

# **Right Brain Writing Method**

**(When other methods haven't worked)**

## **The "One Paper a Week" Method**

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**"Help! My teenager can't even write a paragraph by himself."**

**"My child loves to 'journal', but won't write an organized paragraph for anything."**

For many children and teens, writing comes naturally. For others, the writing process needs to be taught in detail, but after the instructional and practice time, their writing becomes independent and continues to get better. But for some children and teens, writing never becomes easy, and they avoid it like the plague. If you have one of these really (not just a little bit), struggling writers, then you now have about 3 different curriculums. Your other children are doing great with them. This child continues to struggle greatly with the process of writing a cohesive paragraph or paper.

### **What is going on?**

Many of these children and teens have an undiagnosed Dysgraphia, or blocked writing gate. They are the ones who reversed letters and numbers longer than their siblings, switched handedness when younger, exhibited many visual/spatial issues like lining up math problems incorrectly, writing letters below the line easily, spacing, etc. In other words, the act of writing, or "head to hand" processing did not transfer to their automatic brain hemisphere. For this reason, "thinking and writing" at the same time takes so much more battery energy for them, than for others without this visual/spatial block. (Read the article, "Smart Kids Who Hate to Write" to see a checklist of the symptoms of Dysgraphia, and the corrections for this at home.)

After teaching elementary students, I taught gifted 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders in the public school. These wonderful teens were in my Resource Room Language Arts program because they were not writing at grade level. They were struggling in three areas that I needed to correct in one year: 1) Dysgraphia; 2) Spelling; 3) Paragraph and Composition Writing. Prior to coming to my Resource Room, all of these students had been carefully taught for many years, all the "regular" methods of writing such as: reading a passage and highlighting the main ideas to include in their writing; making a list of action verbs or colorful adjectives to use; outlining their topic; and using the "spider webbing" process. While all these methods are excellent, these students continued to be "non-writers." They could journal just fine, since that did not include any organization of thoughts, but rather just a conversational "rambling" which suited their style just fine.

What I discovered is that "loose thought patterns" plague many of these children and teens, particularly those suffering with Dysgraphia, ADD or Auditory Processing Problems. The other unique characteristic of these very struggling writers is that they all seemed to have "loose thought patterns." They could not think in an organized manner, and therefore could not write in an organized manner, no matter how much practice they had using various workbook and worksheet methods of teaching. For them to be successful, and not need to be in my Resource Room for more than a year, I needed to come up with a method of teaching them writing that

would move them forward to becoming fluent, independent writers. None of the curriculum I had available in the classroom, or from catalogs had been working, so I developed my own strategy of teaching writing to this particular population. We call this, the “Universal Writing Method” because everyone learns to write using this visual method, no matter how difficult it had been before.

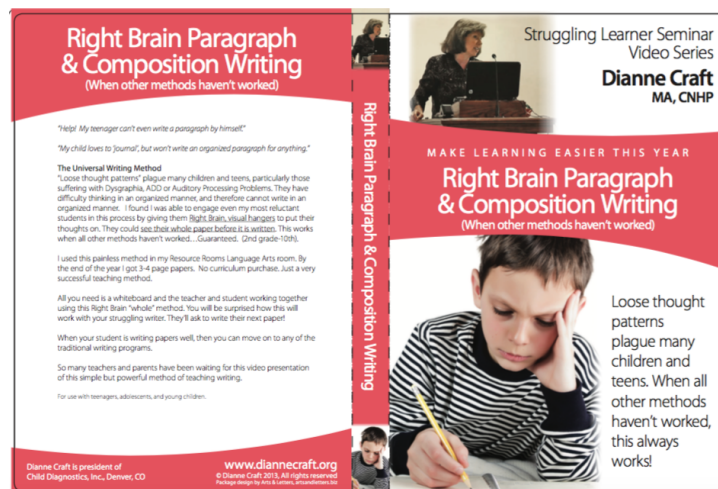
## The “Right Brain Paragraph and Composition Writing” DVD

The “DVD comes with the important Right Brain Writing Instruction Booklet. This informative booklet walks you through the steps to take when working with a beginning, intermediate and advanced writer.

In developing this Universal writing method, I kept several of my observations of these students in mind: 1) Because they could not transfer the “pieces” (left brain) to the “whole” (right brain), the detailed, sequential method of outlining absolutely did not work for them; 2) With their “loose thought patterns”, I needed to help them see the entire paragraph or paper in their head before they could write it; 3) Having them do “re-writes” or editing after they wrote their paper was totally unsuccessful for this group; 4) Correcting spelling errors on the paper was very defeating to them; 5) Immediate feedback and motivating strategies were necessary. Praising work was not enough.

Using these observations, I developed the Right Brain writing method using a simple formula:

1. Right Brain Webbing
2. Modeling
3. No Re-Writes
4. Baby steps
5. Unique method of “correcting” the paper,
6. The “one paper a week” Visual Writing Program



<http://stores.diannecraft.org/6-right-brain-paragraph-composition-writing/>