Share a Vision

—through successful strategy generalization—

Fran Clark
Coordinator of Training

Katie Sturtridge
Editor

As Angie proudly walked across the stage, shook the principal's hand, and received her high school diploma, she turned to her resource room teacher and winked. The two of them shared a secret—the secret behind Angie's success.

Three years ago Angie entered high school with numerous learning and social problems—now she has earned a diploma and, more importantly, is confident in her ability to carry her newly gained independence into real life.

Angie's teacher had successfully conveyed to Angie not only the content but also the philosophy and goals of the Strategies Intervention Model. Both Angie and her teacher shared a vision of Angie as an independent learner and performer. Angie's graduation resulted from her success in the resource room, in her mainstream classes, and in other settings—in and out of school. Both Angie and her teacher understood that to be able to use the strategies in the resource room was not enough. They had to be generalized and had to positively affect Angie's learning and performance in the mainstream. Their shared visions were realized when Angie graduated.

As SIM educators, we cannot be satisfied that our students demonstrate competency within a remedial setting or with controlled materials. We do not teach and then move on to the next topic or skill. **We strive for mastery and application of skills and strategies.**

The SIM instructional process devotes an entire step, Step 8, to generalization—the real-world use of the learned strategy. Such use includes application in a **wide array of settings** (e.g., a regular education classroom, a vocational education location, a job, a social setting) **using a wide array of materials** (e.g., a history book, a job application, a newspaper article). However, attention to generalization should begin long before we reach the generalization step in strategies instruction. From the start, instruction in a specific strategy focuses on generalization—student use of the strategy to meet a demand in the environment.

Learning the strategy steps; knowing how, when, and where to use the strategy; and applying the strategy in controlled materials or even in grade-appropriate materials are only intermediate steps along the way to the ultimate goal—strategy use in a real environment.

Strategies instruction is designed to keep students and teachers looking ahead toward the goal—generalization. Let's examine the individual instructional steps to see how Angie's teacher planned for generalization from the very beginning and to identify specific measures that increase the likelihood that generalization will occur.

Instructional Steps

Step 1: Pretest and Obtain Commitment to Learn. In this step, the resource room teacher determined whether Angie needed to learn a strategy and gained Angie's commitment to learn a strategy by "painting a picture" of how use of the strategy would be beneficial to her.

What can we do to forecast generalization in Step 1?

-Pretest student performance in materials (and/or settings) which are "real life" for a particular student.

-Personalize the benefits of using a specific

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... strategy generalization

strategy to each student through example situations or results that are personally meaningful to students.

-Assist students in writing a goal that focuses on using the strategy to meet a demand in their lives (a goal that aims toward generalization, not just learning the strategy).

Step 2: Describe. In this step, Angie's teacher presented and explained the strategy steps, how each step is applied, why the strategy and its steps are important, where Angie could use the strategy, when use of the strategy would be beneficial, and how the strategy would benefit her.

What can we do to forecast generalization in Step 2?

-Review the instructional goal of this strategy—using the strategy to meet a demand in the *student's* total environment. Use examples that are meaningful to the students participating in this strategy.

-Provide specific, personalized examples of why, how, when, and where the strategy will help students. Relate the strategies to present or future goals of each student.

-Involve students in: (a) identifying situations where the strategy might be used, (b) stating rationales for using the strategy, (c) explaining how use of the strategy will help performance, etc.

-Explain carefully how and why each strategy step works.

Step 3: Model. In the modeling process, Angie's teacher demonstrated how the strategy is used by completing all the steps, guiding herself using self-instruction, and showing how to problem solve when faced with difficulties. Gradually the teacher prompted Angie to become the demonstrator.

What can we do to forecast generalization in Step 3?

-Review the goal of instruction in this strategy.

-Before modeling, review not only the mnemonic for the strategy, but also the strategy steps, and why, when, where, and how to use the strategy.

-Instruct students to carefully watch and listen to the model you are going to provide so they can learn to accurately imitate you.

