



DLM Webinar #3: How do I prepare my students for the DLM?



October 10, 2024

Kansas leads the world in the success of each student.

Instructionally Embedded Assessment



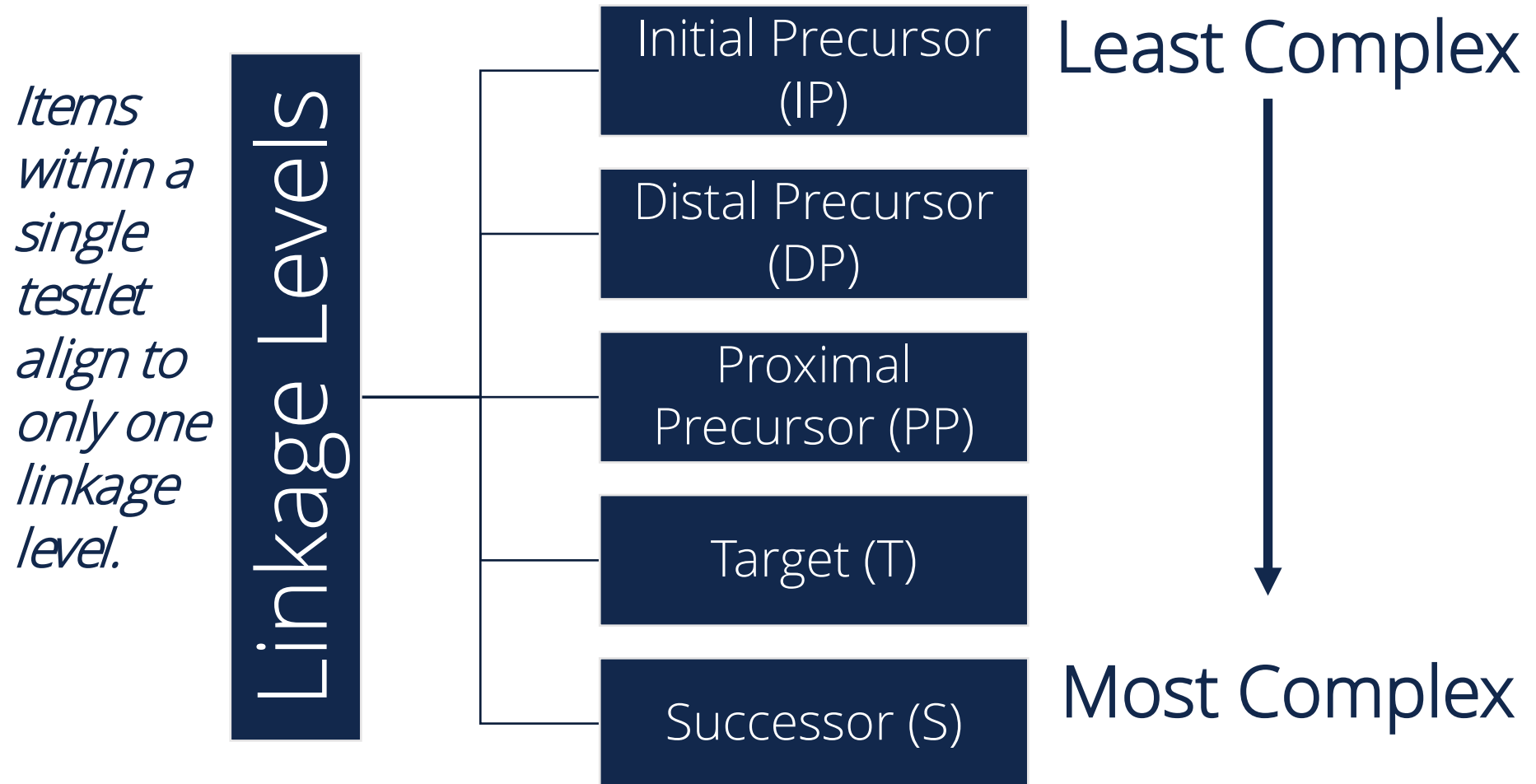
Assessment Cycle



PROCESS FOR INSTRUCTIONALLY EMBEDDED ASSESSMENTS



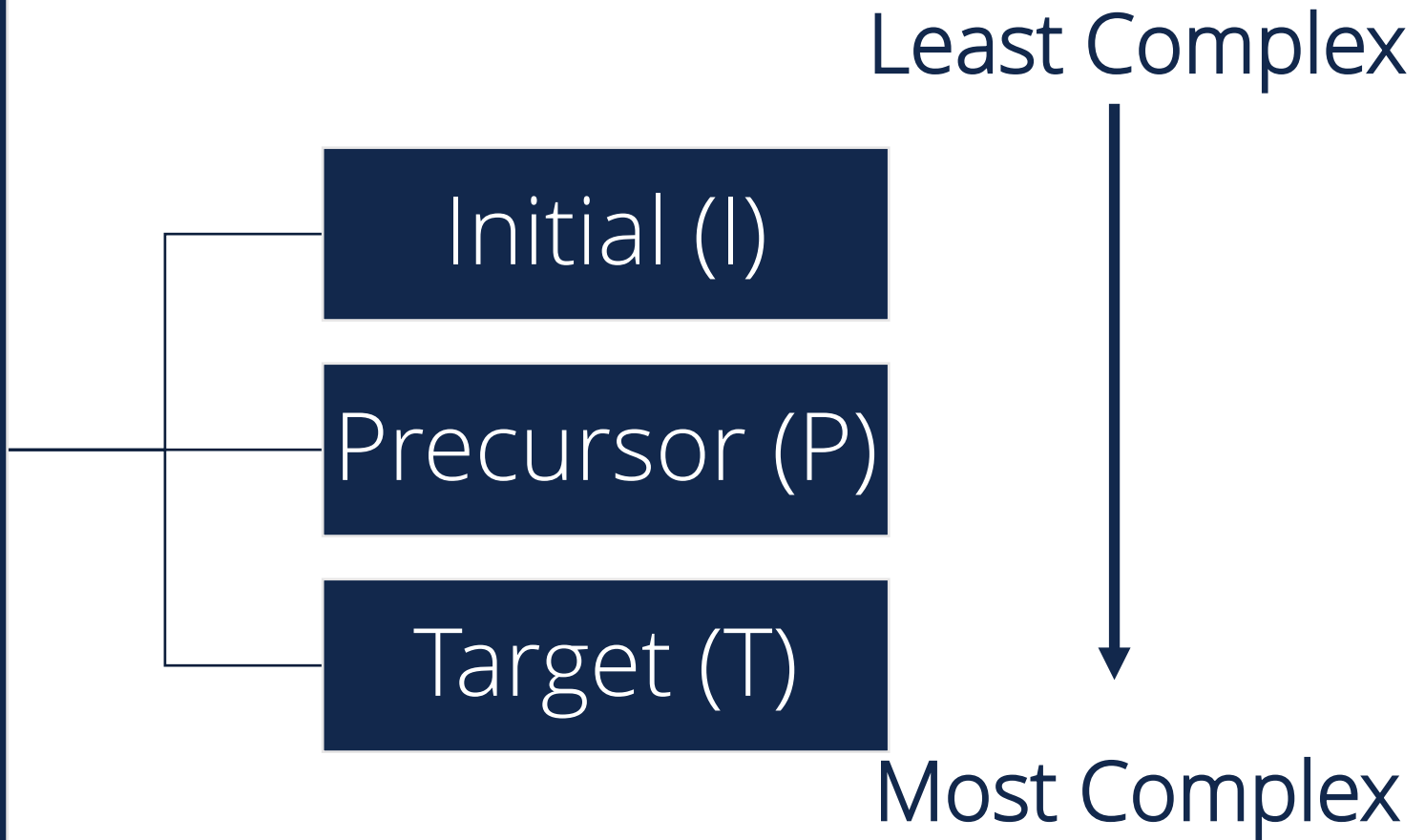
Linkage Levels: ELA and Mathematics



Linkage Levels: Science

Items within a single testlet align to only one linkage level.

Linkage Levels




Understanding the Testlets



Kite Suite



Educator Portal- teachers

Kite 

Reminder: Do not give out, loan, or share your password with anyone. Allowing others access to your Educator Portal account may cause unauthorized access to private information. Access to educational records is governed by federal and state law.

