



Inquiry Question:

Why does the fusion of Art-Based Literacy (ABL), Responsive Classrooms (RC) & Self-Regulation Strategy Development (SRSD) work for students with LD?

Student art-based narratives create "memory-image" references that self-enable learners to sequence & coherently structure writing

Coupled with RC social-emotional learning environments & SR strategies, the ABL intervention yields promise of significant evidence-based literacy gains for students with LDs

Research Supporting RC:

RC fosters self-determination & spurs children's academic, social, and emotional growth through:

- caring environments
- relationship building

Further Research Needed:

- Teacher training to shorten RC intervention effectiveness (presently 2-3 years)
- Effects of SRSD on standardized test performance of students with LDs
- Do students with LD consistently use SRSD skills in other genres of writing
- More studies on adolescents with LDs using ABL

Recommendations:

- Low cost for schools & policy makers
- Engages all students as well as teachers
- Authentic joyful learning
- Closes longstanding achievement gaps

Writing Competency
Agency & Autonomy



Work Session
Monitoring Against Criteria

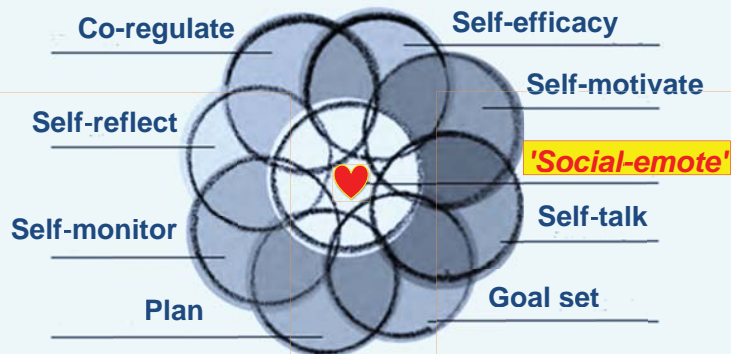
Literature share
Emotion & Motivation

Application
ABL-RC-SRSD Model

Group Share
Adjusting & Enacting Strategies



Modelling
Learning & Planning



Efficacy:

- reading & math literacy (effect size: reading 1.6-2.5 math 1.6-3.9)
- social skills
- teacher-student interactions

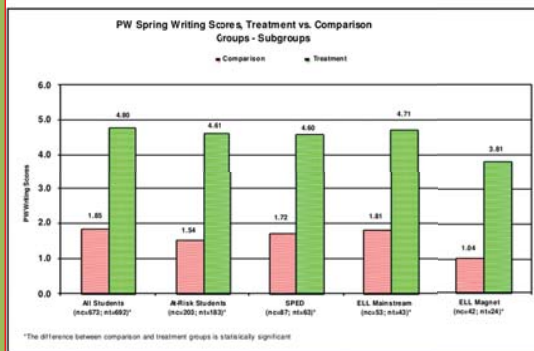
(McTigue & Rimm-Kaufman, 2011)

Evidence base - 40 studies

- Improves writing knowledge, skills & process
- Self-esteem, self-efficacy, motivation
- Goal setting, planning, self-reflection

(Harris, Graham & Santangelo, 2008)

Comparative Summary of Writing Scores for Subgroups: Spring 2008



Research Supporting Art-based Literacy:

Frankel ABL 2007-2010 Literacy Study:

- 1500 students, seventy (70) languages spoken, grades 1-4, & 2 ELL Magnet Programs, grades 1-5
- Visual, kinesthetic & verbal story creation illicit strong emotion that drives writing output

Effect sizes (2008):

All	1.85-4.8
At-Risk	1.54-4.61
SPED	1.72-4.60
ELL Mainstream	1.81-4.71
ELL Magnet	1.04-3.81

Statistically significant gains in each year of the study for all at-risk subgroups including "below benchmark readers"

(Frankel, 2010)

Research Supporting SRSD:

Selected References:

Frankel, S. (2010). *Picturing Writing: Fostering Literacy Through Art*. Portsmouth: Arts in Education Development and Dissemination Research Findings 2007/2010. Retrieved from: <http://www.picturingwriting.org/effectiveness.html>

Graham, S., & Harris, K.R. (2008). Using Self-Regulated Strategy Development To Support Students Who Have "Trudel Giving Things Into Words." *Hannaford Institute on Disabilities*, 29(2), 78-89.

McTigue, E. M., & Rimm-Kaufman, S. E. (2011). The Responsive Classroom® Approach and Its Implications for Improving Reading and Writing. *Reading & Writing Quarterly*, 27(1-2), 5-24.

Olschansky, B. (2008). *The Power of Pictures: Creating Pathways to Literacy Through Art, Grades K-6*. San Francisco: Jossey-Bass.

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