

Article Review

**Complete APA bibliographic reference:**

Myles, B., Rome-Lake, M., Barnhill, G., Huggins, A., Hagiwara, T., & Griswold, D. (2003). Written profile of children and youth with Asperger syndrome. *Education and Training in Developmental*, 38 (2), 362-369.

**Three to five descriptor terms that best describe the topic:**

Main: Special Education, written language

**Type of Article:**

Quantitative Research

**Levels:**

Lower elementary (1-3), Upper Elementary (4-5), Middle School (6-8), High School (9-12)

**Briefly stated major purpose(s) of the study:**

To investigate written language skills and letter making skills of students with Asperger Syndrome. To determine the best practice for teaching written language skills and letter making skills for students with Asperger Syndrome.

**Research article –**

Students with Asperger Syndrome can produce similar sentences but the sentences are not as complex. Students with Asperger Syndrome need more support and accommodation with the metoric process of writing than the concepts of writing.

**Quantitative Study Information:**

Independent Variables Included:

Age, 8- 16 years old

List Dependent Variables:

With and without Asperger Syndrome, sentence structure, legibility

Treatment:

Assessments were administered individually. The *Test of Written Language (TOWL-3)* and *Evaluation Tool of Children (ETCH)* were administered in a clinical setting. An informal analysis of written language samples was done using research based criteria.

Is reliability information reported? yes

*TOWL-3, ETCH*

Is validity information reported? yes

*TOWL-3, ETCH*