



Using the GO 4 IT...NOW! Strategy to Improve Writing Skills

What is the evidence base?

This is a research-based practice for 21 students with disabilities (LD, BED, OHI, EMD, OI, MD, and ID) based on three methodologically sound single-case studies across

- 7 students with LD
- 1 student with BED
- 3 students with OHI
- 2 students with EMD
- 2 students with OI
- 1 student with MD
- 5 students with mild ID

Where is the best place to find out how to do this practice?

The best place to find out how to implement GO 4 IT NOW! is through the following research to practice lesson plan starters:

- [GO 4 IT...NOW! \(Konrad, Clark, & Test, 2017; Konrad & Test, 2007; Konrad, Trela, & Test, 2006\)](#)

With whom was it implemented?

- Students with
 - Disabilities (three single case studies; n=21)
- Ages ranged from 11 - 19
- Males (n=17), females (n=4), not specified (n=0_)
- Ethnicity
 - African American (n= 3)
 - Latino (n=1)
 - White (n=16)
 - Asian (n=1)
 - None reported (n=0)

What is the practice?

GO 4 IT...NOW! writing strategy has been defined as a mnemonic writing strategy which includes the steps: **G**oals, **O**bjectives (n=4), **I**dentify timeline, **N**ame topic, **O**rganize details, and **W**rap it up. This strategy encourages students in write in complete sentences to improve writing expository paragraphs which may include wring IEP goals, and to increase content and quality of their writing.

Where has it been implemented?

- 3 classrooms (2 studies)
- 1 conference room (1 study)

How does this practice relate to Common Core Standards?

- Broad standards from www.corestandards.org ELA
- CCSS.ELA-LITERACY.W-2
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing:

- CCSS.ELA-LITERACY.W-4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W-5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language)
- CCSS.ELA-LITERACY.W-10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- Specific Literacy standards from www.corestandards.org
- CCSS.ELA-LITERACY.W-1 C Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- CCSS.ELA-LITERACY.W-3 B
Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- CCSS.ELA-LITERACY.W-3 C
Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- CCSS.ELA-LITERACY.W-3 D
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

How does this practice relate to the Common Career Technical Core?

- www.careertech.org/CCTC
- .Communicate clearly, effectively, and with reason.
- Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods.
- They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments.
- Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.
- Develop an education and career plan aligned with personal goals such as IEPs.

References used to establish this evidence base:

Barlow, D. H. & Hersen, M. (1984). Single case experimental designs.

Konrad, M., Trela, K., & Test, D. (2006). Using IEP Goals and Objectives to Teach Paragraph Writing to High School Students with Physical and Cognitive Disabilities. *Education and Training in Developmental Disabilities, 41*(2), 111–124.

Konrad, M., & Test, D. (2007). Effects of GO 4 IT . . . NOW! Strategy Instruction on the Written IEP Goal Articulation and Paragraph-Writing Skills of Middle School Students with Disabilities. *Remedial and Special Education, 28*(5), 277–291.
<https://doi.org/10.1177/07419325070280050301>

Konrad, M., Clark, K., & Test, D. (2017). Effects of GO 4 IT . . . NOW! Strategy Instruction on Expository Writing Skills for Students with Disabilities. *Career Development and Transition for Exceptional Individuals, 40*(1), 45–55. <https://doi.org/10.1177/2165143416680884>

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