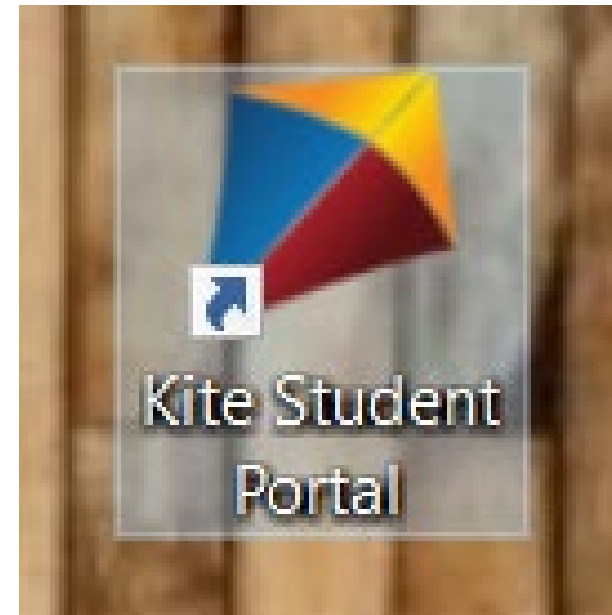
SIGN IN TO EDUCATOR PORTAL

USERNAME:

PASSWORD:

[Sign In »](#) [Forgot Password?](#)

Student Portal- students



Testlet Structure and Types



Every testlet has an engagement activity and test items/questions

Computer-Delivered

- Intended for the student to interact with the computer independently or with support.
- NOT assessing the student's ability to use the technology.
- Most common.

Teacher- Administered

- Used at lower linkage levels or when the content is not easily accessed with on-screen info.
- Provide the test administrator with a script to follow.

ELA Writing Testlets

- One ELA testlet per window must be a writing testlet.
- Essential Elements for writing are combined and assessed in one testlet.
- Linkage levels are also combined.
 - **Emergent** writing (EW) testlets combine Initial Precursor and Distal Precursor linkage levels.
 - **Conventional** writing (CW) testlets combine Proximal Precursor, Target, and Successor linkage levels.
- All writing testlets are teacher-administered.
- Writing testlets are not scored by the system until the end of year report, will show a (-) on the progress report.



Writing Essential Elements



KS Blueprint/Selection Record

ELA.C2.1 Use writing to communicate.

ESSENTIAL ELEMENT	*CHOOSE 1: DESCRIPTION
EE.W.3.2.A	Select a topic and write about it including one fact or detail.
EE.W.3.4	With guidance and support, produce writing that expresses more than one idea.

* When a writing EE plan is created the appropriate writing testlet to cover all writing EEs will be sent to the student (Initial and distal precursor levels send an emergent writing (EW) testlet; proximal precursor, target, and successor levels will send a conventional writing (CW) testlet).

KITE Instruction and Assessment Planner

All students are assessed in writing and must take one writing testlet. Select the appropriate linkage level for the writing testlet.

Claim: ELA.C2 Students can produce writing for a range of purposes and audiences.
Conceptual Area: ELA.C2.1 Use Writing to Communicate

Essential Element	Initial Precursor	Distal Precursor	Proximal Precursor	Target
ELA.EE.EW.3.IP Emergent writing	Directs attention to objects or people			
ELA.EE.EW.3.DP Emergent writing		Attends to stimuli and chooses between two objects		
ELA.EE.CW.3.PP Conventional writing			Selects topic and connects words together	
ELA.EE.CW.3.T Conventional writing				Produce writing which expresses more than one idea about a topic

Testlet Information Page

This is a secure testing document. Do not reproduce or redistribute. Shred after use.



DYNAMIC[®]
LEARNING MAPS

FALL ELA RI.3.2 IP 10651

Testlet Information Page: ELA10651

Testlet Type: Teacher-administered

Number of Items: 3

Materials Needed: Engagement Activity: three familiar objects. Item 1: one familiar object. Item 2: one familiar object not used in the previous item. Item 3: one familiar object not used in the previous items.

Materials Use: The student will seek a familiar object, once the object has been removed from immediate touch or view.

Suggested Substitute Materials: None

DLM Text Title: Fun on the Bus

Type of Text: Reading Informational Text

Familiar or Unfamiliar? Familiar

DLM Source Book: Ramona Quimby, Age 8

Accessibility supports NOT allowed:

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DYNAMIC[®]
LEARNING MAPS

FALL Math 3.G.2 PP 1638

Testlet Information Page: Math1638

Testlet Type: Computer-delivered

Number of Items: 3

Materials Needed: See attached pages for alternate text and materials for administration to students who are blind or who have visual impairments and have difficulty with on-screen content.

Materials Use: None

Suggested Substitute Materials: None

Calculator Use Allowed: Not Applicable

Math Vocabulary Used in the Testlet: rectangle, circle, row, column, equal

Accessibility supports NOT allowed:

Definitions (see "Other Comments")

Other Comments: Test administrator should not define the following word(s): divide.



Supports for the DLM Assessment

Three categories

1. Provided in Kite® Student Portal
2. Requiring additional materials
3. Provided by the test administrator



Category 1 Accessibility Supports

Category 1 Supports	In Combination with Other Supports?
Contrast Color: white background with green or red font; black background with gray or yellow font	Do not use Contrast Color AND Invert Color Choice or Overlay Color.
Invert Color Choice: black background with white font	Use Contrast Color or Invert Color Choice but not both. Do not use Overlay Color with Invert Color Choice.
Magnification: 2x, 3x, 4x, or 5x	The larger the magnification, the more scrolling is necessary. Consider projecting on a whiteboard.
Overlay Color: blue, gray, green, pink, and yellow options; font remains black	Do not use with Contrast Color or Invert Color Choice.
Spoken Audio: text only, text and graphics, or nonvisual (Text is highlighted in yellow as it is spoken.)	Do not choose Invert Color Choice or yellow for Overlay Color. Other colors in Contrast Color and Color Overlay may not be easy to see given the highlighted spoken text.



Category 2 Accessibility Supports

Category 2 Supports	In Combination with Other Supports?
Alternate Form-Visual Impairment	This can be used in conjunction with Braille or with any of the Category 1 supports.
Braille	Select Alternate Form-Visual Impairment as well as Braille. No other Category 1 supports are necessary.
Calculator	OK
Individualized Manipulatives	OK
Single-Switch System (Switch is used to scan and highlight each response option in yellow.)	Do not choose Invert Color Choice or yellow for Overlay Color. Other colors in Contrast Color and Color Overlay may not be easy to see given the highlighted text.
Two-Switch System (One switch is used to scan and highlight each response option in yellow. The other switch is used to enter the chosen response option.)	Do not choose Invert Color Choice or yellow for Overlay Color. Other colors in Contrast Color and Color Overlay may not be easy to see given the highlighted text. If using Spoken Audio as well, the test administrator would activate the Spoken Audio.



Category 3 Accessibility Supports

Category 3 Supports	In Conjunction with Other Supports?
Human Read Aloud	This can be used in conjunction with or instead of Spoken Audio. If the student has a visual impairment, TIPs contain alternate text descriptions for any visual components in testlets.
Language Translation	Spoken Audio is moot if using Language Translation.
Partner-Assisted Scanning (Test administrator points to and/or reads each item and response option to the student.)	This can be used instead of Spoken Audio. Human Read Aloud may be selected as well.
Sign Interpretation of Text	Sign Interpretation is akin to Language Translation. Spoken Audio is moot if using Sign Interpretation. The Alternate Form-Visual Impairment may be useful when signing for students with deaf-blindness.
Test Administrator Entering Student Responses	OK



Accessibility Manual

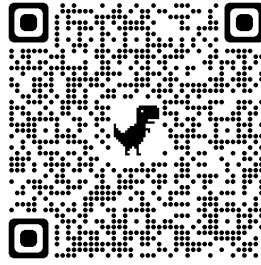
- Examples of accessibility supports
- Further guidance
- Common accessibility issues and example solutions
- Supports not allowed



Resources



DLM website



[Kite® Suite](#)

[Educator Portal[™]](#)

[Professional Development](#)

[SEA Login](#)

[Training Courses](#)

[About DLM](#) ▾

[For States](#) ▾

[Instructional Resources](#) ▾

[Research](#) ▾



Dynamic Learning Maps[®] Alternate Assessment

We provide an instructionally relevant assessment and report assessment results to help guide instruction.

