

# Strategram™

## STRATEGIES INTERVENTION MODEL

VOLUME 2

The University of Kansas Institute for Research in Learning Disabilities

NUMBER 1

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# Communication For Success

## —Techniques for Conferences—

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Assistant Professor  
University of Arizona

**"...effective communication emerged when the conference was structured and both the teacher and student engaged in specific behaviors."**

**S**tructuring effective communication with students is essential to maintaining student motivation during the acquisition and generalization stages of the learning process. Many SIM teachers find it important to have ongoing conferences with individual students to clarify the students' perceptions about their role in making choices, negotiating agreements, re-negotiating these agreements and monitoring their strategy progress. These conferences can be introduced formally and informally during the Describe and Feedback stages of strategic instruction. Some teachers report that setting up a regular schedule to talk privately with each student for a few minutes weekly maintains student interest, commitment, and personal responsibility for learning. These conferences can be arranged on a rotating basis with a few students each day. Other students may be involved with independent seat work, individual assignments, or practice.

### Effective Communication Emerges Through Conferences

Recently, Candace Bos (University of Arizona), and I conducted a study examining the impact of informal, biweekly, goal regulation conferences with junior high school LD students. Each conference lasted three to ten minutes. We observed that effective communication (i.e., exchanges of information and ideas between the teacher and the student) emerged when the conference was structured and both the teacher and student engaged in specific behaviors. The most effective structure and communication skills included:

\* **Purpose:** Establishing the purpose and goal of the conference.

\* **Review:** Reviewing briefly the strategy work the student has completed over an 8-10 day period and focusing the discussion on progress, problems, feelings of success the student has experienced.

\* **"I" Messages:** Using "I-messages" to share with the students how certain behaviors or actions make them feel, while avoiding "you-messages" to place blame on the student.

\* **Questions:** Asking the student relevant questions to assess his/her knowledge of specific strategies and discovering the student's perception of progress. Assessing the student's satisfaction with the strategy procedures and his/her level of improvement in school.

\* **Attention:** Listening attentively and maintaining eye contact.

\* **Responses:** Giving the student time to respond to questions.

\* **Reflection:** Reflecting the ideas, information, or feelings expressed by the student through paraphrasing or summarization.

\* **Student Feedback:** Using student feedback for instructional decisions.

\* **Student Participation:** Encouraging the

(continued on page 2)

student to ask questions and add to the discussion.

\* **Goals:** Summarizing plans and goals with the student.

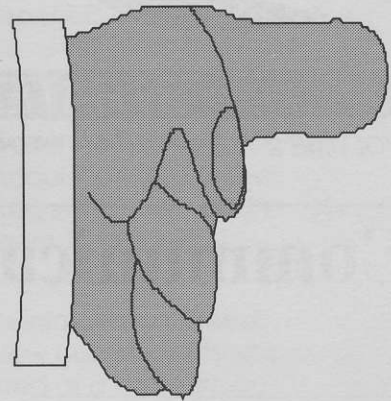
\* **Rapport:** Talking with the student in a pleasant manner, being sure to spend time talking about extracurricular matters.

These techniques are not necessarily unique to the Strategies Intervention Model but appear to be essential in facilitating and maintaining student interest and commitment to acquire

**"These conferences can be arranged on a rotating basis with a few students each day."**

and use a repertoire of strategies for improving performance. Clearly, the activities for addressing student communication provided here are only a beginning.

*See Page 3 for Examples*



## **COPS Rap -- "The Writing Bop"**

Kimberly Short, Apex, NC, developed the COPS Rap to provide students motivation to use *The Error Monitoring Strategy*. She teaches the Rap to students after the Model or Verbal Rehearsal stages. Originally Kimberly developed the Rap for fourth graders. The students used it to explain the importance of proofing their work to peers and content area teachers. Please note that "Organized" was substituted for "Overall Appearance" to facilitate understanding in the lower grades. Now grades 2 through 5 are excited about the COPS Rap and *The Error Monitoring Strategy*.