-Provide a complete model: (a) showing all necessary physical behaviors and all mental actions (thinking aloud), (b) demonstrating self-instruction while using the strategy steps, and (c) illustrating how to solve problems when a step does not achieve the desired results in a specific situation.

-Within the model step, relate how the strategy has helped students meet demands.

-Use a situation commonly encountered by the students as the model situation in which to apply the strategy.

Step 4: Verbal Rehearsal. At this stage, Angie learned the mnemonic and the strategy steps. In addition, she learned how decisions are made within each step, where she might be able to use the strategy, when use of the strategy would help her, and why she needed to use the strategy.

What can we do to forecast generalization in Step 4?

-Review the goal of instruction in this strategy.

-Review the mnemonic, the strategy steps, why, when, where, and how to use the strategy.

-Ask students to explain how they will use a specific step.

-Expect students to identify situations where they may use the strategy or to recognize cues that might signal when they could use the strategy.

-Ask students why and how the strategy will help them.

Step 5: Controlled Practice and Feedback. In this step, Angie began to apply the strategy in

materials that were not too difficult so that she could manipulate the new behaviors which comprised the strategy.

What can we do to forecast generalization in Step 5?

-Review the goal of instruction in this strategy.

-Before each practice, review the mnemonic, the strategy steps, why, when, where, and how to use the strategy.

-Use controlled materials similar to those the student will encounter in the real environment.

-Provide specific positive and corrective feedback that helps students know what parts of the strategy are being used correctly and review those parts which are not being applied properly. Model or prompt correct application of these components of the strategy.

Step 6: Grade-Appropriate Practice and Feedback. When Angie reached this step, she began to use real-life materials for her practice attempts.

What can we do to forecast generalization in Step 6?

-Review the goal of instruction in this strategy.

-Before each practice, review the mnemonic, the strategy steps, why, when, where, and how to use the strategy.

-Use materials the student will encounter in the real world.

-Provide specific positive and corrective feedback.

-Discuss how performance of the strategy in these real-life materials is helping students meet expectations similar to those encountered in the larger environment.

Step 7: Posttest and Obtain Commitment to Generalize. During this step, Angie's mastery of the strategy was documented and celebrated, and she made a commitment to use the newly learned strategy in other

Generalization

PHASE I: ORIENTATION

Student's Name _____

Student and teacher meet to:

Strategy_____

A. List situations where student might use this strategy

B. List some cues for using this strategy.

_____   _____

_____   _____

_____   _____

C. Commitment to generalize.

I will use the _____ strategy in my _____ class(es) whenever I need to

_____

_____

Completion Date   **Student's Signature**   **Witness**

■■

PHASE II: ACTIVATION

Talk with student's other teachers about upcoming assignments and the need for students to generalize the strategy. Require the student to apply the strategy(ies) to these scheduled assignments or other appropriate assignments you create for the purpose of generalization (e.g., a report due in history class, a job application, answers to questions in a science textbook, reading a textbook chapter, a questionnaire received in the mail).

	A. Planned Assignments	Date	Grade
1.			
2.			
3.			
4.			
5.			
6.			

Student completes assignments on the above list (or other assignment sheet). If assignment is for another teacher, SIM teacher should see it before it is handed in.

B. Student must fill out at least four *Report of Strategy Use Forms* (see pg. 4), and each date of completion is recorded below.

1. _____ 2. _____ 3. _____ 4. _____

PHASE III: MAINTENANCE   Student's Name_____

A. SIM teacher will conduct periodic reviews and test maintenance of strategy use with students.

   Scheduled dates for these maintenance probes (should be done at least once a month)

   1._____ 2._____ 3._____ 4._____

B. SIM teacher will collect written samples or reports of student progress from the student's other teachers.

C. Student makes a weekly or monthly plan in order to remember: (a) where to use the strategy, (b) in what setting, (c) under what conditions. Student may also want to keep a log of when and where the strategy was used.