[Test Updates](#)

[Member States](#)



DLM Kansas page

Kansas



Model
Instructionally Embedded

2024-25 Testing Windows
Fall: 09/09/24–12/20/24
Spring: 02/5/25–04/25/25

Testing Subjects
English Language Arts, Mathematics, Science

Contacts
Julie Ewing^{ED}, Assessment
Cary Rogers^{ED}, Special Education

Kansas Department of Education^{ED}

Filter Results

Role

- All
- Teacher
- Assessment Coordinator
- Data Manager
- Technology Manager
- Parent

Resource Category

- All
- Assessment Resources
- Instructional Resources
- District Staff Resources
- Scoring and Reporting
- Professional Development

Content Area

- All
- English Language Arts
- Mathematics
- Science

Resources

[Accessibility Manual \(pdf\) 07/01/2024](#)
provides guidance on the selection and use of accessibility features

[Alternate Assessment Flow Chart for Kansas \(pdf\)](#)

[Alternate Assessment Notification for Kansas \(pdf\)](#)

[Alternate Assessment Notification \(en Español\) for Kansas \(pdf\)](#)

[Assessment Coordinator Manual for Instructionally Embedded Model States \(pdf\) 07/01/2024](#)
supports district and building staff to prepare for and monitor assessments

[Blueprint Science Phase I – General \(pdf\)](#)
range of science Essential Elements (EEs) assessed

[Complete List of Essential Elements for English Language Arts \(pdf\)](#)
comprehensive list of all ELA Essential Elements currently part of the DLM learning map model

[Complete List of Essential Elements for Mathematics \(pdf\)](#)
comprehensive list of all Mathematics Essential Elements currently part of the DLM learning map model

[Currently Tested Essential Elements for English Language Arts](#)
these PDFs provide the nodes at each linkage level and a mini-map showing the pathways between the nodes



ELA – Assessment Resources

Kansas



Model
Instructionally Embedded

2022-23 Testing Windows
Fall: 9/12/22–12/16/22
Spring: 2/6/23–4/28/23

Testing Subjects
English Language Arts, Mathematics, Science

Contacts
Julie Ewing[✉], Assessment
Cary Rogers[✉], Special Education
Kansas Department of Education[✉]

Filter Results

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- Technology Manager
- Parent

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- Instructional Resources
- District Staff Resources
- Scoring and Reporting
- Professional Development

Content Area

- All
- English Language Arts
- Mathematics
- Science

Reset Filters

Resources

[Complete List of Essential Elements for English Language Arts \(pdf\)](#)
comprehensive list of all ELA Essential Elements currently part of the DLM learning map model

[Currently Tested Essential Elements for English Language Arts](#)
these PDFs provide the nodes at each linkage level and a mini-map showing the pathways between the nodes

[DLM At-Home Teaching Resources for Parents \(pdf\)](#)

[DLM At-Home Teaching Resources for Teachers \(pdf\)](#)

[DLM Familiar Texts for English Language Arts](#)
resources and source books to assist in teaching students to comprehend text through listening or reading

[DLM Writing Testlets Overview](#)
training video designed to provide test administrators with specific information about DLM writing testlets

[English Language Arts Selection Record \(docx\)](#)

[Kansas ELA and Mathematics Essential Elements Blueprint/Selection Record \(pdf\)](#)
pool of available ELA and mathematics Essential Elements and the requirements for coverage within each conceptual area

[Essential Elements by Linkage Level Data for Kansas \(pdf\)](#)



Mathematics – Assessment Resources

Kansas



Model
Instructionally Embedded

2022-23 Testing Windows
Fall: 9/12/22–12/16/22
Spring: 2/6/23–4/28/23

Testing Subjects
English Language Arts, Mathematics, Science

Contacts
Julie Ewing[✉], Assessment
Cary Rogers[✉], Special Education
[Kansas Department of Education](#)[✉]

Filter Results

Role

- All
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- Assessment Coordinator
- Data Manager
- Technology Manager
- Parent

Resource Category

- All
- Assessment Resources
- Instructional Resources
- District Staff Resources
- Scoring and Reporting
- Professional Development

Content Area

- All
- English Language Arts
- Mathematics
- Science

[Reset Filters](#)

Resources

[Complete List of Essential Elements for Mathematics \(pdf\)](#)
comprehensive list of all Mathematics Essential Elements currently part of the DLM learning map model

[Currently Tested Essential Elements for Mathematics](#)
lists of PDFs for each Mathematics Essential Element available for assessment. These PDFs provide the nodes at each linkage level and a mini-map showing the pathways between the nodes

[DLM At-Home Teaching Resources for Parents \(pdf\)](#)

[DLM At-Home Teaching Resources for Teachers \(pdf\)](#)

[Kansas ELA and Mathematics Essential Elements Blueprint/Selection Record \(pdf\)](#)
pool of available ELA and mathematics Essential Elements and the requirements for coverage within each conceptual area

[Essential Elements by Linkage Level Data for Kansas \(pdf\)](#)

[Guide to Practice Activities and Released Testlets \(pdf\)](#) ADA Compliant 08/02/2022
familiarizes educators and students with testlets and Student Portal

[K-2 Essential Elements Data \(pdf\)](#)

[Materials Collections for Mathematics for Instructionally Embedded Model States](#)
list of materials commonly needed in Mathematics testlets



Science – Assessment Resources

Kansas



Model

Instructionally Embedded

2022-23 Testing Windows

Fall: 9/12/22–12/16/22

Spring: 2/6/23–4/28/23

Testing Subjects

English Language Arts, Mathematics, Science

Contacts

[Julie Ewing](#)[✉], Assessment

[Cary Rogers](#)[✉], Special Education

[Kansas Department of Education](#)[✉]

Filter Results

Role

- All
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- Assessment Coordinator
- Data Manager
- Technology Manager
- Parent

Resource Category

- All
- Assessment Resources
- Instructional Resources
- District Staff Resources
- Scoring and Reporting
- Professional Development

Content Area

- All
- English Language Arts
- Mathematics
- Science

Resources

[Blueprint Science Phase I – General \(pdf\)](#) 08/18/2020
range of science Essential Elements (EEs) assessed

[Currently Tested Essential Elements for Science](#)
lists of PDFs for each Science Essential Element available for assessment. These PDFs provide the nodes at each linkage level and a mini-map showing the pathways between the nodes

[Development of DLM Essential Elements for Science \(pdf\)](#)
a short description of how Essential Elements in Science were developed

[DLM At-Home Teaching Resources for Parents \(pdf\)](#)

[DLM At-Home Teaching Resources for Teachers \(pdf\)](#)

[Essential Elements by Linkage Level Data for Kansas \(pdf\)](#)

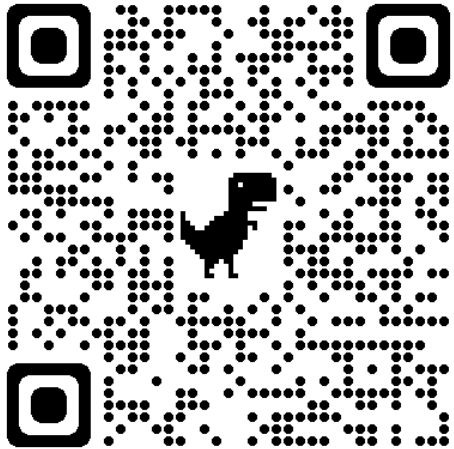
[Essential Elements for Science \(pdf\)](#)

[Guide to Practice Activities and Released Testlets \(pdf\)](#) ADA Compliant 08/02/2022
familiarizes educators and students with testlets and Student Portal

[Materials Collections for Science](#)
list of materials commonly needed in Science testlets



Instructional Resources for IE States



Instructional Resources for IE Model States

Looking for resources for your state? Go to your state's page directly:

Select your state

Does my state use the IE or YE model?

The instructional resources on this page are for states using the **Instructionally Embedded** model.

An asterisk (*) by the resource means your state may offer a custom version. To check for custom resources, go to your state's DLM webpage and filter on *Instructional Resources*.