We're going to teach you how to proof.  
If when you write, you make a goof.  
The way to do it is with COPS.  
We'll show you how with the Writing Bop!

First, you take your pen, and you jump right in.  
You're gonna fix those mistakes.  
Hey, ain't this great!!  
Next, look to see if you've Capitalized.  
Are they the words you wanted? Are they Organized?

Give me C - O, C - O.  
You've got to Capitalize and Organize.  
Give me C - O, C - O.

The Writing Bop you almost know....

There are 2 more steps you've got to do.  
Now don't you let them slip past you!  
Check your work. Did you Punctuate?  
Next, look at those words. Is the Spelling great?

Give me P - S, P - S.  
You've got to Punctuate and

Keep that Spelling great!  
Give me P - S, P - S.

The Writing Bop you now can guess....

Now we've taught you how to proof.  
If when you write you make a goof.

You've got to Capitalize  
and Organize!  
You've got to Punctuate!  
Keep that Spelling great!  
Give me C-O-P-S. Give me C-O-P-S.

The way to proof is with the COPS.  
And now you can do the Writing Bop....

You've got to Capitalize  
and Organize!  
You've got to Punctuate!  
Keep that Spelling great!  
Give me C-O-P-S. Give me C-O-P-S.

We're going to leave you now with this Rap that's great!!  
Let COPS show you how to keep your writing first rate!!

# Techniques for Conferences

<b>Purpose</b>	<i>The purpose of this meeting is to review your progress and goals. We need to get together to see how things are going. What areas are going well and where do we need to work?</i>
<b>Review</b>	<i>Show me in your notebook what strategies work you have done since our last meeting. Are you running into problems using the strategies?</i>
<b>"I" Message</b>	<i>I have a feeling that the work in _____ class is difficult for you. I can see you're using _____ but not _____. I'm not sure I understand your question.</i>
<b>Questions</b>	<i>What skills do you want to learn or improve ? Is there anything we've overlooked in or out of school that we need to work on?</i>
<b>Attention</b>	<i>I understand..... Use nonverbals such as a pat on the back or a smile to convey acceptance.</i>
<b>Responses</b>	<i>Think about it before you answer. Don't hurry, we have time.</i>
<b>Reflection</b>	<i>I hear you saying that you are bored with this strategy. You're feeling frustrated with this task. You mean you would rather do this part of the strategy first.</i>
<b>Student Feedback</b>	<i>Since you feel you need help in writing complete sentences you could learn..... You were tired of this, let's try different practice material.</i>
<b>Student Participation</b>	<i>Is this a good plan of action? Do you have any comments or ideas? How would you like to solve this problem?</i>
<b>Goals</b>	<i>Do you understand your goals? Let's list them. By our next meeting where do you want to be? We have agreed that you will work on.....</i>
<b>Rapport</b>	<i>I'm glad to hear that! How did the game go last night? How are things at home? Have you joined any clubs?</i>



**“Making A Difference”  
Award Established in  
Memory of Outstanding  
Educator**

Following the June, 1988 death of **Jane Langenbach**, SIM trainer, the Florida SIM Project (SIMFL) created *The Jane Langenbach Award* to be given, in memory of Jane, to exemplary SIM educators in Florida. The award will serve as a constant reminder of Jane’s many contributions and accomplishments. Jane was involved in SIMFL from its beginning in September, 1985. As a representative of the Florida Diagnostic Learning Resources System, Jane taught the strategies, developed replicable SIM training packets, trained teachers, attended state



**Jane Langenbach**

meetings, and served on a state-level task force to give direction to SIM statewide.

**Debra Fennelly**, 7th grade special education teacher, Mulberry, Florida, became the

first recipient of *The Jane Langenbach Award* on January 20, 1989. The many accomplishments that earned Debra this honor include: conducting SIM training in her district, designing check sheets for several strategies, sending written encouragement to training participants, and creating main idea and detail statements for the *Jamestown Readers*. The latter are being distributed throughout the training project in Florida. Debra also revised *The Word Identification Strategy* score sheet found on page 5.