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Teacher's Summary Sheet for Generalization

PHASE I: Orientation

Completion Date: _____ Student's Name_____

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PHASE II: Activation	Assignment	Date	Grade
Report of Strategy Use Form Received (Dates)	1. _____	_____	
	2. _____	_____	
1. _____ 2._____	3. _____	_____	
	4. _____	_____	
3. _____ 4._____	5. _____	_____	
	6. _____	_____	

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PHASE III: Maintenance
Scheduled dates for probes: _____ _____ _____

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Report of Strategy Use

_____
Student's Name

I used the _____ *Strategy on* _____ .
                                                                          (date)

Description of Assignment

_____

_____

_____

Pages

_____

Class or location where I used the strategy

_____

_____

_____   _____   _____
Student's signature   *Period*   *Date*

ERROR MONITORING STRATEGY (vertical label on left side)
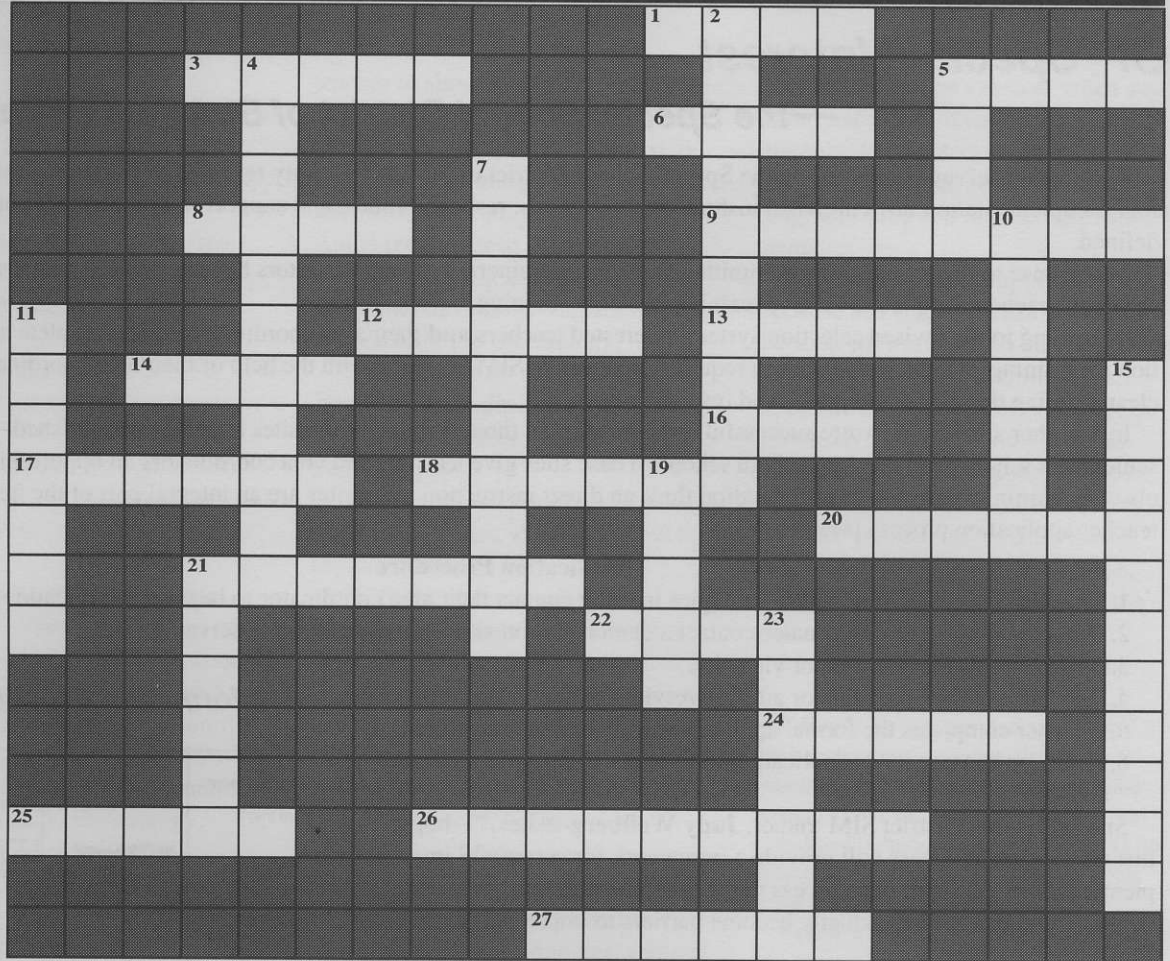
ACROSS CLUES