English Language Arts

Mathematics

Science

English Language Arts

Select Category

Essential Elements

Familiar Texts

Writing

Collections

Testlets

[Complete List of Essential Elements for English Language Arts \(pdf\)](#)

PDFs containing comprehensive lists of all Essential Elements currently part of the DLM learning map model

[Currently Tested Essential Elements in English Language Arts](#)

these PDFs provide the nodes at each linkage level and a mini-map that shows the pathways between the nodes

[*English Language Arts Blueprint for Instructionally Embedded States \(pdf\)](#)

pool of available ELA Essential Elements (EEs) and the requirements for coverage within each conceptual area



Familiar Text Resources

English Language Arts Mathematics Science

English Language Arts

Select Category

Essential Elements

Familiar Texts

Writing

Collections

Testlets

About Familiar Texts

DLM Familiar Texts are an important part of DLM Alternate Assessments in English language arts (ELA). The DLM Familiar Texts are used in all testlets that assess Essential Elements in reading at the Initial Precursor linkage level and in some testlets at other linkage levels. Students are expected to interact with and learn about the texts during ongoing instruction before they encounter them in the assessment. The topics of many DLM Familiar Texts are drawn from texts that are often used in general education. Information about the source books that informed the Familiar Texts can be found in the [Dynamic Learning Maps ELA Source Books \(pdf\)](#) document.

Accessing DLM Familiar Texts

DLM Familiar Texts can be accessed through the Tar Heel Reader website. Lists of DLM Familiar Texts used in DLM ELA assessments can be accessed following the links below. With each grade level list, you will also find important documents called About Grade Level Texts. These documents provide information about how each DLM Familiar Text connects to DLM Essential Elements and linkage levels.

About Tar Heel Reader

The DLM Familiar Texts were developed using DLM text development guidelines adopted by DLM states. They are delivered through Tar Heel Reader because it offers a fully accessible, open-source solution. However, there are more than 70,000 books in the Tar Heel Reader library. Most of the books were written by teachers, students, parents, and others from all over the world. Not all of the books will be appropriate for all students. Therefore, students should NOT be sent independently to the Tar Heel Reader site. Teachers can avoid books that they might find offensive by limiting their search to books that are "Reviewed Only" and "Rated E/Everybody" while avoiding books with a CAUTION label. ⚠️

You can learn more about accessibility features of Tar Heel Reader on the [help page](#)^{CF}.

Using DLM Familiar Texts

DLM Familiar Texts are provided for use during shared reading instruction. During shared reading instruction, adults work to maximize student engagement and interaction, while asking very few direct questions. This is especially important for students who are completing DLM testlets at the Initial Precursor linkage level. These students struggle with engagement and communication. You will find example Familiar Text Lessons for use with students working at the Initial Precursor link level in the grade level resources linked below. You can learn about using these lessons by viewing this video: [DLM Familiar Text Lessons](#)

You can learn more about shared reading by completing these DLM Professional Development modules:

[Shared Reading Online Self-directed Module](#)^{CF}

[Shared Reading Facilitated Module Materials for Groups](#)^{CF}

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

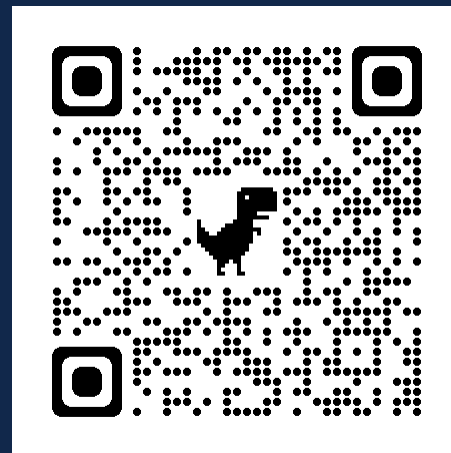
Grade 8

Grades 9-10

Grades 11-12



System of Professional Development



Professional Development Tab



Dynamic Learning Maps Professional Development

Provided by the Center for Literacy and Disability Studies

[Exemplar Text Supports](#) [Instructional Resources](#) [Professional Development](#) [FAQs](#) [Blog](#)



Dark Mode: Off



Components: DLM Instructional Professional Development Modules

- 62 Professional Development modules
 - Facilitated and self-directed formats
 - DLM system: 8
 - ELA: 18
 - Mathematics: 25
 - Science: 12
 - Combined in 10-hour Professional Development Packages
 - Arranged by DLM Claim and Conceptual Area
- Crosswalk of Professional Development Modules Supporting Essential Elements ([.xlsx](#))



Professional Development Modules

- Learning modules – organized by DLM claim and conceptual area or alphabetically
 - Individual Education Programs Linked to the DLM Essential Elements
 - DLM Claims and Conceptual Areas
 - Principles of Instruction in English Language Arts
 - Science Professional Development modules

Plus many, many more – each one takes 30-40 minutes (PDP points)



Professional Development Packages

- Foundations of Instruction in DLM
- Getting Started with Students Working at an Initial Precursor Linkage Level
- From Shared Reading to Reading Comprehension
- From Emergent Writing to Written Composition
- Moving Students from Initial to Distal Precursor Linkage Levels in Mathematics



Instructional Resources Tab



Dynamic Learning Maps Professional Development

Provided by the Center for Literacy and Disability Studies

Exemplar Text Supports **Instructional Resources** Professional Development FAQs Blog



Dark Mode: Off



Instructional Resources

- DLM Essential Elements Unpacking
- Text Resources (Anchor-Read-Apply, familiar texts, exemplar text, shared reading vignettes)
- Communication Supports
- Writing Resources
- Lesson Supports



Components: Text Resources

- Unpacked Essential Elements in ELA and mathematics.
- Text comprehension lesson planning supports.
- Shared reading vignettes.
- DLM Familiar Text lesson supports.



GRADE 3

- About grade 3 familiar texts

Henry and Mudge

My Father's Dragon

Ramona Quimby, Age 8

STORIES

Drop Everything and Read

Getting Sick

Mary Buys School Supplies

Max and Ava at Lunch

Ramona and the Egg

Ramona and the Parade

Ramona and the Rainy Day

Ramona and Willa Jean

Ramona Gets Ready for School

Ramona Goes to Bed

Ramona's Family

Ramona's First Day of School

Ramona's Letters

Ramona's New Sister

The Extra Nice Day

INFORMATIONAL TEXTS

Babysitting

Book Reports

Buses

Cleaning the House

Drawing

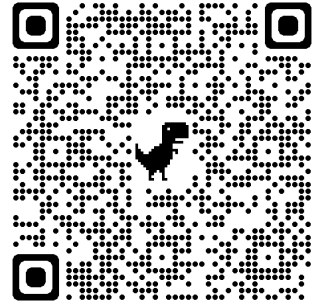
Fun on the Bus

Parades

Riding on a Bus

Selling and Buying

Familiar Texts



- Found on the DLM website (filter – teacher, instructional resources, ELA) and DLM professional development site.
- Listed by Grade.
- Include grade-level titles.
 - Each subdivided into a series of stories and informational texts.
- Will appear directly in a testlet, but may be downloaded/printed from the website for classroom use.



About Familiar Text (information by grade level and EE)

Grade 4 Familiar Texts for Instructionally Embedded Model States

DLM Familiar Texts are provided for use during shared reading instruction. During shared reading instruction, adults work to maximize student engagement and interaction, while asking very few direct questions. This is especially important for students who are completing DLM testlets at the Initial Precursor linkage level. These students struggle with engagement and communication. As such, adults have to work to recruit and sustain student interest and engagement while teaching them to communicate using gestures, images in the book, and objects. Shared reading interactions can also help students learn to respond to simple yes/no questions using a gesture or movement (e.g., head shake/nod, looking up/down, hand up/down).

You can learn more about shared reading by completing these DLM Professional Development modules:
[Shared Reading Online Self-directed Module](#)^{CS}
[Shared Reading Facilitated Module Materials for Groups](#)^{CS}

Or the modules and supports provided by our partners at the University of North Carolina at Chapel Hill at <https://sharedreader.org>^{CS}

[About Grade 4 Familiar Texts \(pdf\)](#)

Texts with an asterisk (*) contain material that some students may find sensitive.

- ▼ **The Birchbark House**
- ▼ **Bud, Not Buddy**
- ▼ **Tales of a Fourth Grade Nothing**

ELA.EE.RL.4.1

Use details from the text to recount what the text says.

Initial Precursor | Can identify familiar people, objects, places, and events

General Text Description

Texts include plots in mostly familiar settings such as home, school, or neighborhood. People, objects, and events are associated with these familiar settings. Home includes family members and home-based routines, like getting ready in the morning or helping with dinner. School includes teachers, friends, and school-based routines like packing a bag. The neighborhood includes friends, neighbors, and play routines, like taking a walk or going to the park.

