Critique #1

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Santangelo, Harris & Graham (2007) cited work by Harris & Graham (1999), stating that children with learning disabilities found the writing process difficult due to a lack of strategies used by more skillful writers. This is an accurate summary of the detailed list stated in the cited work that lists the specific areas of the writing process. Further, Santangelo et al. (2007) summarized that the SRSD model increased achievement in various components of the writing process for children of all ability levels. While this is reflected in the cited work, Harris & Graham (1999), the addition of an author's note explains that these results do not indicate the differences in writing for students with LD and their normally achieving peers before or after instruction of the SRSD model and that further measures are needed for future studies to address this. Moreover, the long term effects of the SRSD model have not been explored which is not alluded to by Santangelo et al. (2007).

The observation that when writing, students with a learning disability focus more on the mechanics of the writing process than the substance of written work is clearly stated by both Santangelo et al. (2007) and the work cited by Graham, Schwartz & MacArthur (1993). Graham et al. (1993), specific students with LD tend to attribute their success to the accurate use of spelling and neatness, and are more likely to seek assistance from others as opposed to their normally achieving peers who will rely on their understanding of the writing process to complete their work. Where Graham et al. (1993) identify age as a factor in student awareness of the equal importance of substance and mechanics to writing, Santangelo et al. (2007) did not mention this.

Overall, Santangelo et al. (2007) were accurate in the information they cited in the two sources studied in depth, however, it should be noted that the sections referred to did not address the full findings of the cited authors. Only the information that supported the research being conducted was included leaving gaps in creating a clear, holistic picture of the SRSD model.

References

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