

The Early Writing Project

Tips for using Data-Based Instruction (DBI) in a Distance Learning Format



CURRICULUM-BASED MEASUREMENT
TOOLKIT

Always:

Have students gather their Early Writing Project materials prior to the start of the lesson

Have students adjust their computer camera so you can view the student's work page while they are writing during independent practice and CBMs

Help students differentiate "CBM time" from "instruction time." Consider using a visual cue for students such as our "Get Ready" or "CBM Time" slides found on the website.

Consider:

Accessing contacting Elizabeth Lam, Project Director, at elam@umn.edu for additional resources

Sharing your resources with the Early Writing Project for dissemination to other teachers who may be interested.

All decision-making tools are designed in an online format. Modification for distance learning may not be needed.

To adapt Curriculum-Based Measures (CBM):

Provide students paper copies of the CBM forms (when possible). Loose-leaf paper to write responses may be a viable alternative

When implementing **Word Dictation** tasks, you must be able to view the student's work page while the student is completing the task. When administering, visually track when the student completes a word and then provide the next word. This task must be administered individually.

When implementing **Picture Word** tasks, if the student does not have access to the CBM form, deconstruct the form by creating PowerPoint slides where each picture is represented on one slide. Then, when administering move through the PowerPoint advancing to the next slide after the student has completed a response for the given picture. With this approach, individual administration is needed.

When implementing **Story Prompt** tasks, display the story starter on your computer screen when student forms are unavailable.



WRITING INTERVENTION TOOLKIT

To adapt writing intervention tools:

Send students DBI materials ahead of time so students can interact with them during your lessons, when possible.

Use screensharing functions to show students materials while implementing lessons, especially when material drop-off/pick-up is unavailable.

Create PowerPoint slides of lesson stimuli to show students during lessons.

Allow flexibility of response by allowing students to respond orally.