Truly, both Jane Langenbach and Debra Fennelly have "made a difference."



**FOR THE CLASSROOM**

**Editor's Notes**

The revised score sheet (Page 5) is an easy reference for *The Word Identification Strategy*. More space is allowed for correctly dissected words on the score sheet. Updated mastery scores are noted, and space is also provided for the comprehension test and test or practice stages. The revised score sheet can be used in the Pretest, Controlled Practice and Feedback, Grade Appropriate Practice and Feedback, and the Posttest Stages of *The Word Identification Instruction*.

.....  
A summary of our back issues is provided on pages 6 & 7. The following form may be used to order individual issues or the entire volume.

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223 Carruth-O'Leary Hall  
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# FOR THE CLASSROOM

(See page 4 for instructions)

## WORD IDENTIFICATION STRATEGY {SCORE SHEET}

Name: \_\_\_\_\_

Date: \_\_\_\_\_

STAGE: \_\_\_\_\_

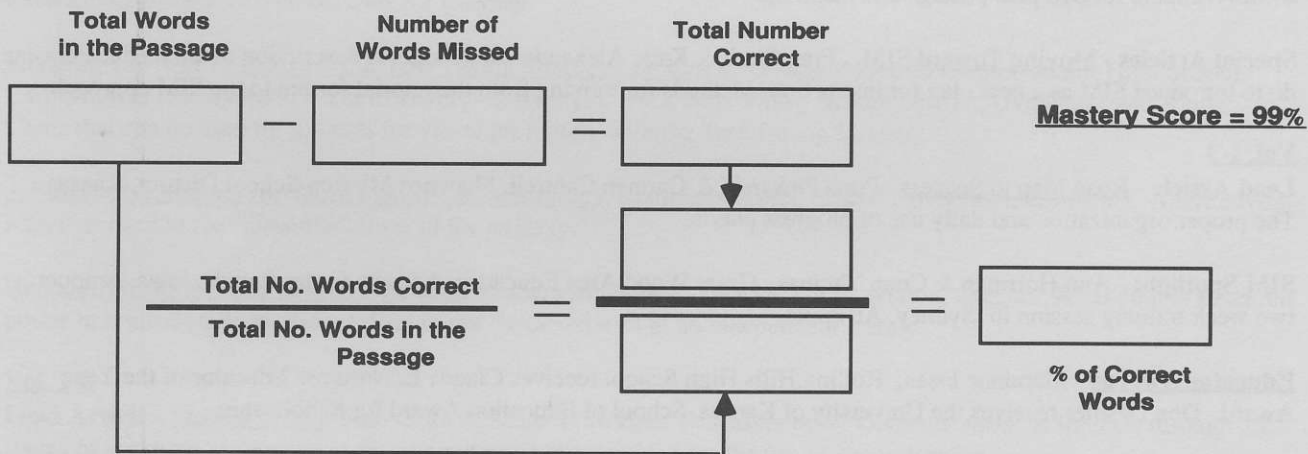
Book: \_\_\_\_\_ Section: \_\_\_\_\_

Words Correctly Dissected

Words Missed

Words Missed


### Calculating the Score:



**COMPREHENSION QUIZ**

SCORE: \_\_\_\_\_

MASTERY SCORE = 65%

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_  
 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_ 10. \_\_\_\_\_

The University of Kansas  
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 9/89

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**Vol. 1-1**

**Lead Article** - What Makes a Master. Don Deshler - Factors that make teachers successful.

**SIM Spotlight** - Linda Hickey, Elem. Resource Teacher, Grandview, Missouri. First elementary teacher to go through trainer's workshop. Many adaptations to make SIM more effective by teaching prerequisite skills.

**For The Classroom** - Introducing Ima Mess - Error Monitoring Strategy. Deb Sylvara, Blue Valley District, Overland Park, Kansas. Innovative rationale for learning Error Monitoring Strategy presented during Describe and Verbal Rehearsal Steps.

