Emergent Writing in DLM Assessments

- Choose a topic

- Communicate about the topic

- Write about the topic using pencils, keyboards, and other alternatives that provide access to the full alphabet

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Communication is a challenge…

- Survey representing large sample of students with significant cognitive disabilities (n=38,038)

- 23% used aided AAC or sign language

  – 70% of aided AAC users and 84% of sign language users used only single symbols or signs for a restricted range of purposes.

- 9% were reported to have no symbolic system of communication

  – 45% used conventional gestures, 15% used unconventional gestures, 40% used reflexive, rather than intentional behaviors

Erickson & Geist (2016)

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DLM First Forty Core Words

I	like	not	want
help	it	more	different
who	she	you	he
where	up	on	in
me	make	get	look
what	need	are	is
some	put	all	this
don't	that	go	do
when	finished	can	here
open	turn	stop	over

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Project Core

http://project-core.com

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Teaching Practices

Attributing Meaning

Access to AAC

Aided Language Input

Core Vocabulary

Naturalistic Teaching

http://www.project-core.com/annotated-bibliography/

Remember …

It is critical that we:

- Select highly useful vocabulary

- Teach students the meaning of words and symbols

- Model use of the AAC system

- Expand language and AAC systems over time

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Writing with Alternate Pencils

Other Easy Alternatives to Pencils

- Big Keys, www.bigkeys.com

- Portable word processors

- Labelers from office supply stories

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The Alphabet Eye Gaze Frame
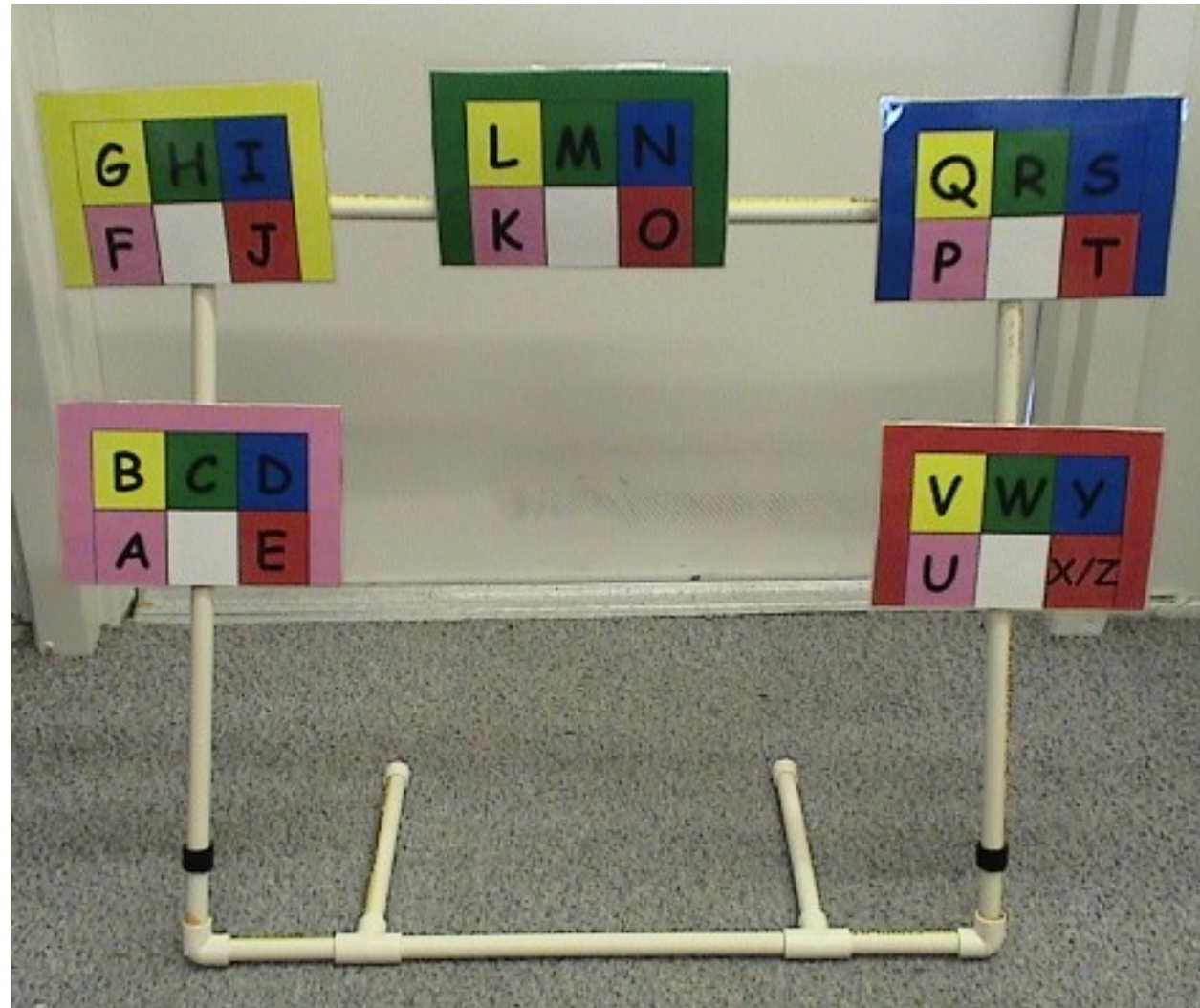
The **PRINT** Alphabet Flip Chart
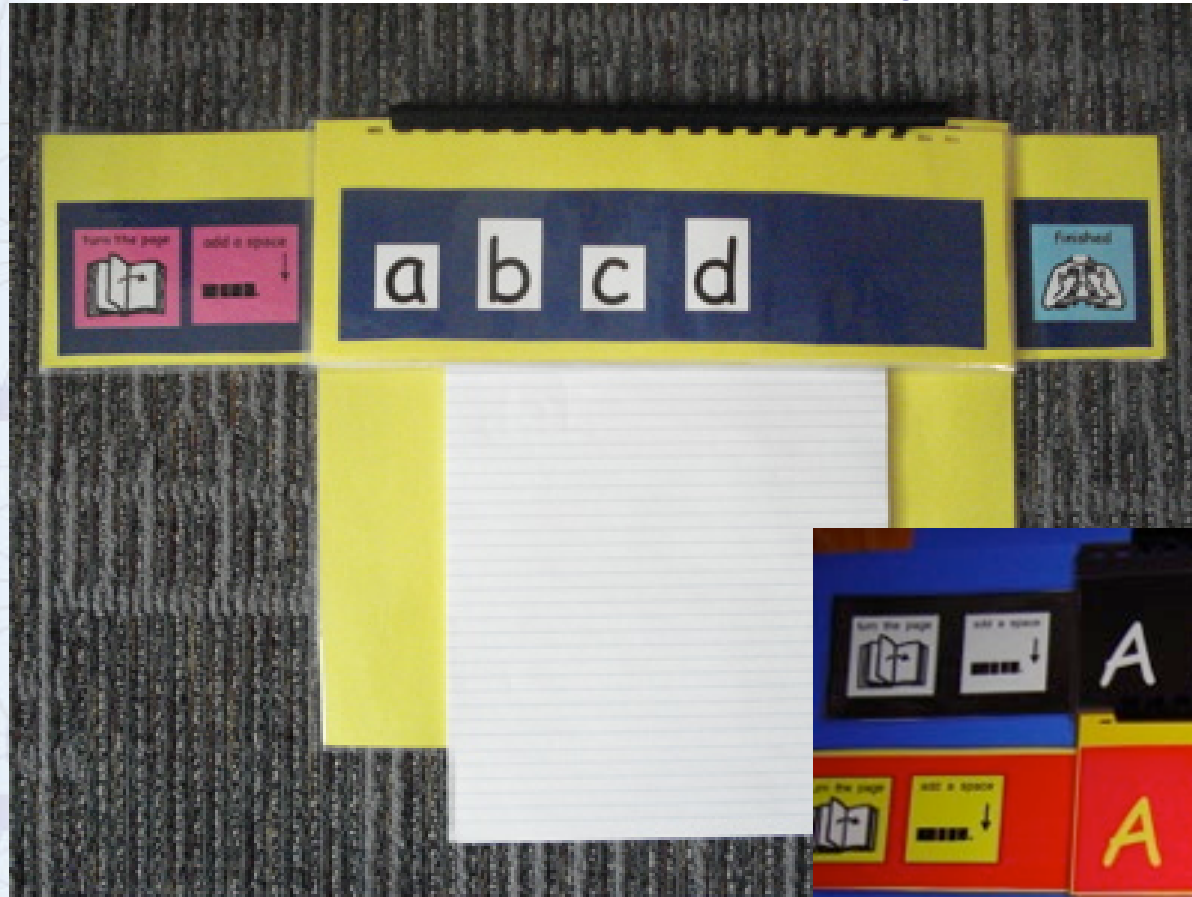
Students DO NOT need to know how to use the pencil to start using one.

Students DO NOT need to know letters before they start using an alternate pencil.

Students DO need a pencil that allows them to focus on the print/Braille they are producing.

Access to the Whole Alphabet

THANK YOU!

For more information: www.dynamiclearningmaps.org

For Professional Development:

www.dlmpd.com

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