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## Helping Children with Specific Learning Disabilities to Improve their Narrative Writing Competence by Teaching Them to Use the Story Maps Strategy

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*The current study reviewed the effectiveness of a graphic organizing technique (story mapping) with 41 elementary and secondary school students who demonstrated difficulties with composition writing. A pre-posttest design was used to determine the benefits of this strategy for the ability of the subjects to plan and produce simple narratives. Measures included the total number of words written and a holistic rating scale. In addition, the opinions of the interventionists regarding the feasibility of the lessons and the materials were ascertained by using an open-ended questionnaire. Results indicate that students who participated in the intervention had significantly larger gains in both writing measures than those in the control group. The interventionists rated the lessons and materials as workable, but also indicated some weak elements. Practical implications of employing story maps in inclusive classroom settings are discussed, and suggestions for future research are provided.*

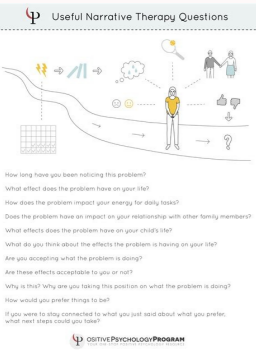
**Keywords:** Composition Writing; Writing Productivity; Story Mapping; Specific Learning Disabilities.

### INTRODUCTION

#### *The Importance of Writing*

The competence of composition writing has a great relevance in every literary society, because "... through writing, we create, store, and communicate knowledge, build up social networks (...), and generate the basis for decisions" (Jakobs & Perrin, 2014, p. 1). In particular, this skill is one of the key prerequisites for a successful school career. During the course of their primary and secondary education, students need to acquire the ability to formulate words and sentences following conventional patterns to create meaningful texts. Just as the level of reading comprehension abilities affects achievement in almost all academic areas, so does the expertise in converting ideas, thoughts, and knowledge

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