Notice of the Final Oral Examination
for the Degree of Master of Arts

of

INO STAVROPOULOU-KAMPOULOU

BA (Hons) (University of Athens, 2011)

“The Effects of PLEASE on the Writing Performance of High-school Students with High Functioning Autism Spectrum Disorder”

Department of Educational Psychology and Leadership Studies

Wednesday, July 15, 2020
1:30 P.M.
Remote Defence

Supervisory Committee:
Dr. Gina Harrison, Department of Educational Psychology and Leadership Studies, University of Victoria (Supervisor)
Dr. Jillian Roberts, Department of Educational Psychology and Leadership Studies, UVic (Member)

External Examiner:
Dr. James Nahachewsky, Department of Curriculum and Instruction, UVic

Chair of Oral Examination:
Dr. Sang Nam, Peter B. Gustavson School of Business, UVic

Dr. Stephen Evans, Acting Dean, Faculty of Graduate Studies
Abstract

Students with Autism Spectrum Disorder (ASD) often require academic support to participate in the inclusive classroom. SRSD writing interventions have proven to be effective on this population. As there is a gap in the literature regarding the effectiveness of SRSD writing interventions on high-school students with ASD, this study employed a single-case design (SCD) to investigate the implementation of PLEASE paragraph-writing on two high-school students with high-functioning ASD. Response to intervention was assessed with pretest and posttest measures and with progress monitoring across intervention sessions. Data analysis included Percentage of Non-Overlapping Data (PNDs) and visual inspection of the line. Results indicated that PLEASE was very effective in improving the student’s writing and planning skills regarding theme development and organization, and draft-writing and self-monitoring respectively. Results of this study are discussed in relation to existing literature on SRSD, writing interventions, and ASD. Implications for educators and professionals working with high-school students identified with ASD and writing difficulties are discussed.