

MN Low Incidence Projects Region 11 Literacy Community of Practice is honored to bring professional development on

Writing for Students with Complex Learning Needs

February 8, 2023

12:00 – 3:00 pm CST

Event Agenda:

12:00 – 1:30 Measure Writing Outcomes for Students with Complex Learning Needs Using the Developmental Writing Scale
1:30 – 3:00 Leverage Science to Drive Writing Instruction for Students with Complex Learning Needs

Presenter: Janet Sturm

Fee: \$25

Register online:

[metroecu.myquickreg.com event calendar](https://metroecu.myquickreg.com/event/calendar)

Registration Deadline: February 7, 2023

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12:00 – 1:30 Measure Writing Outcomes for Students with Complex Learning Needs Using the Developmental Writing Scale

Educators have a growing appreciation of the need for science-based writing instruction for students with complex learning needs (CLN). As a result, authentic academic measures are being sought to drive and align this high-quality instruction with standards and measure progress. In this session you will discover how the Developmental Writing Scale (DWS) can reframe how educational teams conceptualize and work with beginning writers of all ages who present with complex learning needs. The DWS can be used by school teams to identify present performance levels, establish goals, design instruction, and monitor progress. Participants will hear case study and classroom examples applying the DWS to increase academic success!

Learning Outcomes:

As a result of this session, participants will be able to:

- Describe two advantages of the *Developmental Writing Scale* for beginning writers.
- List two additional measures that can be used for beginning writers.
- Apply the quantity and quality measures to samples written by students with complex learning needs.

1:30 – 3:00 Leverage Science to Drive Writing Instruction for Students with Complex Learning Needs

In this session we will answer the question – How do we make writing instruction authentic, fun, and science-based? It is well-known that ability to write has enormous power for all students, especially those with complex learning needs. Yet, writing instruction is known to by most educators to be the least favorite curricular area. The good news is that decades of research across the world has given us a preponderance of

evidence to inform how reading and writing develop. Using science to increase instructional efficacy and efficiency, and optimize student outcomes, is essential. Learn how all students, especially those with complex learning needs, can become authors when systematic, sequential and explicit instruction is anchored in the science of writing. This session will also show how the not-so-simple view of writing can help practitioners assess the knowledge, skills, and curriculum materials needed to improve evidence-based practice in written language. Classroom-based videos and student examples will be shared throughout session. Participants will see how assessment data, partnered with high-quality instruction, enables changes in mindset that written language is an important form of communication for ALL individuals.

Learning Outcomes:

As a result of this session, participants will be able to:

- Apply the not-so-simple view of writing to evaluate curricula for students with complex learning needs.
- Describe the essential components of a science-based, comprehensive writing program
- List the benefits of a comprehensive, integrated reading and writing instruction for students with complex learning needs.

Presenter Bio: Janet Sturm, Ph.D., CCC-SLP, BCS-CL, is a professor in the Department of Communication Disorders at Central Michigan University. She has been working in classrooms for over 30 years. Her research and development work focuses on writing instruction for students with disabilities, computer-supported literacy, measurement of beginning writers, and classroom communication. She is a Fellow of ASHA and a Board Certified Specialist in Child Language.



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