

Strategram™

STRATEGIES INTERVENTION MODEL

VOLUME 1

The University of Kansas Institute for Research in Learning Disabilities

NUMBER 3

—Road Map to Success—

Proper use of progress charts

Progress charts! An unpopular, but necessary aspect of teaching in general and the *Strategies Intervention Model* curriculum in particular.

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Although often misunderstood, mismarked, or even misused, progress charts constitute the most important type of paperwork in strategy instruction. When up-to-date and correct, charts serve as guides that help students and teachers see where they are going, how they will get there, and what it takes to reach their destination—strategy mastery. For this guide, or road map to be effective, the teacher, as navigator, must make the necessary plans for a successful trip.

Getting Prepared

The teacher must provide students with adequate knowledge about the progress chart, its purpose and components. In this role, the teacher should:

1. Discuss with the student:
 - the purpose of the chart
 - how to maintain the chart
 - how the chart relates to the student's progress
2. Describe and model how to fill in the chart:
 - highlight, with a colored marker, the lines or bands across the chart that specify the required mastery level (see chart, p. 3). (During each feedback session, point to the colored bands as mastery expectations for each step)
 - highlight Step 8, Generalization (see goal-setting section at the top of chart, p. 3)
 - explain that the marks are daily reminders that:

- a. mastery must be met
- b. the strategy must be generalized and extended to the mainstream, home, and community

- remind students when they record daily points to date the appropriate practice lesson and circle the number/letter of the practice (see lower edge of chart, p. 3)
- when discussing goal-setting, have students write the name of the instructional steps above the step numbers (see goal-setting section of chart, p. 3). This procedure:
 - a. exposes students to the language of strategy instruction
 - b. keeps the instructional steps in front of students daily and serves as an overview
 - c. provides an excellent early opportunity to discuss generalization.

Following Your Road Map

Once the progress chart has been set up, use it daily. Used properly, the chart serves a multitude of purposes: (a) it contains valuable information for decision making during instruction; (b) it acts as a self-evaluation tool; and (c) it is a powerful motivator.

When making instructional decisions, the teacher (and/or student) can refer to the chart and quickly see the number of attempts needed and the length of time required to reach mastery. The teacher can also use the chart to make notes when assisting on a lesson or providing additional instructional work. Used in this manner the chart provides an anecdotal "history" which contains important informa-

**The teacher,
as navigator,
must make
the necessary
plans for a
successful
trip.**

(continued on page 2)

S is for Specific

*Listen up, everybody,
Cause this is for real;
Forget your old ideas,
Let us tell you the
deal;*

***S** is for Specific,
No, not slow;*

***L** is for Learning,
Not that you're low;*

***D** is for Disability
Not that you're dumb;*

*So listen up here,
See how it's done;*

*Strategies are rad
Like PENS, RAP, and
SPELL;*

*They're our tools for
success,*

They help us excel;

*A lot of effort
And using our brains;*

*Works well for us,
Gets us gains;*

*We set our goals,
We've run the hard
race;*

*Just look at us now,
We're earned our place.*

*Written by the Fifth grade
students of **Rene Shaw**, SLD
Room, Atlantic West Elementary
School, Margate, Florida.*

...Road Map—Proper use of progress charts

tion for instructional decisions.

The progress chart is useful in evaluating both student and teacher performance. For the student it provides answers to such questions as:

- how many attempts were needed to reach mastery?
- has progress been consistent, or is it sporadic and uneven?
- have I mastered the process to be successful at the next step?

For the teacher the chart shows:

- intensity of instruction
- consistency and frequency of instruction
- amount of time elapsed between lesson assignments

evaluation questions; for example, "How does this score compare with my previous scores?" "Where am I in regard to mastery?" "What am I doing correctly in this step?" "What kind of mistakes am I making?" "What can I do next time to improve my score?" After initially modeling this procedure, the teacher can prompt and eventually expect the student to complete the process *independently*.

Frequent student involvement and communication help motivate students to keep improving their strategy performance and independent functioning.

However time-consuming, the progress chart is an integral compo-

The teacher must provide students with adequate knowledge about the progress chart, its purpose and components.

- specific feedback
- student performance patterns.

By serving the above functions, the progress chart allows both student and teacher to move through a strategy easily and more successfully.

To act as a student motivator, the progress chart must become a student worksheet. Specifically, once the pretest score has been recorded, daily recording of scores, setting and resetting of goal dates, and maintenance of the strategy notebook become the student's responsibility.