DLM-Specific Text Descriptions

Collection Source Books	Corresponding DLM Book Title	DLM Book Summary
<i>The Birchbark House</i>	Learning from Family	Omakayas was a young girl who was adopted by a Native American family. Mom and Dad worked very hard and traded goods in the village. Omakayas learned from Mom and Dad how to make and trade goods.
<i>Bud, Not Buddy</i>	Searching for Herman*	Bud was a young boy who was looking for his father. Bud planned out his trip at the library and then packed a bag for his trip.
<i>Tales of a Fourth Grade Nothing</i>	The School Project	Peter was a boy in the fourth grade. He and his classmates were assigned a group project at school. They worked together to complete the assignment.
<i>Tales of a Fourth Grade Nothing</i>	Fudge's Birthday	Fudge was a little boy who was turning three. Peter was Fudge's older brother. Mom planned a birthday party for Fudge. Grandma helped Fudge get dressed for his party. Example DLM Familiar Text Lesson: Fudge's Birthday
<i>Tales of a Fourth Grade Nothing</i>	Fudge's New Shoes	Fudge went to the shoe store with his mom and brother, Peter. Fudge needed a new pair of sandals. Peter helped Fudge pick out sandals that fit just right.



Familiar Text Lesson Resources

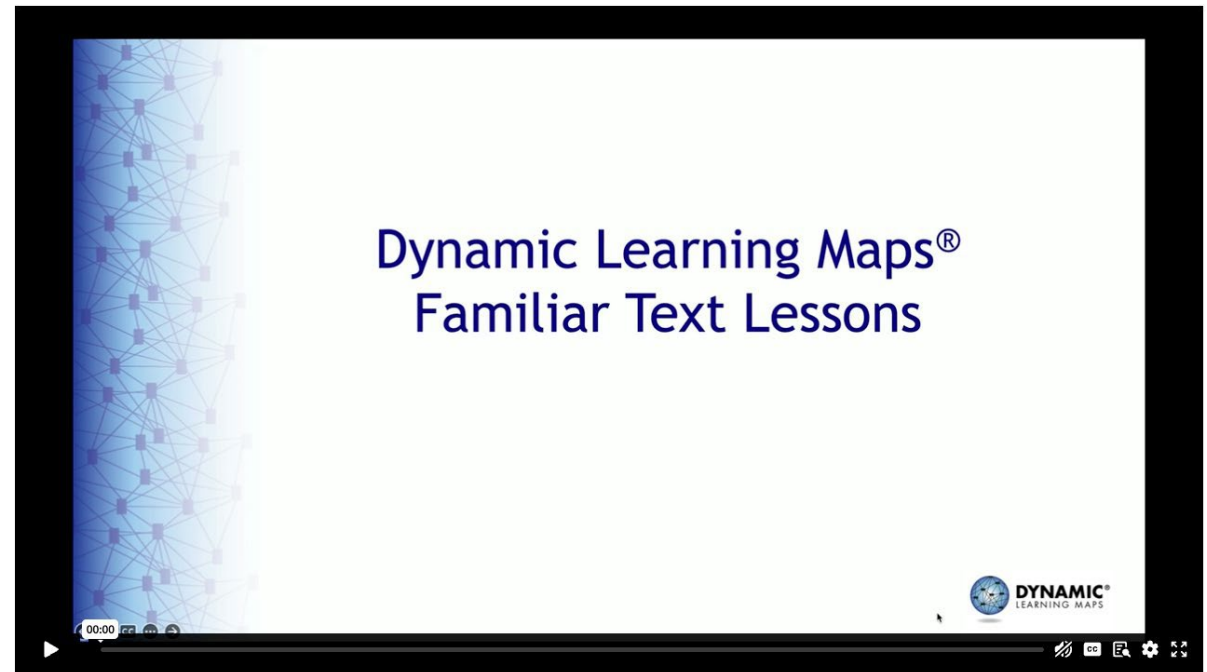
*Pages marked with an asterisk specifically address the intent of the linkage level node.

Text	Teacher Directions
Cover Text: Fudge's Birthday	<p>Spoken comment: <i>This text is called Fudge's Birthday.</i></p> <p><i>It is about getting ready for Fudge's birthday party.</i></p> <p>Pause & Wait</p>

Text	Teacher Directions
Page 2 Text: It was Fudge's birthday	<p>Pause & Wait</p> <p>Read the text</p> <p>Pause & Wait</p> <p>Spoken Comment: <i>SOME people have birthday cakes on their birthday. (Point to the AAC symbol SOME. Then point to the illustration.)</i></p> <p>Pause & Wait</p> <p>AAC Comment: <i>You could say SOME. (Point to the AAC symbol SOME.)</i></p> <p>Pause & Wait</p> <p>Student Question: <i>DO YOU have cake ON your birthday? (Point to the AAC symbols DO YOU ON. Then watch the student for any response.)</i></p> <p>Pause & Wait</p>
*Page 3 Text: Fudge was a little boy. He was turning three years old.	<p>Pause & Wait</p> <p>Read the text</p> <p>Pause & Wait</p> <p>Spoken Comment: <i>HE is a little boy (Point to the AAC symbol HE. Then point to the illustration.)</i></p> <p>Pause & Wait</p> <p>AAC Comment: <i>You could say HE. (Point to the AAC symbol HE.)</i></p> <p>Pause & Wait</p> <p>Student Directive: <i>Fudge is a boy. Look at/point to/show me the picture of the boy. (Gesture to the illustration.)</i></p> <p>Pause & Wait</p>



New Video: DLM Familiar Text Lessons



Exemplar Text Supports

- [Professional Development Site](#)

Sarah, Plain and Tall by Patricia MacLachlan



[Home](#). A list of different things a home can be for people.

[Homesteaders](#). A book about homesteaders and how they lived.

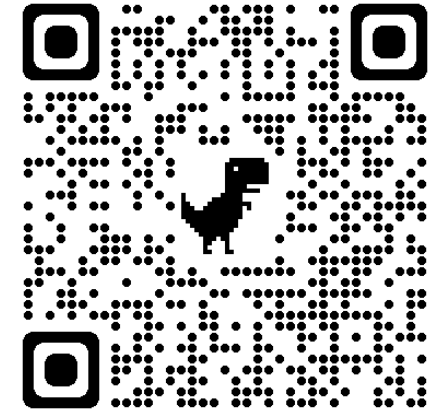
[Sarah, Plain and Tall](#). A retelling of the book *Sarah, Plain and Tall*.

[Sarah, Plain and Tall Vocabulary](#). Vocabulary from the book *Sarah, Plain and Tall*, with definitions.

[Then and Now](#). A book comparing a boy's life to the life of his grandfather.

[Writing a Letter](#). A list of items needed to write a letter.

[Tar Heel Reader Sarah, Plain and Tall Collection](#)



Communication Supports

- Focus on Beginning Communicator Supports
- More about DLM Core Vocabulary
 - DLM Core Vocabulary Overview
 - DLM “First 40” Core Vocabulary
 - DLM Core Vocabulary-Resource
- 3D Printer Tactile Symbols for Core Vocabulary

[Project Core website](#)



Communication Supports

Supports to implement core vocabulary to support augmentative and alternative communication.

[Read More](#)



Writing Resources



Writing Resources

Writing resources and alternate pencils.

