



Focus: From Emergent Writing to Written Composition

Total Time: 10 hours

Purpose

This package provides educators with 10 hours of professional development focus on reading instruction beginning with supporting engagement and interaction during shared reading and moving to reading and listening with comprehension. Divided across 10 modules, the content can be split across 10 sessions or combined to meet local needs.

Using the Modules

Each of the 10 modules takes approximately 45-60 minutes to complete depending on the level of interaction and engagement in the activities. The modules can be completed in two different formats:

Group sessions using the facilitated modules –

- This format requires someone to take the role of facilitator and prepare for each professional development session using the module-specific Facilitator Guides.
- Small groups of educators can complete the modules as part of professional learning communities and rotate responsibility to facilitate the sessions.
- These group sessions can be conducted in person or via distance with the facilitator streaming the video and managing interactions during activities.
- Paper/pencil or electronic post-tests are available to document successful completion of the module.

Individual use of the self-directed modules –

- Educators independently complete the modules online, on-demand.
- They can be required to complete the optional post-test in order to receive a certificate (sent via email upon successful completion of the posttest) that can be provided to document successful completion of the module.

Combine the facilitated and self-directed modules to achieve the greatest flexibility.

CEU Information

DLM does not grant the CEUs, but information is provided in this package to help you apply for CEU credits.

Modules

Universal Design for Learning

This self-directed module provides an introduction to Universal Design for Learning as it relates to the Common Core State Standards and students with significant cognitive disabilities.

[Online Self-directed Module](#)

[Facilitated Module Materials for Groups](#)

Writing with Alternate Pencils

This module describes ways to get students started with writing when they cannot use a traditional pencil, pen, or computer keyboard. The content of this module applies to students at all levels of literacy understanding including students who do not yet know letter names or sounds.

[Online Self-directed Module](#)

[Facilitated Module Materials for Groups](#)

Emergent Writing

Participants of this module will learn about alternate pencils, how to support emergent writers, what students learn during the emergent writing stage, and analyze samples of emergent writing.

[Online Self-directed Module](#)

[Facilitated Module Materials for Groups](#)

Writing: Text Types and Purposes

This module provides a brief overview of writing in the DLM™ Essential Elements with an emphasis on teaching students with significant cognitive disabilities how to use print or braille to communicate to different people for different reasons.

[Online Self-directed Module](#)

[Facilitated Module Materials for Groups](#)

Writing Information and Explanation Texts

This module focuses on approaches that help students learn to select topics and write to share information or explain what they know about them.

[Online Self-directed Module](#)

[Facilitated Module Materials for Groups](#)

Writing: Production and Distribution

This module addresses the need to provide students with significant cognitive disabilities with access to a means of writing as well as sound and well-balanced instruction in the cognitive acts that writing requires.

[Online Self-directed Module](#)

[Facilitated Module Materials for Groups](#)

Writing: Getting Started with Narrative Writing

This module describes narrative writing and explains how to support students in writing about familiar experiences. Participants will identify possible topics for students to write about, as well as examine narrative writing drafts by students with significant cognitive disabilities.

[Online Self-directed Module](#)

[Facilitated Module Materials for Groups](#)

Writing: Getting Started in Writing Arguments

After completing this module, participants will be able to describe the difference between persuasion and arguments, identify ways to use familiar student experiences in instruction, and create mentor texts based on student preferences.

[Online Self-directed Module](#)

[Facilitated Module Materials for Groups](#)

Writing: Research and Range of Writing

This module focuses on writing instruction designed to help students with significant cognitive disabilities ultimately develop the capacity to build knowledge on a subject through research and to respond through writing while keeping a focus on a range of purposes and audiences for writing.

[Online Self-directed Module](#)

[Facilitated Module Materials for Groups](#)

Strategies and Formats for Presenting Ideas

Participants will review the general skills targeted in the DLM Essential Elements for developing presentations, the steps for creating a presentation and how to support student participation and collaboration, and how various types of media can be used in different formats to enhance presentations.

[Online Self-directed Module](#)

[Facilitated Module Materials for Groups](#)

CEU Information

From Emergent Writing to Written Composition

Total time: 10 hours (1 hour per module)