These responsibilities can become a part of individual feedback, thereby setting the stage for student self-evaluation. After providing individual feedback on a strategy attempt, have the student plot the score. Then encourage the student to ask self-

ment of the journey toward strategy mastery. Use these tips and techniques to insure a safe and pleasant trip!

Strategram

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Editor

Katie Alexander-Sturtridge

Consulting Editors

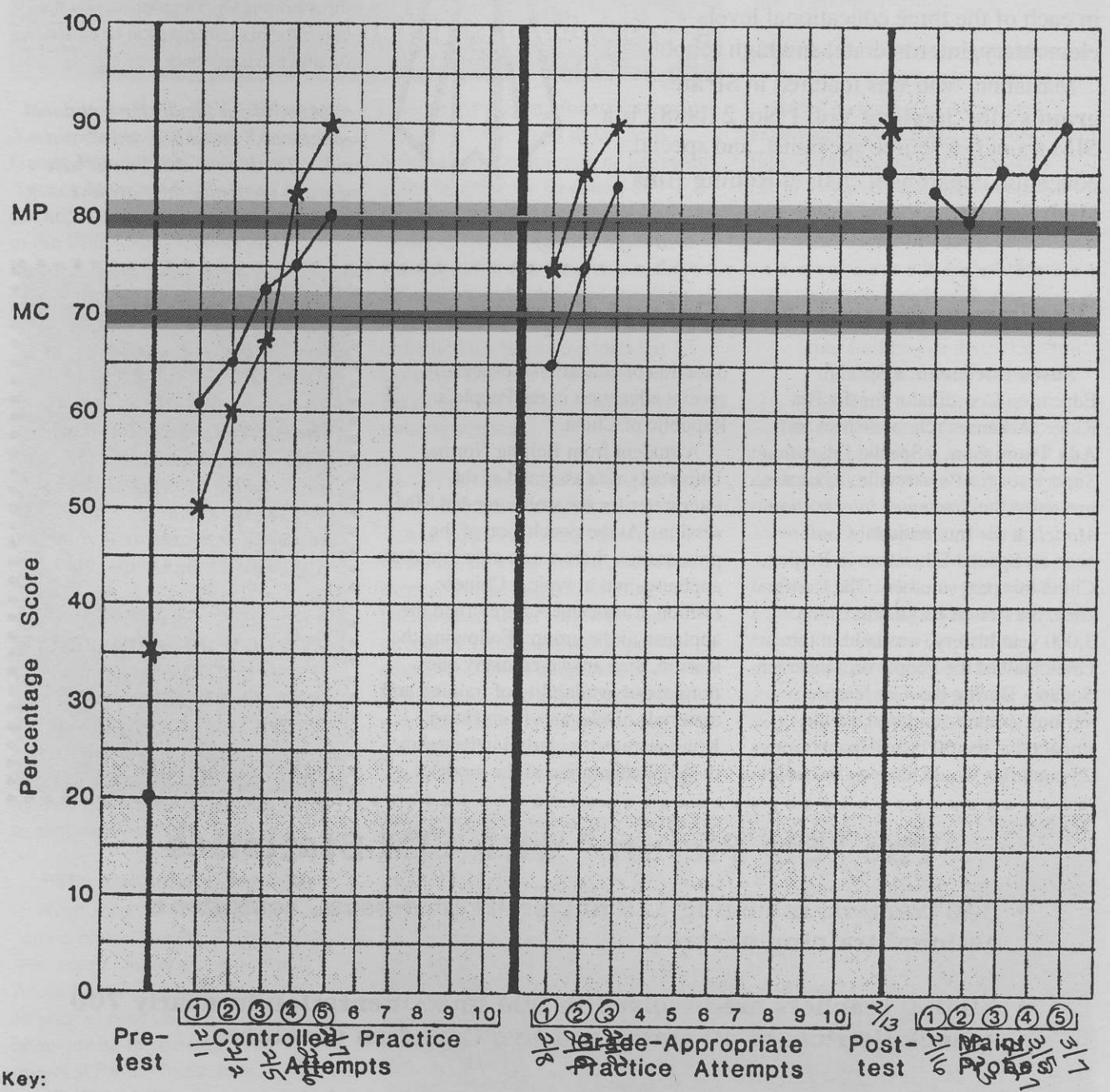
*Fran Clark
Don Deshler*

*Keith Lenz
Jean Schumaker*

Student's Name: Jason

EXAMPLE PARAPHRASING PROGRESS CHART

GOAL-SETTING SECTION	<i>Describe</i> Step 2	<i>Model</i> Step 3	<i>Verbal Rehearsal</i> Step 4	<i>Controlled Practice</i> Step 5	<i>Grade-Approp. Practice</i> Step 6	<i>Posttest</i> Step 7	<i>General-ization</i> Step 8
Goal Date:	1/29	1/30	1/31	2/7	2/14	2/15	3/5
Date Completed:	1/29	1/30	1/31	2/7	2/12	2/13	3/7