[Read More](#)

- Eye Gaze Frames
- Flip Charts
- [Description of Alternate Pencils](#)

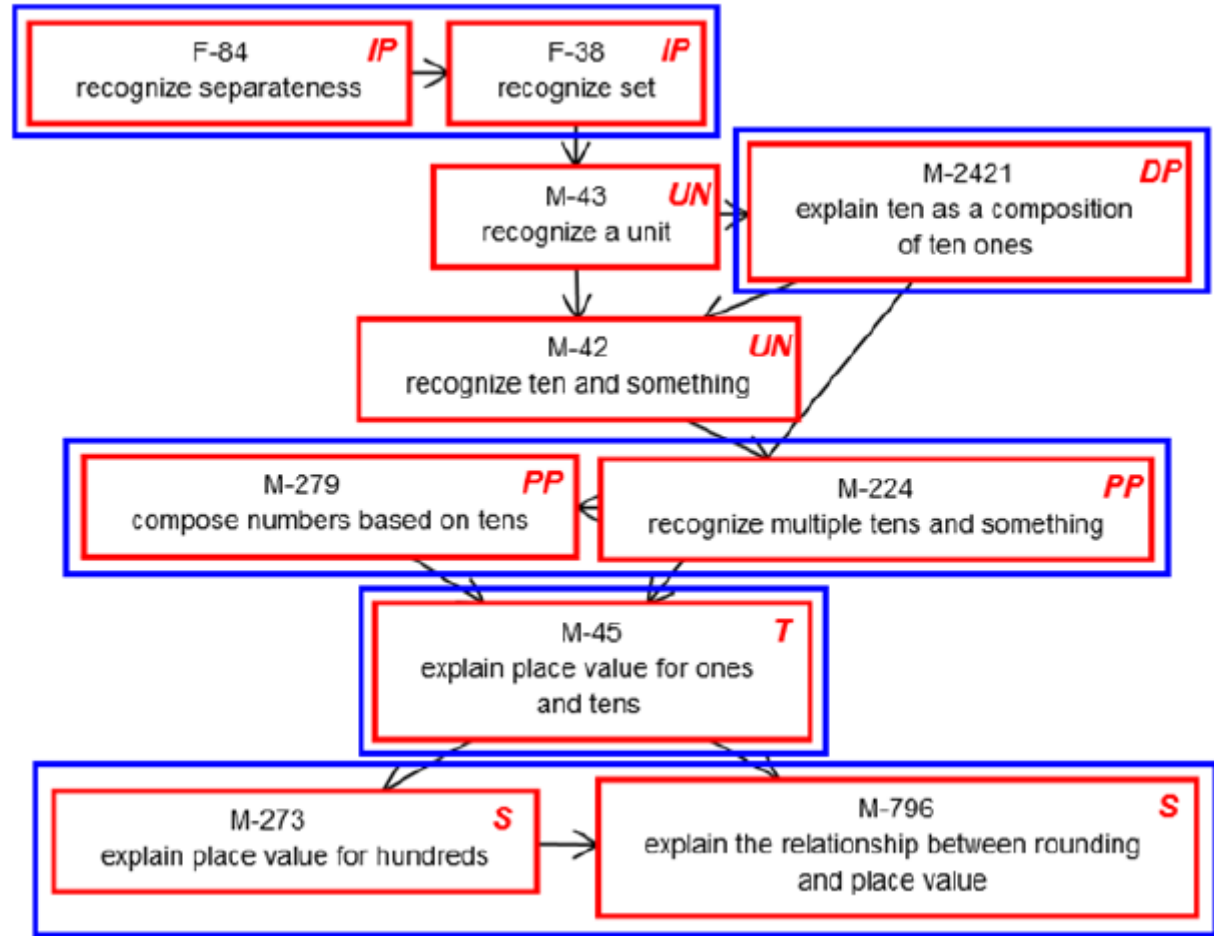


A Focus on Conceptual Learning Guided by Clusters of Nodes in the DLM Learning Maps



Using DLM Mini-Maps to Plan Instruction

M.EE.NBT.2
Demonstrate understanding of place value to tens.



Important conditions of Learning Success

- Knowledgeable others
- Means of communication and interaction
- Repetition with variety
- Cognitive engagement
- Cognitive clarity
- Personal connection to the curriculum
- Encouragement of risk-taking
- Comprehensive instruction
- Significant time allocation
- High expectations





Means of Communication and Interaction



Interactive Communication and Participation

- Provides means of
 - more active participation by students
 - more self-initiated learning opportunities
 - less frustrating instructional day
 - opportunities to informally assess student understanding

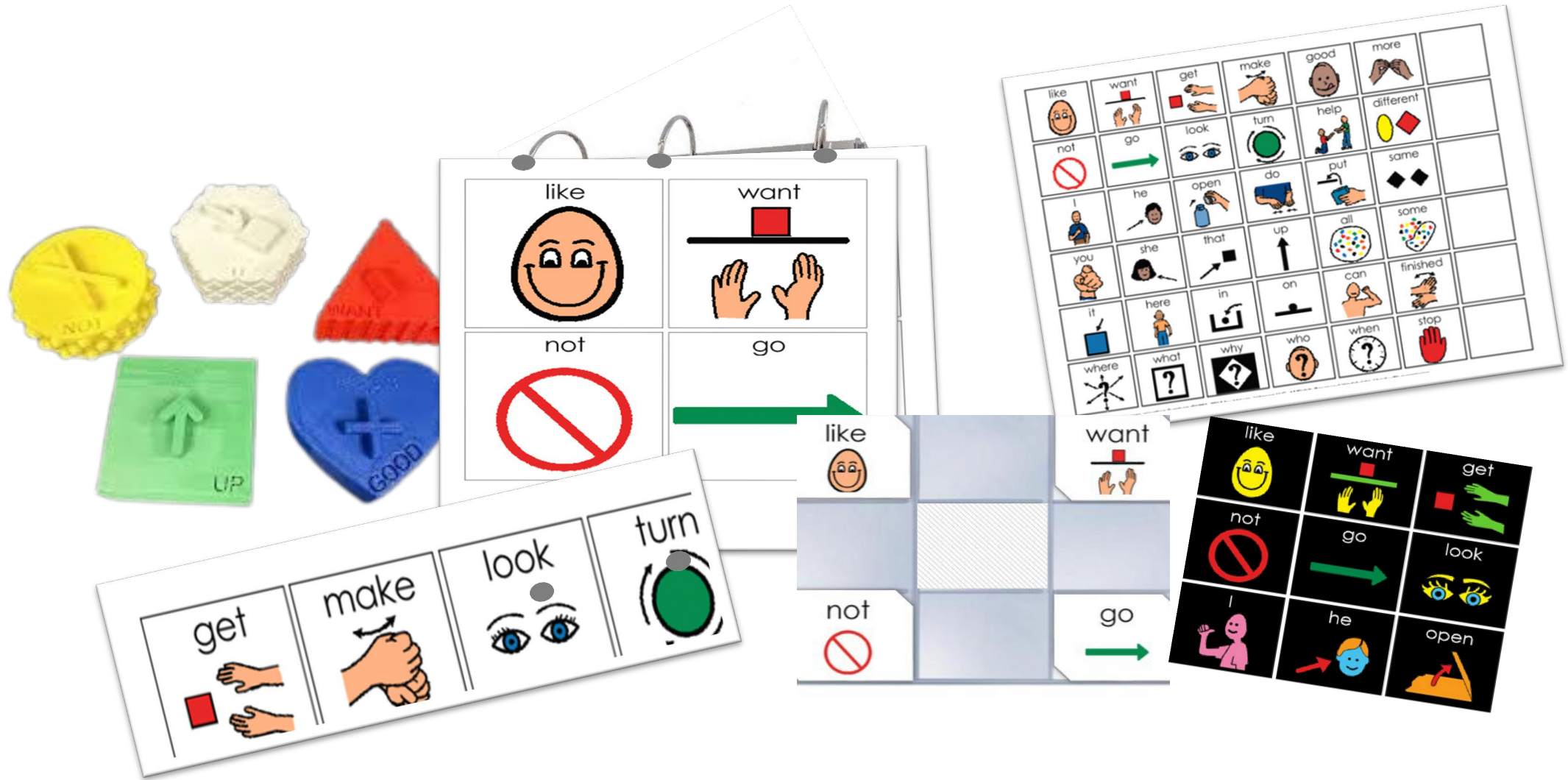


Project Core

- Systematic supports for teaching early symbolic communication.
- Takes a core vocabulary approach.
- Built on early work developing the DLM First 40.
- Focus on communication intervention strategies.



Universal Core Vocabulary



Moving to Robust AAC

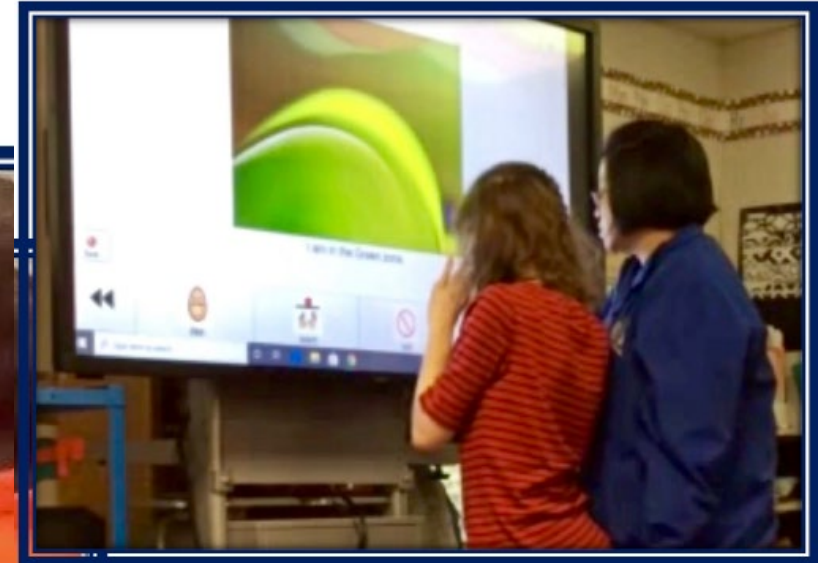


Repetition with Variety

- New information is taught in a familiar experience.
- Helps students focus on the important information.
- Provides many learning opportunities.
- Increases the quality of learning opportunities.



