

DCD Messages[©]

MN Regions 5 & 7 DCD Community of Practice

Volume 20, Issue 4 – March 2018

DCD Committee Members

Sponsored by MN Regions 5 & 7

For the 20th year, a representative from each of the special education agencies in Central Minnesota (Regions 5 & 7) attends a quarterly meeting regarding topical issues in the area of Developmental Cognitive Disability. Each meeting has a topic and information shared is compiled in **DCD Messages** to assist staff in the field and parents stay informed. The representatives assume the responsibility of bringing information shared at the regional meeting back to their local area staff, parents, and administrators in person and through the electronic newsletter.

YOUR COMMITTEE REPRESENTATIVES:

Benton-Stearns	Sandra Haller/Debra Kuzma/Sharon McDonald/Jill Murphy
Buffalo District #877	Lori Anderson
Elk River	Audra Wells
Freshwater	Corlie Carter
Little Falls	Mary Margaret Mathers
MAWSECO	Linda Wharram
Mid-State	Jennie Stumpf
Paul Bunyan	Piper Bader-Lampi
Regions 5 & 7 DCD	Barb Lhotka
Regions 5 & 7 RLIF	Nan Records
Rum River	Jenny Berry/Jill Tye
St Cloud	Jen Lecy
SCRED	Connie Sim/Raycheal Zamora
Sherburne N Wright	Monica O'Neill
West Central	Becky Bartz

Inside This DCD Messages

Contents

DCD Committee Members	1
YOUR COMMITTEE REPRESENTATIVES:	1
Inside This DCD Messages.....	2
Calendar of Events	3
DATES AND TOPICS 2017-2018	3
DCD Resources	3
DCD LISTSERV.....	3
DCD WIKI.....	3
Tips for Teaching Reading	4
LITERACY INSTRUCTION AND SUPPORT PLANNING TOOL (NOTES)	4
Section A: Focus on instructional planning	4
Section B: Focus on instructional delivery.....	4
Section C: Instructional emphasis.....	4
Section D: Student interests	4
Section E: Instructional priorities, supports, and access opportunities	4
Section F: Goal prioritizing.....	5
10 RESEARCH-BASED TIPS.....	5
Tip1: Keep Big-Picture Goals in Mind	5
Tip 2: Set Meaningful, Measurable Goals	5
Tip 3: Provide Explicit, Systematic Reading Instruction.....	5
Tip 4: Provide Instruction with Sufficient Intensity to Accomplish Goals	5
Tip 5: Seek Out Professional Development Opportunities	6
Tip 6: Remember That Language Abilities are the Underlying Foundation of Reading Skills	6
Tip 7: Scaffold Working Memory.....	6
Tip 8: Target Specific Parts of a Scope and Sequence to Focus Instruction	6
Tip 9: Use data to Guide Instruction and Adaptation.....	6
Tip 10: Involve Service Providers and Family Members.....	6

Calendar of Events

Dates and Topics 2017-2018

Meetings will be held at the **Benton-Stearns Ed District Office, Sartell, MN 9:00 am-2:00 pm**

September 21, 2017—DCD Curriculum Scope & Sequence: Literacy; 4 Block Reading Implementation

October 2017—NO MEETING.

November 16, 2017— DCD Curriculum Scope & Sequence: Math; Working with General Educators

December 2017—NO MEETING.

January 17, 2018— DCD Curriculum Scope & Sequence: Functional Skills; DCD Mentorship

February 2018—NO MEETING.

March 22, 2018— DCD Curriculum Scope & Sequence: Functional Skills; Planning 2018-2019

April 2018—NO MEETING

May 2018—NO MEETING

Information from meetings is published in the newsletter. The *DCD Messages* is distributed by the Committee members. Barb Lhotka, Facilitator blhotka@mawseco.k12.mn.us

DCD Resources

DCD Listserv

Are you a member of the Minnesota DCD Listserv? It is a wonderful resource for educators who work with students in the DCD category of special education. Members ask questions, share information, and discuss topics that are relevant to our day to day work with students birth through 21. Emails are automatically posted on your email account.

How to Join: Send an e-mail to garrett.petrie@state.mn.us. In the subject line, type “subscribe” and send the e-mail.

To Post on the Listserv: Send messages to mn.dcd@mailmanlists.us. Complete the subject line identifying your post. Type your message and send it.

★★★★★★

DCD Wiki

A wiki is like a filing cabinet website. You join the wiki and are able to access information as you need it. The only emails you will receive are the invitation to join and notification of updates. MN has a wiki for DCD staff and team members. It grows as new resources are found.

How to Join: Send an e-mail stating your name, email address, and where you teach to barblhotka@embarqmail.com. You will then receive an invitation to join the wiki. You will choose a password and will have access to all files and pages (categorized). Please write down the website address and your password for future use.

