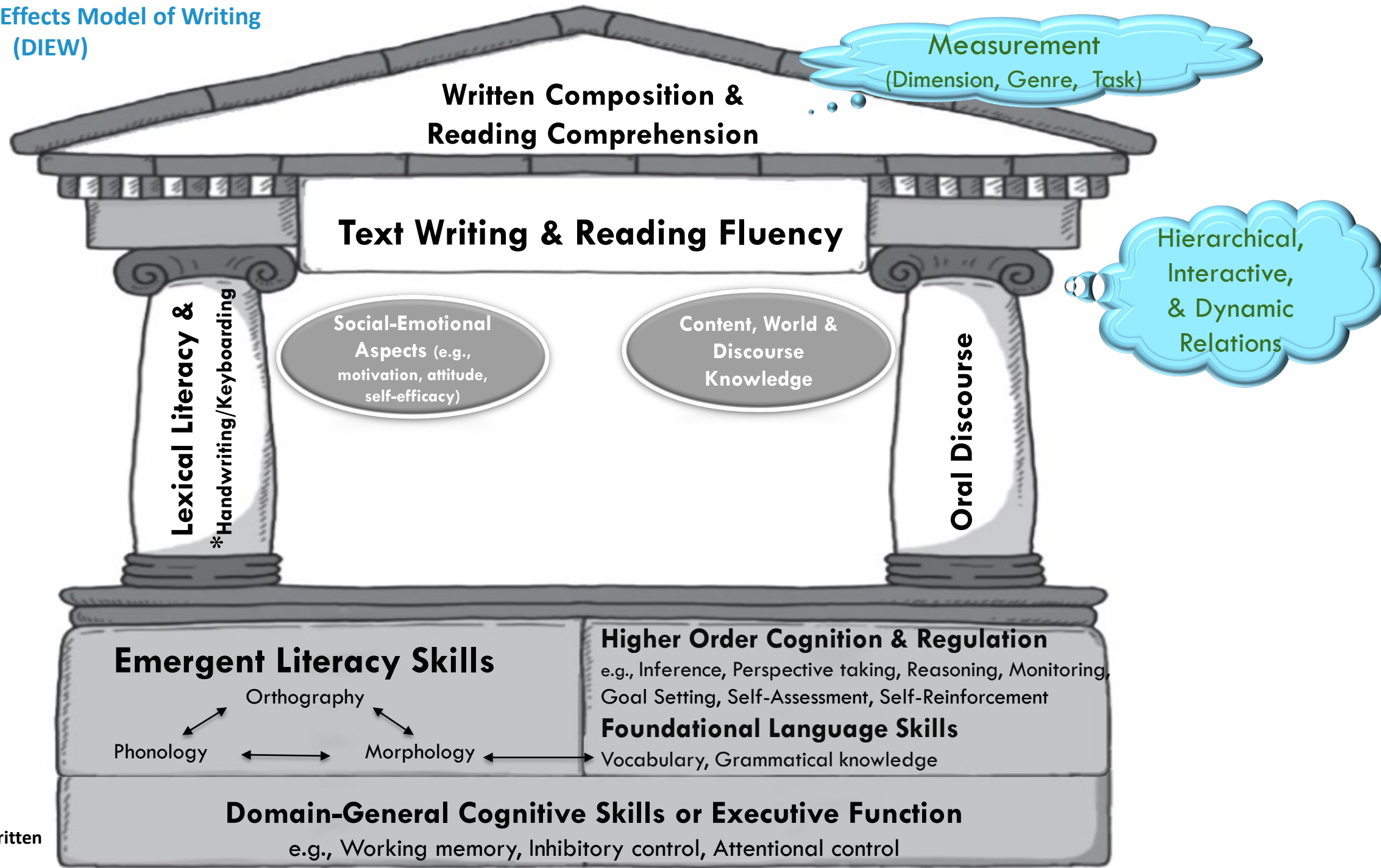


# Direct Indirect Effects Model of Writing (DIEW)



\*only relevant to written composition

## **Details about DIEW** can be found in the following:

Kim, Y.-S. G. (2020). Structural relations of language, cognitive skills, and topic knowledge to written composition: A test of the direct and indirect effects model of writing (DIEW). *British Journal of Educational Psychology*, 90, 910-932.

<https://doi.org/10.1111/bjep.12330>

Kim, Y.-S. G., & Graham, S. (2022). Expanding the direct and indirect effects model of writing (DIEW): Dynamic relations of component skills to various writing outcomes. *Journal of Educational Psychology*, 114(2), 215-238.

<https://doi.org/10.1037/edu0000564>

Kim, Y.-S. G., & Park, S. (2019). Unpacking pathways using the Direct and Indirect Effects Model of Writing (DIEW) and the contributions of higher order cognitive skills to writing. *Reading and Writing: An Interdisciplinary Journal*, 32(5), 1319-1343.

<https://doi.org/10.1007/s11145-018-9913-y>

Kim, Y.-S. G., & Schatschneider, C. (2017). Expanding the developmental models of writing: A direct and indirect effects model of developmental writing (DIEW). *Journal of Educational Psychology*, 109, 35-50. <https://doi.org/10.1037/edu0000129>

## **For information on the reading-writing relations**, feel free to take a look at the following.

Kim, Y.-S. G. (2024). The science of reading-writing connections. In C. MacArthur, S. Graham, & J. Fitzgerald (Eds.) *The Handbook of Writing Research*, 3<sup>rd</sup> Edition Guilford Press.

Kim, Y.-S. G. (2022). Co-occurrence of reading and writing difficulties: The application of the interactive dynamic literacy model. *Journal of Learning Disabilities*, 55(6), 447-464. <https://doi.org/10.1177/00222194211060868>

Kim, Y.-S. G. (2020). Interactive dynamic literacy model: An integrative theoretical framework for reading and writing relations. In R. Alves, T. Limpo, & M. Joshi (Eds.), *Reading-writing connections: Towards integrative literacy science* (pp. 11-34). Springer.

[https://doi.org/10.1007/978-3-030-38811-9\\_2](https://doi.org/10.1007/978-3-030-38811-9_2)