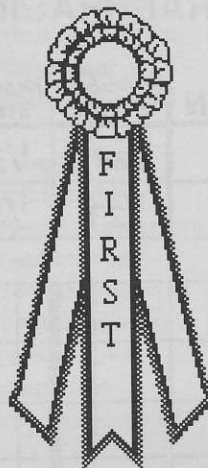
Key:

- — ● Paraphrase Percentage
- ★ — ★ Comprehension Percentage
- MP → Mastery Level for Paraphrasing
- MC → Mastery Level for Comprehension

Educators receive awards

Marianne Dean, Rolling Hills Estates, California was honored on November 3, 1988, as one of the recipients of the Claude E. Norcross Educator of the Year Award. The award originated seven years ago, and for the last three years, has been given to an instructor in each of the three educational levels—elementary, intermediate, and high school.

Marianne, who was featured in **Strategram's** SIM Spotlight Vol. 1 No. 2 (1988), is a SIM trainer, resource specialist, and special education department chair at **Rolling Hills High School**.



Don Deshler, Director of the Institute for Research in Learning Disabilities was honored June 11, 1988, at the University of Kansas School of Education Awards Reception where he received the faculty award for scholarship. In recognition of this honor, Dr. Deshler received a plaque for his contribution to education and the university.

"Many of our faculty have national reputations," Dean Edward Meyen said. "The school also should have a means to recognize their achievements."

Trainers travel the Orient Express

Susan Buchanan, a Special Education Coordinator for the Pea Ridge, Arkansas school district and **Ada Thompson**, a Special Education Supervisor for Fayetteville, Arkansas, presented the *Strategies Intervention Model* at the International Conference on Special Education in Beijing, China this past summer. The Conference, the first of its kind in China's 3,000 year history, was held in the Great Hall of the People on Tianamen Square. During the Conference various speakers emphasized the impact that the 600 participants from 23 countries would have on the future

direction of education—especially special education in the People's Republic of China.

A student from Beijing Normal University was assigned as the interpreter for the well-attended SIM session. At the conclusion of the presentation there was a nice round of applause, and in typical Chinese fashion, Susan and Ada returned the applause to the group. Following the session, they answered many questions about availability of training and materials. Delegates from Hong Kong were particularly interested in the implementation of the model.

Address Change

The current address for **World Wide Media**, distributor for the *Learning Strategies: A New Way to Learn* and *Strategies Instruction: A New Way to Teach* filmstrips, is:

WORLD WIDE MEDIA, INC.
756 North 1200 West
Orem, Utah 84057
801-225-7166

The "Big Picture" with SIM Statistics

- **350 trainers, including 125 university professors, comprise a national training network.**
- **30,000 teachers are involved in SIM implementation in nearly 700 school districts in 40 states and five Canadian provinces.**
- **Eight states have adopted SIM for statewide training.**



SIM Goes International via Ann and Conn

On September 3, 1988, SIM trainers **Ann Hoffman** and **Conn Thomas** of **Grant Wood Area Education Agency** launched SIM abroad by conducting a two-week training session in the Blue Mountains outside Sydney, Australia.

Training

Ten secondary (grades 6-12) teachers, 10 support staff and administrators from New South Wales gathered at a resort in the small village of Leura. During their excursion, Ann and Conn provided SIM overviews and strategy training. To conduct appropriate follow-up, Ann and Conn plan to utilize video-tapes, postal service, telephone, and FAX.

The Australian participants offered their own brand of training. Their special "down under" training included extended lunch breaks for the *Bush Walking Strategy* ("Hiking") and the delicious *Tea Time Strategy*. The *Tea Time Strategy* was implemented both morning and afternoon to everyone's delight.

"The Australian Connection"

Word about SIM reached the land "down under" via Dr. B.Thorley of Macquarie University in Sydney, Australia, who learned about the *Strategies Intervention Model* when he reviewed the original grant proposal for the Institute in Washington, D. C. in 1977. In subsequent years, Dr. Thorley watched SIM's growth before he finally decided to

obtain SIM training for educators in his area. After a call to Dr. Jean Schumaker, Coordinator of Research at the Institute for Research in Learning Disabilities, Thorley's dream of extending SIM training to New South Wales became a reality this fall. Ken Hickling of the State Department of New South Wales coordinated the workshop, and Pat Doherty, Director of Student Support Services, also participated in the training sessions.