Procedure and Worksheet for Introducing Learning Strategies to Adolescents. Mark Schipani of Ely High School, Pompano Beach, Florida. Worksheet provides motivation for learning strategies.

**Keeping Current** - Research Report. Jean Schumaker. Gives summary of Institute functions and a description of Math Strategies Project.

**Vol. 1-2**

**Lead Article** - Napoleon & SIM Teachers. Keith Lenz. A comparison between Napoleon's military strategies and SIM strategies.

**SIM Spotlight** - Marianne Dean, Resource Specialist, Rolling Hills High School, California. Use of strategy buttons emphasizing the importance of organization.

**For The Classroom** - Scoring summary sheet for Sentence Writing Strategy. Marianne Dean, Rolling Hills High School, California. Quick reference scoring sheet with strategy manual page number references included with criteria for mastery.

**Keeping Current** - Making a Difference From Those Who Know. New video designed to convey the benefits of the SIM. Available for \$10 plus postage and handling.

**Special Articles** - Moving Toward SIM. Fran Clark & Katie Alexander-Sturtridge. A description of what educators can do to introduce SIM as a new plan for instruction. Methods for moving from the tutorial format to the SIM approach.

**Vol. 1-3**

**Lead Article** - Road Map to Success. Pona Piekarski & Carmen Cantrell, Shawnee Mission School District, Kansas. The proper organization and daily use of progress charts.

**SIM Spotlight** - Ann Hoffman & Conn Thomas, Grant Wood Area Education Agency, Cedar Rapids, Iowa, conduct two week training session in Sydney, Australia.

**Educator Awards** - Marianne Dean, Rolling Hills High School receives Claude E. Norcross Educator of the Year Award. Don Deshler receives the University of Kansas, School of Education Award for Scholarship.

Trainers Travel the Orient Express - Susan Buchanan, Pea Ridge, Arkansas & Ada Thompson, Fayetteville, Arkansas, present SIM at the International Conference on Special Education, Beijing, China.

**For The Classroom** - Paraphrasing Verbal Rehearsal Checklist - Mary Russell & Ceil Triggs, Storm Lake, Iowa. Expanded Paraphrasing Strategy Verbal Rehearsal Checklist provides new creative approach.

**Keeping Current** - Institute Insights. Jean Schumaker. Revisions of the Word Identification Strategy. Changes in the "Describe" stage of student training.

**Special Articles** - Book review of If You're Trying to Teach Kids How to Write You've Gotta Have This Book by Marjorie Franks.

(continued on page 7)



#### **Vol. 1-4**

**Lead Article** - The Heart of Strategy Instruction. Jean Schumaker The four phases of effective modeling: (a) Advance organizer, (b) Presentation, (c) Student enlistment, (d) Post organizer.

**SIM Spotlight** - Spencer DeMille, Chico High School, California. SIM success from the student's point of view.

**Educator Award** - Janet Jones, Brooklyn Junior High School, Brooklyn Park, Minnesota, recipient of 1988 Outstanding Teacher Award in Learning Disabilities.

**For The Classroom** - Teacher's Cue Card for Four Instructional Phases of Modeling. Keith Lenz, Barb Duchardt, & Joyce Rademacher. Use of instructional categories and phrases to embellish procedures provided in instructor's manuals.

**Keeping Current** - Social Skills for Daily Living. A description of a new curriculum, materials needed and comments from teachers that have implemented the program.

**Special Articles** - Management Memo: Bost's Deli. - Pat Bost, Logger's Run Middle School, Palm Beach County, Florida. Ideas for organizing classroom for SIM feedback or conference time with teacher.

Hulk Hogan and Miss Piggy Help Introduce Complex Sentences. Sheryl Block, Louisville, Kentucky. Creative approach for introducing complex sentence formulas to students.

#### **Vol. 1-5**

**Lead Article** - Set the Stage for Learning. Keith Lenz. The importance of advance organizers and components of advance organizers.

**SIM Spotlight** - Achievers' newsletter created by students from North High School, Wichita, Kansas provides pupil motivation. Letter from Robert Frazier provides example of success.