Repeated Reading for Different Purposes Offers Repetition with Variety



Core Vocabulary Offers Repetition with Variety



all	help	not	turn
can	here	on	up
different	I	open	want
do	in	put	what
finished	it	same	when
get	like	she	where
go	look	some	who
good	make	stop	why
he	more	that	you



Counting Routine (Greer & Erickson, 2019)

Step	Directions
1. Number name Identification (1 minute).	1. Show or write the number. 2. Practice naming this number. 3. Show or write the number, then remove/erase it, and students write it.
2. Count collections (3 minutes).	4. Count and label a collection of items. 5. Practice counting: Show the number, then count and label the given items. Change the order or orientation of the items at least two times, asking students to count each time.
3. Make collections (4 minutes).	6. Show the number and create collections that equal it.
4. Compare collections (4 minutes).	7. Create two sets of items.
5. Count to tell how many (4 minutes).	8. Practice counting how many. 9. Rearrange and recount.



Cognitive Engagement

Applying your brain to attempt to learn, remember, and understand.



Sometimes You Can SEE Cognitive Engagement



Benefits of Cognitive Engagement

- Leads to more time on task.
- Deeper comprehension and learning.
- Increased interaction and participation in lessons.
- Increased persistence during challenging tasks.
- More reading in and out of school.



Cognitive Clarity

Understanding
why you do the
things you are
doing.



Peyton Without Cognitive Clarity When Writing

Teacher: "Can you write for me?"

Peyton (uses a marker to write): 0 2 0 3

Teacher: "You are writing numbers. Can you write more for me?"

Peyton: 0 4

Teacher: "I think you are writing the numbers on my watch. Can you write more for me?"

Peyton (grabs a different marker and adds): 0 6

Teacher: "Can you write for me?"

Peyton (at the top of the page): Peyton



Routines Can Support Cognitive Clarity

DLM Writing Routine

- Choose a topic.
- Communicate about the topic.
- Write about the topic using a pencil or full access to the alphabet.



Peyton, Cognitive Clarity, and Self-Selected Topics



Eyeballs Glasses
My name is Peyton.



Carter feled.



Personal Connection



Risk Taking

- Requires a sense of security and safety in the classroom.
- Encourage risk-taking by:
 - demonstrating repeatedly that you will accept approximations.
 - modeling the thinking and other behaviors you want to see.





Comprehensive Instruction

- Instruction that addresses each of the elements that is required for a student to learn a domain, each day.



Significant Time Allocation



- 90–120 minutes devoted to instruction in reading, writing, language, and communication.
- 60 minutes devoted to mathematics, science, social studies.



Traditional Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:50	Arrival, Attendance, Lunch Count				
9:00	Morning Meeting				
9:10	Word Work	Media	Word Work	Word Work	Word Work
9:40	Reading Comp	Reading Comp	Reading Comp	Reading Comp	Reading Comp
10:10	SSR + Snack	SSR + Snack	SSR + Snack	SSR + Snack	SSR + Snack
10:20	Math	Math	Math	Math	Math
11:20	Intervention + Folder Work	Intervention + Folder Work	Intervention + Folder Work	Intervention + Folder Work	Intervention + Folder Work
11:50	Lunch + Recess				
12:35	Read Aloud + SSR	Read Aloud + SSR	Read Aloud + SSR	Read Aloud + SSR	Read Aloud + SSR
1:30	Writing	Writing	Writing	Writing	Writing
2:30	Social Studies	Science	Social Studies	Science	Social Studies
2:30	Art	Word Work	Music	PE	SPECIAL
3:10	Closing Meeting (Planner)				
3:25	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal



Shifting to Block Schedules

	Monday	Tuesday	Wednesday	Thursday	Friday
8:50	Arrival, Attendance, Lunch Count				
9:00	Morning Meeting				
9:10	ELA	Media	ELA	ELA	ELA
9:40		ELA			
10:10		ELA			
10:20	Math	Math	Math	Math	Math
11:20	Intervention + Folder Work	Intervention + Folder Work	Intervention + Folder Work	Intervention + Folder Work	Intervention + Folder Work
11:50	Lunch + Recess				
12:35	ELA	ELA	ELA	ELA	ELA
1:30					
2:30	Social Studies	Science	Social Studies	Science	Social Studies
2:30	Art	ELA	Music	PE	SPECIAL
3:10	Closing Meeting (Planner)				
3:25	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal





High Expectations



“It is not our job to make students do anything. It is our job to make them want to.”

(Erickson & Koppenhaver, 2020, pg. 21)



Building Bridges

Means of Communication & Interaction

Knowledgeable Others

Comprehensive Instruction

Repetition with Variety

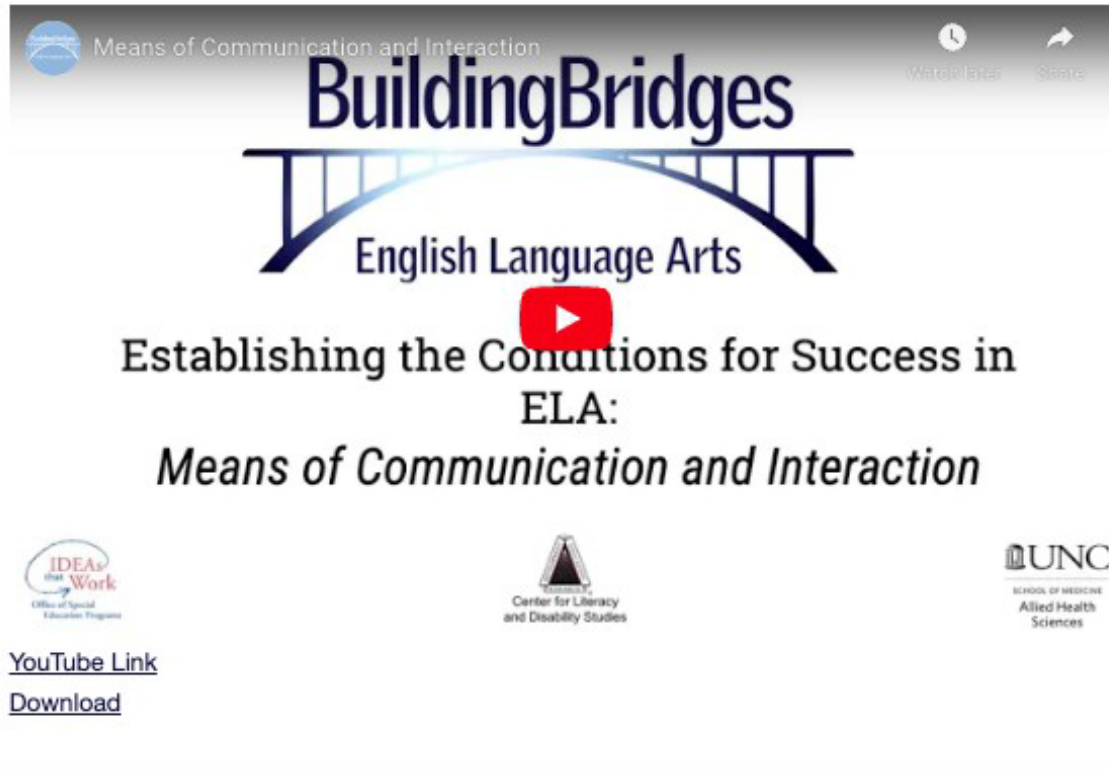
Cognitive Engagement

Cognitive Clarity

Personal Connection

Significant Time Allocation

Learn about the importance of students having ways to communicate, whatever the means, to engage in literacy learning.