... From the cornfields of Iowa to the Australian Bush ...

Ann and Conn were selected to travel to Australia because both have extensive teaching and training background. Ann taught regular elementary and secondary special education. Conn taught social studies before going to a special education resource room. After qualifying as SIM trainers, Ann and Conn were asked to provide strategies training

across Iowa. Presently they have done widespread training in Illinois, Iowa, Minnesota, Nebraska, North Dakota, Wisconsin, Missouri, Colorado, and California. In addition, they currently provide support or assist in training in Florida and Arkansas. Altogether, the two successful and energetic trainers currently work with 1,500 teachers who are at different stages in a 2-to 3-year training program.

Ann and Conn's Recommendations for Successful Implementation

Based on such a broad range of experiences, Ann and Conn make the following suggestions to teachers about to start SIM implementation:

- begin implementation within one week of training
- implement with 2-3 students who work well with you
- attend training with someone in your building or district so you can share and problem-solve together.

Ann comments: *"Our standard training procedure is to visit with each group of teachers at least 2 to 3 times per year to assist and problem-solve during the implementation process. Australia, however, is a truly unique situation—parts of the country are so rugged, isolated, and rural. But we look forward to maintaining and expanding our new friendships in Australia as we explore new ways to help educators in that part of the world reach their implementation goals."*



Training the Bush Walking Strategy

FOR THE CLASSROOM

Editor's Note: SIM trainers **Mary Russell** and **Ceil Triggs** (Storm Lake, IA) have expanded the *Paraphrasing Strategy Verbal Rehearsal Checklist* to include: (I) **Steps to Paraphrase** (to be learned to an automatic level); (II) **Paraphrase Self-Questions** (to be learned to an automatic level); (III) **Finding the Main Idea and Details** (to be learned to an understanding level; i.e., students should be able to describe one way to find a main idea, how to look for details, and state rationales for doing so. For example, the interaction between teacher and student might be: Teacher: "How do you find the main idea?" (checking for knowledge). Student: "Look in the first sentence." Teacher: "Why would you look in the first sentence?" (checking for understanding and/or rationale). Student: "I'd look in the first sentence because it usually tells you what the paragraph is going to be about"; and (IV) **Requirements for a Paraphrase** (to be learned to an understanding level) [Note that these statements have been shortened and rearranged from Cue Card # 3]. The mnemonic for these requirements is Can Anyone Name Many Ideas On Using RAP? RAP was included to finish the sentence and relate it to the strategy.

Paraphrasing Verbal Rehearsal Checklist

Name _____

		Attempts					
		1	2	3	4	5	6
I. Steps to Paraphrase							
1. READ a paragraph.		_____	_____	_____	_____	_____	_____
2. ASK yourself what were the main ideas and details.		_____	_____	_____	_____	_____	_____
3. PUT the main idea and details into your own words.		_____	_____	_____	_____	_____	_____
	• 100 % correct	_____	_____	_____	_____	_____	_____
II. Paraphrase Self-Questions							
What is this paragraph about?		_____	_____	_____	_____	_____	_____
What does it tell me about _____?		_____	_____	_____	_____	_____	_____
	100 % correct	_____	_____	_____	_____	_____	_____
III. Finding the Main Idea							
1. Look in the first sentence in the paragraph.		_____	_____	_____	_____	_____	_____
2. Look for repetitions of the same word or words in the whole paragraph.		_____	_____	_____	_____	_____	_____
Finding Details							
1. Look for statements related to the main idea.		_____	_____	_____	_____	_____	_____
IV. Requirements for a Paraphrase							
1. Complete thought		_____	_____	_____	_____	_____	_____
2. Accurate information		_____	_____	_____	_____	_____	_____
3. New information		_____	_____	_____	_____	_____	_____
4. Makes sense		_____	_____	_____	_____	_____	_____
5. In your own words		_____	_____	_____	_____	_____	_____
6. One main idea (general statement)		_____	_____	_____	_____	_____	_____
7. Useful information		_____	_____	_____	_____	_____	_____

Research Report

Institute Insights

Jean Schumaker
Coordinator of Research

One of the major goals of the staff of the Institute for Research in Learning Disabilities is to ensure that research findings are translated into practice and that validated procedures and materials become available so teachers can assist their students in achieving success. Towards this goal, SIM materials are continually being updated in response to teacher feedback.

