



Writing and the Writing Process

What is it?

- Writing is a form of expressive language, or *output* of information.
- Children with language or executive functioning weaknesses (i.e., planning, organization) are likely to have difficulty with the writing process.
- Deficits in other language domains, such as syntax, morphology, pragmatics, semantics, and phonology, will impact a child's writing and their writing process¹
- The writing process may include:
 - Planning
 - Drafting
 - Editing
 - Revising
- Paragraph structure can include:
 - Organizing details
 - Topic sentence creation
 - Conclusion sentences
 - Summarizing context
 - Embedding and analyzing a quote
- Understanding text structures
 - Persuasive
 - Opinion
 - Expository
 - Narrative
- Children who have difficulty with written language may struggle with the following:
 - Outlining, or planning, a paragraph or essay
 - Forming grammatical sentences
 - Composing compound and complex sentences
 - Formulating topic and conclusion sentences
 - Generating relevant, supporting details
 - Using punctuation and other mechanics
 - Recognizing and repairing run-on sentences or fragments
 - Developing and maintaining cohesion; staying on topic

The Role of the Speech-Language Therapist

- Speech-language therapists are experts in literacy and language (e.g., syntax, morphology, pragmatics, semantics, and phonology), which includes written language.
- Writing is a skill that requires these literacy and language skills. **Therefore, writing and written language are within the scope of practice of the speech-language therapist.** Many times, writing is impacted by a preexisting language or reading weakness or disorder (i.e., dyslexia).

¹ American Speech-Language-Hearing Association. (n.d.). *Disorders of Reading and Writing* [Practice portal].
<https://www.asha.org/practice-portal/clinical-topics/written-language-disorders/disorders-of-reading-and-writing/>

- When a student is referred to the speech-language therapist to address writing needs, a writing sample may be analyzed to assess organization, sentence structure and variety, grammar, vocabulary use, and mechanics.
- Writing is a fluid (and creative!) process; therefore formal assessments are not always necessary or sufficient to determine writing-related deficiencies. Many times, writing weaknesses may be connected to a broader deficit in a language domain(s).
- If the child receives direct therapy to address writing, the speech-language therapist may integrate therapy as a “push-in” to a writing-intensive class (i.e., English Language Arts, History) to support the student in the classroom context.

Intervention and Instruction in the Classroom

- At AIM Academy, the speech-language therapist works closely with the teachers to gather information about the student’s needs in the writing process.
- By collaborating with teachers, the speech-language therapist gains access to classroom materials and resources to reinforce these strategies across different classroom settings.
- The speech-language therapist may focus therapy around skills such as:
 - Generating ideas in the brainstorming stage
 - Improving vocabulary use and variety
 - Expanding simple sentences with coordinating conjunctions (i.e., and, but, so) or subordinating conjunctions (i.e., although, when, if).
 - Initiating writing with sentence starters
 - Organizing using story boards and outlines
 - Summarizing textual evidence
- For younger students, intervention may target more foundational writing skills, primarily at the sentence level.
- For older students, the speech-language therapist may assist with the pre-writing stages, such as outlining and organizing ideas into a succinct clear format.

If you’re interested in Speech-Language services at AIM for your child, please contact supportservices@aimpa.org