Module Name	Objectives	Author(s)
1. Universal Design for Learning	<ul style="list-style-type: none"> a. Participants will discuss what UDL means and some of UDL principles currently represented in their classrooms. b. Participants will recognize examples of the three brain networks involved in learning. c. Participants will discuss how well traditional educational approaches for students with significant cognitive disabilities reflect the principles of UDL. 	Karen Erickson, Ph.D. Penny Hatch, Ph.D.
2. Writing with Alternate Pencils	<ul style="list-style-type: none"> a. Participants will identify multiple forms of alternate pencils. b. Participants will determine the intended messages communicated with an alphabet eye-gaze frame. c. Participants will describe the goals of alternate pencils for students with significant cognitive disabilities. d. Participants will identify three key principles related to the use of alternate pencils for students with significant cognitive disabilities. 	Karen Erickson, Ph.D. Penny Hatch, Ph.D.
3. Emergent Writing	<ul style="list-style-type: none"> a. Participants will review what emergent writing is and what students learn during this stage. b. Participants will learn about alternate pencil options for students who cannot control a conventional pencil for writing. c. Participants will discuss how to support emergent writers by providing interesting topics to write about and informative feedback. d. Participants will analyze writing samples to determine what an emergent writer understands about writing. 	Karen Erickson, Ph.D. Penny Hatch, Ph.D.
4. Writing: Text Types and Purposes	<ul style="list-style-type: none"> a. Participants will identify two topics that students would be interested in learning more about as well as two resources per topic that could be used for guided inquiry research activities. b. Participants will distinguish between writing activities that primarily help students write easily and routinely and activities that primarily help students improve the quality of their writing. 	David Koppenhaver, Ph.D. Karen Erickson, Ph.D. Penny Hatch, Ph.D.

Module Name	Objectives	Author(s)
5. Writing Information and Explanation Texts	<ul style="list-style-type: none"> a. Participants will describe informational writing and identify informational text types. b. Participants will identify and generate feedback statements that positively encourage students and focus on writing. c. Participants will identify ways to facilitate writing without standards based on student experiences. 	David Koppenhaver, Ph.D. Karen Erickson, Ph.D. Penny Hatch, Ph.D.
6. Writing: Production and Distribution	<ul style="list-style-type: none"> a. Participants will identify two topics that students would be interested in learning more about as well as two resources per topic that could be used for guided inquiry research activities. b. Participants will distinguish between writing activities that primarily help students write easily and routinely and activities that primarily help students improve the quality of their writing. 	David Koppenhaver, Ph.D. Karen Erickson, Ph.D. Penny Hatch, Ph.D.
7. Writing: Getting Started with Narrative Writing	<ul style="list-style-type: none"> a. Participants will review narrative writing and why it is particularly important for individuals with significant cognitive disabilities. b. Participants will identify experiences about which their students could write. c. Participants will review strategies to support students in developing narrative writing skills. d. Participants will analyze 2 writing samples to determine the changes and improvements resulting from revision strategies. 	David Koppenhaver, Ph.D. Karen Erickson, Ph.D.
8. Writing: Getting Started in Writing Arguments	<ul style="list-style-type: none"> a. Participants will describe the difference between persuasion and argument. b. Participants will create a mentor text based on student preferences. c. Participants will identify ways to use familiar student experiences and preferences in beginning persuasive and argument writing instruction. 	David Koppenhaver, Ph.D. Karen Erickson, Ph.D.
9. Writing: Research and Range of Writing	<ul style="list-style-type: none"> a. Participants will identify two topics that students would be interested in learning more about as well as two resources per topic that could be used for guided inquiry research activities. b. Participants will distinguish between writing activities that primarily help students write easily and routinely and activities that primarily help students improve the quality of their writing. 	David Koppenhaver, Ph.D. Karen Erickson, Ph.D.

Module Name	Objectives	Author(s)
10. Strategies and Formats for Presenting Ideas	<ul style="list-style-type: none"> a. Participants will review the general skills targeted in the DLM Essential Elements for developing presentations. b. Participants will review the steps for creating a presentation and how to support student participation and collaboration. c. Participants will review how various types of media can be used in different formats to enhance presentations. 	David Koppenhaver, Ph.D. Karen Erickson, Ph.D.

Author Bios:

Karen Erickson, Ph.D. Director of the Center for Literacy and Disability Studies, is a Professor in the Division of Speech and Hearing Sciences, and the Yoder Distinguished Professor in the Department of Allied Health Sciences, School of Medicine, University of North Carolina at Chapel Hill. Her research addresses literacy assessment and instruction for struggling readers of all ages including those with significant cognitive disabilities. Karen is co-developer of the Tar Heel Reader online library of accessible books for beginning readers, as well as several other assistive and learning technologies. She is a former teacher of children with significant disabilities.

Penny Hatch, Ph.D. is a Research Assistant Professor at the Center for Literacy and Disability Studies, in the Department of Allied Health Sciences, School of Medicine, University of North Carolina at Chapel Hill. Her research includes language and literacy development for students with significant cognitive disabilities and complex communication needs. Prior to earning her Ph.D., Penny worked as a school-based speech-language pathologist, specializing in augmentative and alternative communication and assistive technology.

David Koppenhaver, Ph.D. is a Professor of Reading Education at Appalachian State University. He holds a Ph.D. in curriculum and instruction from the University of North Carolina at Chapel Hill (UNC), where he co-founded the Center for Literacy and Disability Studies in 1990 and directed its activities until 1998 at UNC and Duke University. His professional work focuses on literacy in students with developmental disabilities, including those with complex communication needs, and multiple disabilities. Dr. Koppenhaver's work has received numerous recognitions, including the Distinguished Lectureship of the International Society for Augmentative and Alternative Communication, the Pehrson Chair in Education at Gustavus Adolphus College, and a Fulbright Scholarship at the University of Queensland (Australia).