The image shows a YouTube video player thumbnail. At the top, it says "Means of Communication and Interaction" with a small globe icon. Below that is the title "Building Bridges" in a large, blue, serif font, with a blue bridge graphic underneath. Under the bridge is "English Language Arts" in a smaller, blue, sans-serif font. In the center is a red play button icon. Below the play button is the text "Establishing the Conditions for Success in ELA:" followed by "Means of Communication and Interaction" in a blue, italicized, serif font. At the bottom, there are three logos: "IDEAs that Work" (Office of Special Education Programs), "Center for Literacy and Disability Studies", and "UNC SCHOOL OF MEDICINE Allied Health Sciences". Below the logos are two links: "YouTube Link" and "Download".



UNC School of Medicine – Projects

- Project Core

[Click to watch a short video about Project Core!](#)

- Professional Development Modules
- Teaching Supports and Implementation Resources
- Universal Core Communication Systems
- Facebook Group – DLM Instructional Supports



Deaf-Blind Model Classroom

Downloadable Teaching Resources for Students with Multiple Disabilities, Including Deaf-Blindness

- Alternative Pencils
- Deaf-Blind Model Classroom Resources
- DLM Core Vocabulary
- Early Childhood Resources
- Emergent Literacy Interaction Inventory
- Emergent Literacy Goals
- New Voices Teacher Resources
- Tactual Book Directions
- Remnant Books
- Top Tools from the Trenches
- Predictable Chart Writing



Initial and Distal Precursors and Lesson Supports



Initial and Distal Precursors

Math and ELA enhanced descriptions of the Initial and Distal precursors for the most frequently used Essential Elements.

[Read More](#)



Lesson Supports

Self-reflection and observation forms to help teachers reflect on their own teaching.

[Read More](#)



Other resources



Tar Heel Reader is Becoming Monarch Reader

Tar Heel Reader is joining the Building Wings family of literacy instructional resources with a new name and fresh look.



Monarch Reader™
by Building Wings

"Open Books. Open Minds."

[Read a Book](#) [Create a Book](#)



COMING SUMMER 2024



Monarch Reader

- Multiple factors keep us from continuing to support Tar Heel Reader.
- Building Wings agreed to continue supporting open-source book authoring and reading.
- All existing links will continue to work.
- Users with existing accounts will be redirected to Monarch Reader to set up a new account.



5E Model Professional Development in Science Education for Special Educators



This research supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R324A180202 to University of Kansas. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.



Updates

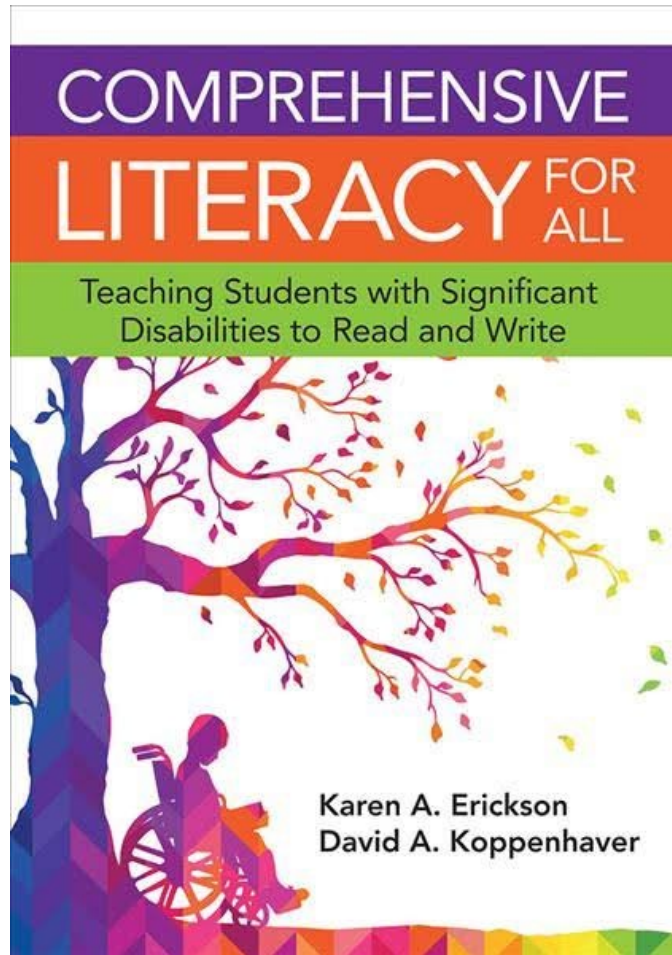
Purpose is to provide science professional development to special educators, so they design effective, universally-designed, inquiry-based instruction aligned to DLM science Essential Elements and so students learn science.

- Final pilot study wrapping up now.
- Sample lesson plans, learning modules posted to website in August.
- Will share findings at December 2024 Governance meeting.



Comprehensive Literacy for All

Karen A. Erickson & David A. Koppenhaver



- Comprehensive Literacy for All Book Study
- Facebook Group – Comprehensive Literacy for All Book Study
- Project Core Alphabet Knowledge and Phonological Awareness, Shared Reading, Predictable Chart Writing, Independent Reading, Independent Writing (PD modules)



Early Literacy Instruction for Students Taking the DLM Webinars

August 31, 2023: [Assessment of Early Literacy Skills](#) (Vimeo) / [Slides](#) (PDF)

September 7, 2023: [Alphabet Knowledge and Phonological Awareness](#) / [Slides](#) (PDF)

September 21, 2023: [Shared and Independent Reading](#) (Vimeo) / [Slides](#) (PDF)

October 19, 2023: [Predictable Chart Writing and Independent Writing](#) (Vimeo) / [Slides](#) (PDF) / [2-Is It Writing-Sturm Infographic](#) (PDF) / [5-Tips for Supporting Student Writers](#) (PDF)



The General Education Curriculum- Not an Alternate Curriculum!



TIES Center Brief#5

The General Education Curriculum—Not an Alternate Curriculum!



Ricki Sabia, Martha L. Thurlow, and Sheryl S. Lazarus

Students with significant cognitive disabilities are to be provided access to and make progress in the grade-level general education curriculum. It should not be an alternate curriculum. Determining whether this is happening can be difficult.

The purpose of this Brief is to help parents determine whether their child with significant cognitive disabilities is provided meaningful access to the general education curriculum. It addresses the myth that students with the most significant cognitive disabilities who take the state's alternate assessment based on alternate academic achievement standards (AA-AAAS) need an alternate curriculum. This myth is often the basis for

TIES Center Brief #5 | July 2020

inappropriately educating these students in separate settings. See [Taking the Alternate Assessment Does NOT Mean Education in a Separate Setting!](#) (TIES Center Brief #2).

This Brief highlights information that you need to know as you participate in discussions about instruction for your child with significant cognitive disabilities. During Individualized Education Program (IEP) team meetings, parents should make sure that instruction for their child is based on the general education curriculum, not an alternate curriculum. They should also make sure that IEP goals support access to *and* progress in the general education curriculum. IEP goals are not the

A TIES Parent Brief



Resource for Standards Based Academic Instruction



TIES Center Brief #4

Providing Meaningful General Education Curriculum

Access to Students with Significant Cognitive Disabilities



Ricki Sabia, Jessica Bowman, Martha L. Thurlow, and Sheryl S. Lazarus

The Individuals with Disabilities Education Act (IDEA) requires all students with disabilities to be provided access to the general education curriculum. The goal of special education services is to enable students with disabilities to make progress in the same grade level curriculum as their peers. What does this mean for students with the most significant cognitive disabilities who participate in the state's alternate assessment based on alternate academic

achievement standards (AA-AAAS) or who may take the AA-AAAS when they reach third grade?

Many states and districts have erroneously concluded that students with the most significant cognitive disabilities need a different curriculum to successfully learn academics. This conclusion might have been reached because of the use of the term "alternate" to describe the achievement standards on which

TIES Center Brief #4 | July 2020



DLM webinars for 2024-2025

[Register for entire 2024-25 Webinar Series](#)

All webinars start at 3:00 pm

Content is subject to change at any time due to current events

December 5 DLM fall test window wrap-up What needs to be finished by Dec 20th? [Webinar Registration](#)

February 6 DLM spring window [Webinar Registration](#)

April 10 DLM wrap-up What needs to be finished by April 25th? [Webinar Registration](#)

[Join Zoom Meeting](#)

Meeting ID: 897 7927 3623

Passcode: 947213

One tap mobile: +13462487799,,89779273623#,,,,,0#,,947213# US (Houston)



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