1. Write on every other line using _____.
3. Execute a _____ copy.
5. Reread the final _____.
6. _____ the rough draft for meaning.
8. Take it to someone for _____.
9. Interrogate _____ using the COPS questions.
12. _____ on every other line using PENS.
13. _____ the paper to someone for help.
14. Does it _____ right? Can I sound it out or should I use the dictionary?
16. Did I use _____ punctuation, commas and semicolons correctly?
17. Did I use end punctuation, _____ and semicolons correctly?
18. The word we use to remember the steps of the *Error Monitoring Strategy.*
20. _____ your final copy.
21. Read the paper for _____.
22. Interrogate yourself using the _____ questions.
24. Do I have any handwriting, spacing, margin or _____ errors?
25. Does the word look right or should I _____ it out or use the dictionary?
26. Did I capitalize the _____ and all proper nouns?
27. Did I capitalize the first word and all _____ nouns?

DOWN CLUES

2. Write on _____ _____ line using PENS.
4. _____ yourself using the COPS questions.
5. The word we use to remember the most common mistakes in writing.
7. This strategy is for error _____.
10. _____ a final copy.
11. Do I have any handwriting, _____, margin or messy errors.
15. Do I have any _____, spacing, margin or messy errors?
19. This strategy is for _____ monitoring.
21. Do I have any handwriting, spacing, _____, or messy errors?
23. Take the paper to _____ for help.

Word List

copy	handwriting	read
commas	help	reread
COPS	interrogate	sound
COPS	look	someone
end	margin	spacing
error	meaning	take
every other	messy	write
execute	monitoring	WRITER
final	PENS	yourself
first word	proper	

Developed by Jean Washburn, Sanford, Florida   **Answer Key on pg. 8**   *May be reproduced*

Of "Special" Interest

—the Special School District of St. Louis County—

Results of a survey conducted by the Special School District of St. Louis County revealed that district SIM teachers found implementation difficult when instructional programs, responsibilities, and support structures were not well defined.

In response to these findings, a committee of teachers, trainers, and administrators have developed a new system for selecting teachers who are to receive learning strategies training.

According to the revised selection system, interested teachers **and** their area coordinators must complete an application for training. The new application requires prospective SIM teachers, with the help of their area coordinator, to clearly define their programs, roles and responsibilities.

In a further attempt to ensure successful implementation, three demonstration sites have been established—two senior high schools and one junior high school. These sites give teachers and area coordinators an opportunity to observe learning strategies implementation through direct instruction. The sites are an integral part of the new six-step teacher application process (see below).

Application Procedure

1. Teachers interested in learning strategies training contact their area coordinator to begin the application procedure.
2. Teacher and/or area coordinator contact a demonstration site to arrange for an observation.
3. Teacher and area coordinator visit site.
4. Teacher and area coordinator attend overview before or after site visit.
5. Teacher completes the formal application with area coordinator.
6. Area coordinator sends application to Director of Program Planning and Development.

Special School District SIM trainer, **Judy Wollberg** states, "I hope this new six-step process will provide a framework for successful implementation. Through this process many potential problem areas will be addressed before they actually become barriers to implementation."

Helpful Site Information

As members of the initial planning committee, **Mary Biggs**, resource teacher, and **Bev Columbo**, SIM trainer and teacher, were instrumental in putting the new plan into action. In addition, they "operate" one of the three SIM demonstration sites at **Clayton High School** in Clayton, Missouri.