Tips for Teaching Reading

An article in *Exceptional Children* in Fall of 2016, entitled *10 Research-Based Tips for Enhancing Literacy Instruction for Students with Intellectual Disability* (Lemons, Allor, Al Otaiba, and LeJeune) explains that the increased expectation from society for the participation of persons with cognitive disabilities has created the need for raising the literacy level of our students. Functional reading is appropriate for a smaller group of students now than in the past. The focus now is on increasing literacy “to lead to greater postsecondary outcomes, including employment, independence, and quality of life.

The article focuses on 10 research-based tips to be utilized when planning literacy instruction for students with cognitive disabilities. The article also shares the authors’ Literacy Instruction and Support Planning Tool.

Literacy Instruction and Support Planning Tool (Notes)

Section A: Focus on instructional planning

1. Keep big picture goals in mind as you plan
2. Ensure you have a clear picture of the student’s current level of functioning and set meaningful, measurable goals.

Section B: Focus on instructional delivery

3. Provide explicit, systematic reading instruction
4. Provide instruction with sufficient intensity to accomplish goals
5. Seek out professional development opportunities to deepen understanding of the complex process of learning to read
6. Remember that language abilities are the underlying foundation for reading skills
7. Scaffold working memory with images, objects, letters, and words
8. Target specific parts of a scope-and-sequence to focus instruction
9. Use data to guide instruction and adaptation
10. Involve service providers and family members

Section C: Instructional emphasis

Select a level that indicates the balance between functional reading and learning how to read for the student

Section D: Student interests

List interests and personal goals related to reading instruction

Section E: Instructional priorities, supports, and access opportunities

Rank the need to prioritize each of the following when developing reading goals and instructional plans for the student

1. Increasing independence as a reader
 - Phonemic awareness
 - Phonics
 - Comprehension
 - Vocabulary
 - Fluency
 - Text applications
 - Functional activities
 - Writing

2. Increasing access to literature
 - Task analysis for read alouds
 - Text awareness
 - Vocabulary
 - Listening comprehension
 - Adapted books
 - Time for literacy
 - Readers
 - Technology access

Section F: Goal prioritizing

List goals that appear to be the most important to consider in the upcoming academic year

10 Research-Based Tips

Tip1: Keep Big-Picture Goals in Mind

- Look ahead to what the student will need in the future
- Increase independence as readers
- Provide the opportunity to apply and generalize skills
- Focus on literacy instruction throughout the school career
- Books and other written materials must be readily available
- Remember, it may take years to achieve a 3rd or 4th grade level—but access to more information and opportunities come with small gains in reading
- Foundational skills allow the student to build on reading independence

Tip 2: Set Meaningful, Measurable Goals

- Use achievement standards from the foundational skills of Common Core State Standards in planning and instruction
- Assessment data should come from multiple sources
- It is important to keep data on retention of prior relearning and the need to reteach

Tip 3: Provide Explicit, Systematic Reading Instruction

- “Pulling instructional resources from various sources, including the Internet” leads to disconnected and disorganized instructional programming
- Reading instruction should provide “ explicit models, corrective feedback, scaffolding, reinforcement, and cumulative as well as a focus on systematic instruction in phonological awareness and phonics skills”
- Adaptations will need to be made for individualized needs and instruction
- “Scope and sequence is key to keeping instruction organized and unified”
- Language used in literacy instruction should be repetitive and go across instructional settings and contexts
- Systematic review is necessary for integration and generalization of skills

Tip 4: Provide Instruction with Sufficient Intensity to Accomplish Goals

- Direct instruction should occur daily with sufficient time allowed for the instruction
- Direct instruction is necessary
- Instruction must be provided by a highly qualified teacher
- Instruction should be aligned to student’s academic needs
- Instruction should be engaging

Tip 5: Seek Out Professional Development Opportunities

- Attend in-services and workshops to increase knowledge in reading
- Teachers must “understand what skilled readers do and understand how this skill develops”
- Teachers must understand the theories behind reading development

Tip 6: Remember That Language Abilities are the Underlying Foundation of Reading Skills

- Consider the language abilities of the student when planning reading instruction
- Work with the Speech/Language Pathologist

Tip 7: Scaffold Working Memory

- Working memory is required when sounding out words and blending those sounds

Tip 8: Target Specific Parts of a Scope and Sequence to Focus Instruction

- A scope and sequence will create focused and consistent instruction
- Extra practice should be provided in areas of the scope and sequence that are difficult
- Focus on a selected piece of the scope and sequence to build skills
- Use data to determine the pace of instruction

Tip 9: Use data to Guide Instruction and Adaptation

- Curriculum based measurement (CBM) helps point out when to change or modify instruction
- Data-based individualization (DBI) is use to determine when and how to make instructional changes

Tip 10: Involve Service Providers and Family Members

- Team members (including parents) should be informed about reading strategies and materials so everyone is reinforcing skills
- Family members should be encouraged to provide literacy opportunities and vocabulary
- The DCD teacher is responsible for initial instruction—other team members reinforce