have changed over the process of the study? If yes, how?

5. Do you think it is important to adapt writing for students with mild to moderate disabilities in the general education classroom? If so, why is it important?

6. How do you think writing instruction should be adapted for students with mild to moderate disabilities, and why?

7. How do you like your new role as coach? What were you able to do? What do you think you were not able to do?

8. Tell me about the innovation training. Did you find it useful? What portions of the training were most useful?

9. What factors actually help teachers adapt writing instruction for students with disabilities?

10. What factors get in the way of teachers adapting writing instruction for students with disabilities?

Appendix D

Interview Questions Exit Interview

Interview Questions
The Third-grade Teachers
Exit Interview

1. Are you adapting you writing instruction for special needs students in ways you didn't before the innovation training?

2. If so, how? What do these adaptations consist of? (please give specific examples).

3. How do you think they are working for you and your students?

4. Describe one lesson, where you were successful using an adaptations for your students?

5. Describe one lesson, where you didn't think your use of the adaptation was successful?

6. Which adaptations are working the best for you and your students?

7. How did the coaching process go?

8. What are your concerns about the innovation? (Use of adaptations in writing for students with disabilities).

9. Do you feel like your concerns have changed over the process of the study? If yes, how?

10. Would you do this study again?

11. Do you think the midpoint interview was valuable?

12. How do you think writing instruction should be adapted for students with mild to moderate disabilities, and why?

13. What are the most difficult aspects to learning to write informational text? Do you think your students with disabilities need support in these areas? What kind of support?

14. How did you feel about the finished products?

15. Tell me about the innovation training. Did you find it useful? What portions of the training were most useful?

16. What factors actually help you adapt writing instruction for students with disabilities?

17. What factors get in the way of your adapting writing instruction for students with disabilities?

18. Is there anything I didn't ask that you wish I had asked?

Interview Questions
The Speech and Language Pathologist
Exit Interview

1. What adaptations do you think would be the most useful for students with mild to moderate disabilities?

2. How is the innovation process going?

3. What are your concerns about the innovation? (Use of adaptations in writing for students with disabilities). About coaching the teachers?

4. Do you feel like the teachers' concerns have changed over the process of the study? If yes, how?

5. How do you think writing instruction should be adapted for students with mild to moderate disabilities, and why?

6. How do you perceive your role has been in the adaptation innovation process?

7. What were you able to accomplish in the process? Not able to do?

8. What role do you wish you had in the innovation process?

9. If you had it to do over again, what would you do differently?

10. What could I have done differently? (comfortable)?

11. Tell me about the innovation training. Did you find it useful? What portions of the training were most useful? Do you think the adaptation innovation influenced the kids? The teachers?

12. What factors actually help teachers adapt writing instruction for students with disabilities?

13. What factors get in the way of teachers adapting writing instruction for students with disabilities?

14. What do you wish I had asked, but I didn't?

Appendix E

NonFiction Revision Checklist

NonFiction Revision Checklist

1. _____ Always be thinking while you read what you wrote. You read it over more than once.

2. _____ Does my writing make sense? Whenever I do revision, I ask – How many times do I reread something.

3. _____ Read paragraph slowly, out loud in a whisper voice.

4. _____ Reread the teacher's paragraph – written on chart paper in a sentence chart.

5. _____ Do I have a topic sentence? Check the chart and see the example: "Bees are insects, so they have certain body parts".

6. _____ Do the supporting sentences support the topic sentence?

7. _____ Is my reader going to understand the sentences as clearly as I do? Do I need to add any details or descriptions? Think about what you wrote to make it better. Every time you make a change, reread to make sure your change makes sense. (Laurie said that even adults rethink it, reread it and revise it. She told them she needs them to do the hard work.)