To help site visitors answer their questions about learning strategies implementation, the planning committee recommended that each site prepare an information brochure. Mary and Bev use 8 1/2" x 11" lightly colored card stock which they fold twice toward the middle (see drawing). The inside of the brochure mainly contains information obtained from a SIM overview. The outside offers more school/program-specific information such as: directions to the site; names of contact people at the site; organizational structure of the school (e.g., grades 9-12, 8-period day, time spent in resource room); and instructional components (e.g., how many strategies students are taught each year, other subjects integrated into strategies, support services).

Teachers may request the brochure prior to their site visit and thereby be better able to select the demonstration site that most closely fits their needs.

Why not develop your own brochure? What better way to inform prospective students, parents, building teachers, and administrators about your "special" program?

Information Brochure
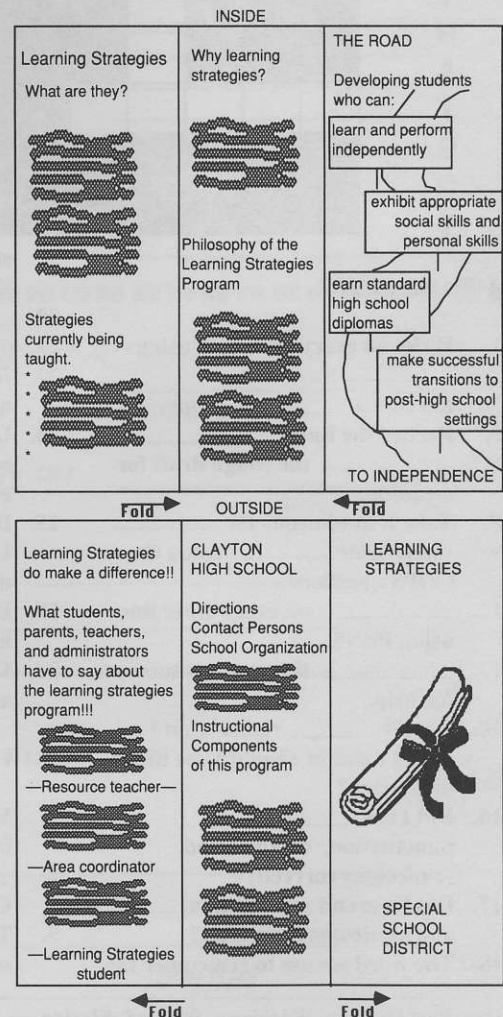
. . . strategy generalization

situations.

What can we do to forecast generalization in Step 7?

-Review the goal of instruction in this strategy.

-Before the posttest, review the mnemonic, the strategy steps, why, when, where, and how to use the strategy.

-Use materials similar to those students will encounter in the real world.

-Help students write a goal that focuses on using the strategy outside your classroom.

Step 8: Generalization. The three distinct phases of the generalization step—orientation, activation, and maintenance—all provided Angie and her teacher unique opportunities to share their vision of generalization as well as Angie's commitment and her plans for using the strategy beyond the SIM classroom.

Orientation

Together, Angie and her teacher planned where, when, and how Angie would demonstrate use of the strategy. In addition, they set a completion date.

What can we do in the orientation phase of generalization?

-Review the goal of instruction in this strategy.

-Review the mnemonic, the strategy steps, why, when, where, and how to use the strategy.

-Have students develop a written plan of situations where they might use the strategy.

-Discuss situations and cues present in the situation that would signal students to use the strategy (see sample form on pg. 3, *Phase I: Orientation).*

-Have students make cue cards to place in class notebooks or textbooks to prompt them to use the strategy.

Activation

In this phase, Angie and her teacher met with Angie's English

teacher to show her Angie's progress in the strategy and her written commitment to generalize. They briefly explained the strategy, what cues the English teacher might use to help Angie remember to use the strategy, and the three of them agreed on an assignment(s) where Angie might successfully use the strategy.

What can we do in the activation phase of generalization?

-Review the goal of instruction in this strategy.

-Review the mnemonic, the strategy steps, why, when, where and how to use the strategy.

-With the student, enlist the assistance of regular class teachers in prompting and cueing strategy use.

