



The Associate and Full Professor in Special Education Search Committee
invites you to a talk:

**“ GIVING STUDENTS WITH DISABILITIES ACCESS TO
READING AND LEARNING OPPORTUNITIES BY
IMPROVING WRITING SKILLS: THE DEVELOPMENT AND
IMPACTS OF AN INFORMATIONAL TEXT
WRITING INTERVENTION”**



Michael Hebert

Associate Professor
University of Nebraska—Lincoln

Friday, January 21st , 2:00 p.m.

<https://ucr.zoom.us/j/91291523037>

Meeting ID: 912 9152 3037 Passcode: 430659

ABSTRACT: Writing can be effective for improving reading and learning outcomes for children. However, students with poor writing skills may have difficulty leveraging the power of writing as a learning tool. Because many students also lack informational text reading opportunities during early childhood, the impacts of writing difficulties can be especially pronounced during content area reading and writing activities.

In this talk, Dr. Michael Hebert will present the findings from an experimental study designed to examine the impacts of an informational text writing intervention on the writing and reading skills of struggling writers. The *Structures* intervention was developed to teach students how to use common informational text structures to write expository text, and it includes scaffolds to reduce cognitive load and background knowledge demands for students with learning difficulties. To contextualize the findings of the study within his research program, Dr. Hebert will also briefly present an overview of some of his related work, including (a) research that provided an empirical and theoretical foundation for using writing to support reading and learning, (b) research on the iterative development of the *Structures* intervention, and (c) current and future extensions of the work. The talk will also include time for discussion and questions from the audience.

