

## Introduction

Writing is a complex linguistic activity that relies on skills across a variety of language domains including syntax, vocabulary and other areas of semantics, and metalinguistic knowledge. Although it clearly falls within the scope of practice for SLPs, many SLPs report inadequate training in graduate school for addressing writing (Blood et al., 2010) or other barriers to implementing written language assessment or intervention (Ehren & Ehren, 2001).

The **Strategic and Interactive Writing Instruction (SIWI)** approach has been widely studied with students who are deaf and hard of hearing (DHH) who use a variety of communication approaches (e.g., Wolbers, 2008; Wolbers et al., 2022). Although it has been primarily used by teachers of DHH students during classroom writing instruction, we present here a case study describing how SIWI has been integrated into treatment sessions by a speech-language pathologist. The three overarching principles of SIWI emphasize: **1) Strategic, 2) Interactive, and 3) Linguistic/Metalinguistic** approach to writing within an authentic and balanced framework. These principles guide instructors as they engage in co-creating texts with students, and through discussions within the language zone (a space devoted to using, examining, and discussing language). These principles exhibit a high degree of overlap with the scope and practices of SLPs but this is the first report of an SLP's implementation of SIWI in therapy.

### The goals of this study are to:

1. Describe how one SLP applied the principles of SIWI to her work with DHH children
2. Describe how these principles might be applied to an SLP's practice and caseload more broadly.

## Participants

### Characteristics of SLP

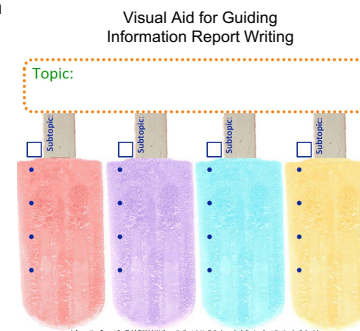
- **Years practicing as an SLP:** 42 years
- **Years of experience with SIWI:** 11 years
- **Clinical experience (sites):** public school, private practice, early intervention, residential school
- **Clinical experience (population):** preschool, elementary, middle school students
- **Clinical specialty:** working with children who are Deaf/hard of hearing (13 years experience)

### Characteristics of School & Students

- **School:** public, pre K-5<sup>th</sup> grades, 65% of student qualified for Free and Reduced Lunch
- **Students:** Students who are Deaf and hard of hearing
- **Communication modality:** spoken English
- **Ages of students:** Pre K – 5<sup>th</sup>
- **Educational setting:** general education + Teacher of DHH students with SLP services
- **Therapy sessions:** 45 min, 4x/week on average

## SIWI Implementation

- **Instruction proceeds through specific genres of writing:** recount, information sharing, persuasive, etc.
- **Structured instruction including visual aids** (e.g., popsicles for structuring information report writing)
- **Balanced approach to writing instruction:** equal time is devoted to the writing process and to building language skills
  - All contribute to co-creating the text through verbal discussion
  - Equal time spent on word, sentence, and discourse level
- **Writing for authentic audience:** writing activities designed for specific purpose and audience
  - Example: write a letter to the principal recounting the rules for playing on the playground
- **Allows for targeting various goal areas:**



### Articulation

- Reread text aloud to target any speech sound
- Select topics that will contain target sounds
- Encourage students to take their own data on sound production

### Pragmatics

- Ask and answer questions
- Accept and offer feedback
- Repair communication breakdowns
- Infer others' knowledge or reactions
- Adjust register depending on context
- Consider the audience's background knowledge and perspective

### Morphology/Syntax

- Discuss verb tenses that naturally arise in the writing process
- Include direct instruction of derivational morphemes
- Target regular and irregular plurals in context
- Discuss function words and how they alter the meaning of the sentence (e.g., the/a, in/on)

### Semantics

- Integrate sensory details and other descriptive language
- Expose to new linguistic and metalinguistic vocabulary and knowledge
- Explore contextually-dependent meanings of multiple meaning words
- Discuss correct prepositions given the target context
- Expand vocabulary knowledge in depth and breadth
- Include transition words for building discourse cohesion

## SIWI Modifications for Speech Therapy Sessions

- **Session duration/dosing:** in her clinical judgment, the SLP believed that SIWI can be effectively implemented with 30-minute sessions 3x/week
- **Collaborative focus:** Less focused on independent writing practice and more on rich metalinguistic discussions while co-creating text

## Conclusion

According to the SLP's clinical experience and reflection, students who participated in SIWI groups exhibited:

- Increased generalization of language and articulation skills
- Achieving therapy goals quickly
- Better test scores due to enhanced carryover of language and literacy skills

## Limitations and Future Directions

- Previous SIWI research has been focused on students who are DHH. Additional research is needed to understand how SIWI can be implemented with students who have other communication needs
- Collect outcome measures to quantify the effects of SLP-implemented SIWI

## Contact Information

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