Abstract for half-time review
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Observational learning intervention of narrative writing in children with or without hearing impairment

Background: Adequate writing skills are key to school success and societal participation. Effective tools to support writing development are needed for all students and particularly for those at risk for language and/or hearing impairment (HI). Observational learning (OL) has been shown to improve writing skills. Observing peers gives insights into one’s own writing. Further, separating the learning activity from actual writing seems to alleviate cognitive strain.

Research questions: Does the intervention change:
1) text quality of students’ narratives?
2) accuracy of their self-efficacy beliefs?
3) the revision processes?
and
4) How do cognitive and linguistic skills relate to the outcome of the intervention?

Method: Five classroom lessons were designed, addressing different aspects of reading and writing: reader awareness, beginning and ending of narratives, text organization, and revision. Fifty-three 5th-grade mainstreamed students with normal hearing participated, as well as ten students in special school (5th to 8th grade) with hearing impairment. Students observed and reflected on film clips of peers reading, commenting on, and writing personal narrative texts. They wrote texts on given subjects before and after intervention periods and after three months. They reported self-efficacy beliefs of their own writing skills before and after intervention and performed cognitive (working memory) and linguistic (language and reading comprehension) tests. Text quality was assessed holistically, and results analyzed with a mixed effects model. Self-efficacy beliefs were compared with independent raters’ text quality scores. The texts were written in a keystroke logging program, which makes writing processes possible to study.
**Preliminary results (RQ 1 and 2):** 1) Intervention had a modest, positive and sustained effect, on text quality in students with normal hearing. 2) All students overestimated their writing skills before and after the intervention, compared to assessed text quality. Students with HI seemed better calibrated between self-efficacy beliefs and assessed text quality after intervention.

**Implications:** The intervention can easily be incorporated into school curriculum to strengthen narrative writing skills. OL may lead to improved accuracy of self-efficacy beliefs in special school students. If students change revision patterns, it may suggest that the intervention supports learning of new writing strategies.

**Articles:**
1. Improving narrative writing skills through observational learning: A study of Swedish 5th-grade students (Subm.)
2. Accuracy of self-efficacy beliefs about narrative writing in children with & without hearing impairment (Abstract)

Two of these themes – which ones will be decided after feedback from halftime reviewers
a. Learning to revise – effects in the writing process after an intervention of observational learning
b. Children with hearing impairment: Temporal processes in writing (planned)
c. Effects of observational learning for students with hearing impairment (planned)
d. Self-efficacy: Awareness in 5th-graders of narrative abilities and writing skills – Does awareness help, and does intervention affect awareness?