

## **Panel Presentation**

**Panel Title:** The Impact of Cognitive Process Models for Writing in a Social Context

### Overview of the Impact of Social Models on Writing

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The purpose of this presentation is to provide an introduction and overview of the themes and methods that connect the studies represented in this panel. This presentation establishes the theoretical assumptions and methodological practices employed in the research investigations shared by my co-presenters. Specifically, the theory informing and the data collection and analysis procedures used to study the impact of social models on process writing in individuals with communication disorders will be presented. From a social constructivist perspective, children develop cognitive structures and capacities through active engagement with their world (Vygotsky, 1978). A process view of writing is a natural extension of constructivist views of literacy established by researchers, clinicians and educators (Dyson, 2003; Clay 1998). This view sees writing as a social tool capable of mediating social and communicative acts. From this vantage point, writing develops as children use written language to communicate intent, organize experience, and regulate emotion in the context of social interactions. The process of continually constructing and shaping messages for authentic and functional interaction is at the heart of process writing. Consequently, investigation of writing acquisition must necessarily adopt a broader view of how writing is defined. This portion of the panel presentation will argue for research including not only the written products, but also the interactions prior to, during and post writing. Conceptualizing these interactions as *writing events* allows for greater explication of *how* a social model of writing impacts development in children with communication disorders (Damico, 2012; Weill, 2015; Maxwell 2015).

Researchers focused on process writing are interested in how the transactions and products leading up to, during and after writing become negotiating tools of an author's interactional space (Dyson, 2003). Inquiry centers on *explication* of *writing events* and associated social actions. With this aim, qualitative research methods uniquely appropriate for the investigation of *writing events* will be described. Data collection contexts such writer's workshop, shared writing, author's chair and publishing will be detailed. The purpose of describing methods and contexts in this presentation is to situate participants in this panel for the results from the studies reported by the co-presenters. As will be discussed, these data collection contexts provided children with opportunities to discuss, re-read, reorganize and conceptualize their writing individually, in dyads and/or in small groups and provided researchers with the textual data necessary for studying writing acquisition. Children engaged in these data collection contexts experienced writing in a variety of genres and at multiple stages of the writing process. This presentation will describe how these data collection contexts allow investigations of how the facilitation of more experienced writers engage children with communication disorders in the process of constructing and continually shaping messages for audiences using social interaction and language to convey intent through writing. Ultimately, this

presentation will prepare participants to see how the various studies reported by co-presenters demonstrate the impact of social models on the writing of children.