



SIWI Can Be Used in Speech Therapy

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Topic & Purpose

Speech-language pathologists (SLPs) play a crucial role in supporting the speech, language, and writing goals of deaf children. However, many SLPs lack sufficient training in addressing children's writing needs. This paper seeks to bridge the gap by exploring the applicability of Strategic and Interactive Writing Instruction (SIWI), an evidence-based framework tailored for deaf students, for SLP therapy. The authors provide a tutorial on SIWI and real-life examples of implementation, so that SLPs can gain a better understanding of how they can support deaf writers.

The study documented one SLP's use of SIWI principles during her sessions with deaf students. Observations of strategic instruction for teaching genres and writing processes with visual scaffolds, interactive instruction via metacognitive questioning and collaborative writing, and language instruction through explicit explanations accompanied by practice in co-constructed writing were documented. Areas of communication commonly addressed by SLPs during therapy sessions were illustrated in SIWI lessons.

Study Outline

Findings

The SLP effectively integrated SIWI to target various speech and language goals for deaf students. The SLP's approach provided a holistic, language-centered perspective and resulted in greater carryover to classroom tasks compared to traditional therapy methods. By situating speech and language practice within student-selected topics, the SLP achieved high motivation and engagement from her students. The SLP considered SIWI to be the most effective tool in her practice. The focus on writing aligns with the American Speech-Language-Hearing Association's position statement, emphasizing the critical role of SLPs in assessment and intervention for children's writing development.

SLPs may not fully recognize their potential impact on deaf students' speech, language, and writing when addressing all three areas in authentic and meaningful ways. It is recommended that SLPs consider pursuing training in integrating SIWI into their therapy sessions for deaf students. The incorporation of SIWI into therapy can lead to positive outcomes for all stakeholders involved. The evidence-based, holistic approach offered by SIWI can effectively address individual goals within context, foster student engagement, and ultimately improve learning outcomes that are transferred to classroom tasks.

Ideas to Consider

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