Building Evidence for Teacher Writing Scaffolds Using Single-Case Research Design

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IDEAs that Work

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What we are interested in…

Early Spelling (Pre-k to Early Elementary)

- There seems to be something important and foundational in the act of constructing the spelling of words.

- Ehri (2005) argues that transitioning from pre to partial alphabetic is more actively facilitated through the act of writing (i.e., spelling) over reading.

- Research evidence suggests that the intervention in invented spelling helps students advance in spelling development and word reading over and above intervention in phonological awareness and alphabet knowledge alone (Ouellette et al. 2013)

- Our work is looking at the role that in the moment scaffolding, particularly sequencing, has on the development of early estimated spelling and transfer to word reading.

IDEAs that Work

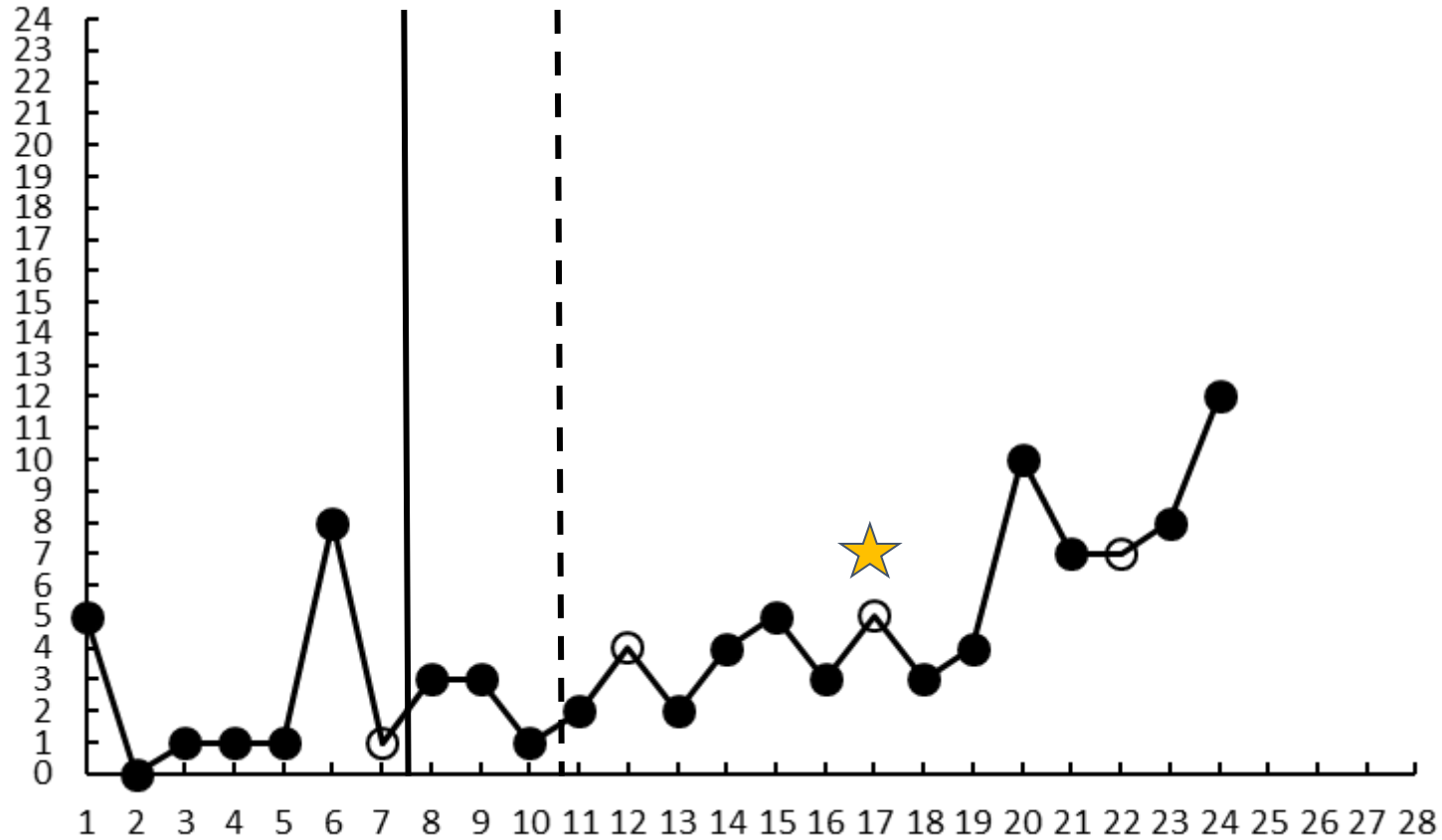**2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE**

Why Single-Case?

- SCRD is a design that provides causal evidence

- Analyze data at a finer grain level
  - Zooming in on the student response to different levels of support

- Continuous measurement of DV allows flexibility in adapting and refining the intervention

- Generalization at similar baseline levels (Ledford & Gast, 2018)

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What does this look like?

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Implications

For Our Research:

- This design helps us collect preliminary data on individualized scaffolding for early childhood spelling

For Practitioners & Clinicians:

- This is data based decision making
- Clarifying constructs, measures, & decision points can help you design and refine interventions to meet the needs of individual students

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