One such revision is currently underway with the *Word Identification Strategy Instructor's Manual*. Teachers in one school district implemented the strategies instruction the way they had been trained; however, two procedures took longer than expected. Specifically, the teachers reported that it took them an average of seven school days to complete the Describe Step and that it took their students an average of five school days to reach mastery on the Verbal Rehearsal Step. The other steps were completed within the length of time suggested in the *Instructor's Manual* (p. 18). These experiences can be supported by other teachers and trainers.

Since it is important that students be highly motivated throughout strategy instruction and that the instructional process proceed smoothly, we suggest that you make the following changes as you train your students in the *Word Identification Strategy*.

1. Create a separate lesson for prefixes and suffixes.

Omit direct instruction on prefixes and suffixes from the Describe Step. Instead, use the instructions on pages

19-22 of the *Instructor's Manual* as a separate lesson, focusing on the identification and pronunciation of prefixes and suffixes as prerequisite skills to instruction in the *Word Identification Strategy*. To determine which students need this prerequisite lesson, develop a pretest similar to the worksheet on pages 74 and 75 of the *Instructor's Manual* and administer it along with the pretest for the strategy. Teach students in need of the prerequisite skills how to identify and pronounce prefixes and suffixes before you begin the Describe Step.

2. Change the names of Steps 2

“One of the major goals of KU-IRLD is to ensure that research findings are translated into practice and that validated procedures and materials become available so teachers can assist their students in achieving success.”

and 3 of the strategy.

Change Step 2 and Step 3 such that “Isolate the prefix” becomes “Isolate the beginning,” while “Separate the suffix” becomes “Separate the ending.” This change will shift the focus of the strategy away from just identification of prefixes and suffixes to center on identification of word beginnings and endings, which might include prefixes and suffixes. The degree of prerequisite prefix/suffix training is up to the individual teacher.

3. Change the Verbal Rehearsal requirements.

Focus the Verbal Rehearsal Step for the strategy solely on memorizing

strategy steps and demonstrating an understanding of them. Incorporate oral reading of the prefixes and suffixes in the prerequisite lesson for identifying prefixes and suffixes. The mastery criterion for the oral reading of words with prefixes and suffixes should be set at 90% in the prerequisite lesson.

As a result of the above modifications, the prerequisite lesson will follow this sequence:

- a. teacher description of common prefixes and suffixes;
- b. oral reading of the prefix and suffix list to a criterion of 90%

correct, or oral reading of common words containing common prefixes and suffixes to a criterion of 90% correct, and

- c. practice identifying prefixes and suffixes in words according to the criteria specified in the manual.

These changes will allow students to feel good about themselves and their ability to master new skills quickly, while enabling instruction in the *Word Identification Strategy* to proceed smoothly. We encourage you to make these changes in your instruction as soon as possible.

Please let **Strategram** know how well the changes work. Send comments or questions to the editor.

Book Review

If You're Trying to Teach Kids How to Write, You've Gotta Have This Book! by Marjorie Frank, Incentive Publications, Box 120189, Nashville, Tennessee, 37212 (\$9.95)

Author Marjorie Frank is very excited about kids, about words, and about teachers who work with both kids and words. Her "soap-box" message is that kids CAN be taught to express themselves in writing completely, effectively, and enjoyably. . . . She is as interested in turning-on the teacher as she is in "building a generation of word-lovers."

As the author states in the *Owner's Manual* (pp. 7-9), the book is about all the parts of the writing process and is really six books in one. The six books cover extensive ideas for starting specific writing activities with all kids and all ages, a manual for solving writing problems, and the how, when, and where to promote independent writing.

Written in a format as innovative and creative as the contents, the text contains such a wide variety of materials, activities, and suggestions that

teachers should find something for every student. Specifically for SIM teachers, it is an excellent resource for the *Sentence Writing Strategy* and the *Error Monitoring Strategy* because it:

- contains motivational activities for different kinds and ages of students
- promotes independent writing by the student
- provides many different ideas for grade-appropriate practice.

One section contains 225 writing suggestions other than "stories" that could be used for grade-appropriate practice. For example, have students write beauty tips, school announce-

ments, wishes, yellow pages, greeting cards, obituaries, and so on.

In the conclusion of her refreshing, stimulating book, Marjorie becomes a cheerleader who encourages you, the writing teacher, to glow in your own growth as a bonus for taking risks with kids and their writing.

"Trust the kids. Believe that your students do have good ideas, that their lives do contain plenty of experiences worth writing, that they can express those experiences. . . . Trust yourself. Believe that you can guide kids to better writing."

—Marge Frank

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