



Focus: The Fundamentals of DLM[®]

Total Time: 5 hours

Purpose

This package provides educators with 5 hours of foundational content regarding the DLM system and the students who participate in DLM alternate assessments. Divided across 5 modules, the content can be split across 5 sessions or combined to meet local needs.

Using the Modules

Each of the 5 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 if you need to seek CEUs for educators who complete the 5 hours of training.

Modules

Who are Students with Significant Cognitive Disabilities?

This self-directed module focuses on the characteristics that distinguish students with significant cognitive disabilities who take an alternate assessment based on alternate achievement standards from other students with disabilities.

[Online Self-directed Module](#)
[Facilitated Module Materials for Groups](#)

College and Career Readiness Standards: An Overview

This self-directed module provides an introduction to college and career readiness standards in English Language Arts and Mathematics for teachers who work with students with significant cognitive disabilities who will complete the alternate assessment.

[Online Self-directed Module](#)
[Facilitated Module Materials for Groups](#)

DLM Essential Elements Overview

This self-directed module provides an introduction to the Essential Elements that were developed by the Dynamic Learning Maps Consortium to provide links between the Common Core State Standards and grade specific expectations for students with significant cognitive disabilities.

[Online Self-directed Module](#)
[Facilitated Module Materials for Groups](#)

DLM Claims and Conceptual Areas

This module describes the system of Claims and Conceptual Areas that organize the DLM Alternate Assessment system. Understanding this system will support educational teams as they begin to identify instructional priorities for students with significant cognitive disabilities.

[Online Self-directed Module](#)
[Facilitated Module Materials for Groups](#)

Individual Education Programs Linked to the DLM Essential Elements

This self-directed module focuses on the process of writing SMART annual goals and short-term objectives or benchmarks that are linked to the DLM Claims, Conceptual Areas, and Essential Elements. This module should be used in conjunction with information provided by each state education agency regarding IEPs.

[Online Self-directed Module](#)
[Facilitated Module Materials for Groups](#)

CEU Information

The Fundamentals of the DLM

Total time: 5 hours (1 hour per module)

Module Name	Objectives	Author(s)
1. Who are Students with Significant Cognitive Disabilities	a. Participants will identify the characteristics of students with the most SCD. b. Participants will describe students they teach or have taught with the most SCD. c. Participants will describe a variety of modifications, adaptations and individualized methods of accessing information they have used with their students with the most SCD.	Karen Erickson, Ph.D.
2. College and Career Readiness Standards: An Overview	a. Participants will recognize the overall design of college and career ready standards and how they compare to prior standards. b. Participants will recognize the organization of the college and career ready standards. c. Participants will discuss how standards increase in complexity across grade levels. d. Participants will identify challenges faced by students with significant cognitive disabilities in meeting college and career readiness standards.	Karen Erickson, Ph.D. Penny Hatch, Ph.D.
3. DLM Essential Elements Overview	a. Participants will recognize the links between College and Career Ready grade level standards and associated DLM Essential Elements. b. Participants will analyze a writing lesson and describe the characteristics of student behavior and specific supports provided by the teacher. c. Participants will discuss how the DLM Essential Elements increase in cognitive demand, content knowledge and skills-based expectations across grade levels.	Karen Erickson, Ph.D. Penny Hatch, Ph.D.

Module Name	Objectives	Author(s)
4. DLM Claims and Conceptual Areas	<ul style="list-style-type: none"> a. Participant will review the DLM Claims and Conceptual Areas. b. Participants will discuss how the various components of the DLM system relate to each other. c. Participants will review the necessity and function of the DLM Claims and Conceptual Areas. 	Karen Erickson, Ph.D. Penny Hatch, Ph.D.
5. Individual Education Programs Linked to the DLM Essential Elements	<ul style="list-style-type: none"> a. Participants will review the DLM Claims and Conceptual Areas of the map. b. Participants will review and identify sample DLM Essential Elements-linked IEP goals and the related DLM Claims and Conceptual Areas of the DLM map. c. Participants will review and identify short-term objectives and their related IEP goals. 	Karen Erickson, Ph.D. Penny Hatch, 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.