**For The Classroom** - Teacher's Cue Card for Developing an Advance Organizer. Keith Lenz. Ten steps for developing advance organizers with verbal cues for teachers.

**Keeping Current** - Enhance Your Test-Taking Strategy Cue Cards. George Poore, El Camino Junior High School, California & Deb Sylvara, Vicki Cotsworth & Nancy Meyers, Blue Valley School District, Overland Park, Kansas. Cards that can be used by students for visual prompting with the Test Taking Strategy.

A Fast Paced Activity for Word Identification Strategy. Kathleen Gabriel, Chico High School, California. Alternative activities used in the "Describe" stage of the strategy.

Handout/Poster for Independent Learning. Barbara Millikan and teachers in Beaverton, Oregon. A handout or potential poster to remind students and teachers of the characteristics of an independent learner.

#### **Vol. 1-6**

**Lead Article** - Share a Vision. Fran Clark & Katie Sturtridge. Discusses how "Generalization" is forecast through all stages of instruction. Recommendations and notes are provided for the use of generalization.

**SIM Spotlight** - Mary Biggs, Resource Teacher, & Bev Columbo, SIM Trainer and Teacher, Special School District of St. Louis County, Missouri, develop new site information brochure. Example of brochure in article. Description of district policies developed for selection of teachers for training. Six-step application procedure is presented.

**For The Classroom** - Generalization Worksheet. Margot Rowley-Burke & Riverside Co., California, Veterans Group.

Error Monitoring Strategy Crossword Puzzle. Jean Washburn, Sanford, Florida. Contains word list and answer key.

**Keeping Current** - An Idea for Your Community. Suzanne Ryan, Lexington, Kentucky. provides a description of leadership education program which connects education and business.

# MAILBAG

## For Motivation

How do you motivate high school students to do strategies training when they only see the need to get tutored to pass their tests?

*ESE Teacher, Florida*

Dear ESE Teacher,

Certainly, immediate needs often take precedence over long term needs. However as students face these needs, i.e., a test on Friday, a strategic teacher can provide assistance while focusing on both short-term (current demands) and the long-term (preparation for independence) goals. For example, until students have mastered strategies, you might help a student study for a test by using a strategy such as *Paraphrasing* or *FIRST-Letter Mnemonic*. When the immediate demand passes, begin specific instruction in the strategy. The students will already have seen the benefits of the strategy in the mainstream classes.

*Mailbag* is an opportunity to exchange information, ask questions, express concerns, and share ideas on SIM-related topics. We appreciate your input! Your name, address, and telephone number should be on all correspondence. Items become property of *Strategram* and may be edited for publication. Names may be withheld upon request. Please send letters to *Mailbag Editor*.

## Following Procedures

How important is it follow to the teaching procedures in the manual?

M.L., Teacher  
Nebraska

Dear M.L.,

The procedures incorporate the critical teaching behaviors that have been shown by research to maximize student learning. Changing or leaving

out stages will affect how well and how rapidly students learn and generalize a strategy. Teachers are encouraged to be creative and use peer tutoring, small groups, materials of their choice, and to modify worksheets while following the Acquisition and Generalization stages in order, and teaching them to mastery.

## Reinforcement Needs

How can students who seem tired of a strategy, be motivated to keep working?  
*Frustrated Teacher*

Dear Teacher;

Students need rationales and reinforcement for learning a strategy. Keep telling them why the strategy is useful and where they can use it. Tell them how much progress they've made. Ask yourself if you're the one who is tired or bored, if so, brainstorm with another teacher or support group.

## Subscription Information

Your subscription entitles you to ALL six issues of the current volume being published.

The current volume is Volume 2, and the publication period is from September 1989 to August, 1990.

When you subscribe, allow 6-8 weeks for processing and mailing.

## New Editor For *Strategram*

On July 15, 1989, Mary Lee assumed her responsibilities as the new editor of the *Strategram*. Any comments, suggestions or other input regarding the *Strategram* should be sent directly to Mary.

### Strategram

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