-Make assignments for students to use the strategy outside the SIM classroom and provide feedback on strategy application (see sample form on pg. 3, *Phase II: Activation).*

Maintenance

During the maintenance phase of generalization, Angie reviewed previously learned strategies, and her teacher tested her to make sure she was using the strategy correctly.

What can we do in the maintenance phase of generalization?

-Periodically review the goal of instruction in this strategy.

-Periodically review the mnemonic, the strategy steps, why, when, where, and how to use the strategy.

-Periodically make assignments for students to use the strategy on a regular class assignment and provide feedback on strategy application (see sample forms on pg. 4).

Keep Your Vision

Your SIM plan and its vision will expand and grow as you and your students master and generalize more and more strategies.

To help in that expansion, keep examples of students' work, especially the generalization information, including charts and logs. Such

information can be valuable when you want to speak to other teachers, students, administrators, parents, or community leaders about your program's progress and accomplishments.

Why is this vision important? Because our students must succeed in the total environment so that they will not be among the 25 million Americans who are functionally illiterate or for whom businesses must provide remedial education to gain a competent work force. Our students can succeed, you can help assure their success by maintaining your vision.

Angie could have been among the millions of illiterate Americans!

Make Angie part of your vision!

Editor's Recommendation: To make these generalization suggestions easy to remember and use, mark the appropriate places in your strategy manuals by color-coded highlighting, writing the letter G (to indicate generalization), or written notes in the margin.

Editor's Note: The first 3 generalization forms (Phase I, II, III) on pp. 3-4 can be used as worksheets for students and teachers to plan together how and when to complete and record the requirements of the Generalization Step.

Some teachers prefer to transfer pertinent information from these generalization worksheets to the *Teacher's Summary Sheet* (pg. 4). This Summary Sheet provides a concise, easy reference of each student's generalization work.

An idea for your community

Suzanne Ryan, SIM teacher at **Tates Creek High School** in Lexington, Kentucky, is one of 35 teachers in Fayette County selected to participate in this year's Leadership Education program. Cosponsored by the Kentucky Education Foundation and Citizens Fidelity Bank, the purpose of the program is to establish and maintain effective communication between area businesses and education.

Participating educators spend one inservice day per month visiting businesses or attending workshops to discuss and develop ideas for how business and education can best work together. For example, educators spoke to local businesses about their concern for students who are required to work late hours at jobs in the community. Also, Ashland Oil of Kentucky airs commercials honoring local teachers and encouraging young people to complete their education; they also award grants to teachers pursuing advanced degrees.

Consider this type of cooperative program for your community!

Error Monitoring Strategy Crossword Key
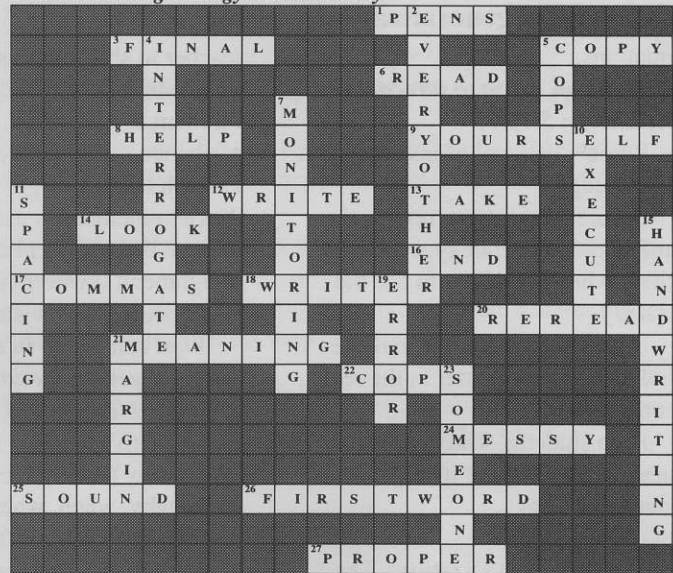
A Strategram Thanks!!!

Thank you for sharing your ideas with us. Unfortunately, we cannot return, acknowledge or print all of the items received.

Moving???

Check Box
To insure accurate address change, include mailing label and new address below.