

# Strategram™

## STRATEGIES INTERVENTION MODEL

VOLUME 2

The University of Kansas Institute for Research in Learning Disabilities  
MAY, 1990

NUMBER 5

## SPECIAL ISSUE: PART ONE

### — TEACHING STRATEGIES TO YOUNGER STUDENTS —

**Fran Clark**

Coordinator of Training

This article is based on a project funded by the **Foundation for Children with Learning Disabilities - New York, New York**

Editor's Note: The next two issues of *Strategram* will focus on teaching strategies to young children.

Younger students who are at risk for school failure, including those with learning disabilities, face a critical period of adjustment as they enter the intermediate grades and move from the elementary school environment to middle or junior high school. During this time, the focus of the school curriculum shifts from acquisition of skills to acquisition of content, and students must use a wide array of skills and task-appropriate learning strategies in order to learn content. Skills learned in elementary school are now required to gain content information and to demonstrate learning. For the pre-adolescent with learning disabilities, this transition may be particularly difficult. Therefore, mastery of task-specific learning strategies designed to enable the student to learn information and demonstrate that knowledge becomes critical.

The decision to allot precious instructional time with younger students to the acquisition and mastery of task-specific learning strategies is not an easy one to make. Younger students who are experiencing difficulty in school may have skill deficits which require intensive developmental or remedial instruction. If students' skill deficits are severe and are related to the prerequisites for specific learning strategies, abandoning the intensive development or remedial instruction may not be justified until the required skills have been mastered. However, if younger students possess the prerequisite skills for a specific learning strategy, strategies instruction may be an appropriate choice. Thus, the teacher's knowledge of the prerequisite skills and behaviors for task-specific strategies and of the

individual student's levels of skill development are important sources of information when evaluating the appropriateness of strategies instruction for an individual student.

Although the work of the University of Kansas Institute for Research in Learning Disabilities has primarily focused on adolescents and young adults at risk for school failure including those with learning disabilities, many teachers have expressed an interest in extending strategies instruction to younger students. The adaptations of strategies instruction described in this issue of *Strategram* and in the next issue were developed because many elementary teachers saw that their students needed task-specific strategies to respond to the demands of elementary schools and to prepare them for entry into middle or junior high school. These adaptations were developed in conjunction with many elementary teachers who took the existing task-specific strategies in the Learning Strategies Curriculum and modified them for their younger students. They are gratefully acknowledged for sharing their experiences and findings.

The principles which follow are considered important to providing strategies instruction for younger students. However, these principles are not unique to strategies instruction with younger students; they are critical whenever students: (a) experience difficulty in attention or memory; (b) lack strategies which enable them to plan, execute, and evaluate their performance on a task or its

(continued on pg. 2)

(continued from pg. 1)

outcomes, or (c) require extensive guidance and monitoring during initial practice attempts. These principles are incorporated into the Introductory Lesson which can be used to introduce the concept of learning strategies to younger students and the adaptations for the *FIRST-Letter Mnemonic Strategy* that follow this article. Adaptations for the *Paraphrasing Strategy* and the *Sentence Writing Strategy* will appear in the next issue of *Strategram*.

## Key Principles

Five keys to teaching learning strategies effectively to younger students have been identified: (a) use short lessons, (b) teach concepts in a meaningful way, (c) "jazz-up" instruction in a way that motivates younger students, (d) use guided practice, and (e) use novel ways to ensure active and frequent participation.

## Use Short Lessons

Instruction for younger students should be presented in short, intense lessons from 5-15 minutes in length. By breaking the content into a series of short lessons, the teacher can teach only one or two concepts intensively in each lesson, conduct frequent reviews to reinforce memory, and maintain students' attention. A short, intense lesson should include:

- \* an advance organizer which includes what is to be covered, how it relates to previous learning, why the information is important to the student, what the teacher will do, and what is expected of the students
- \* a brief review of previously-taught concepts crucial to the learning and use of the concept(s) to be taught in this lesson

- \* one or more of the following: a description of the new concept, a model of how to use the new concept, or student guided practice in the use of the strategy led by the teacher
- \* a post organizer which includes what was taught, why it is important to the students' lives, and how students will use the information in the lesson

The principle of using short lessons might be applied by dividing the Describe Step of the *Paraphrasing Strategy* into five short (15-20 minutes) lessons. The first lesson might focus on the meaning of the word "paraphrasing," how using paraphrasing will help students remember information which they read, rationales for its use, and situations where it could be used. Another lesson would focus



on the *Paraphrasing Strategy* itself; the teacher would describe completely the behaviors, the steps of the strategy, the remembering system, and the mnemonic device. The third short lesson in the Describe Step might include: (a) an advance organizer; (b) a review of the content of previous lessons, including the name of the strategy, the remembering system, the mnemonic device, the rationales for using the strategy, and when to use the strategy; (c) an introduction to the criteria for a good paraphrase; (d) a description of two criteria for a good paraphrase; (e) a practice activity related to the two criteria; and (f) a post organizer. The other five criteria for a good paraphrase could be presented in subsequent short lessons.

## Teach Concepts in a Meaningful Way

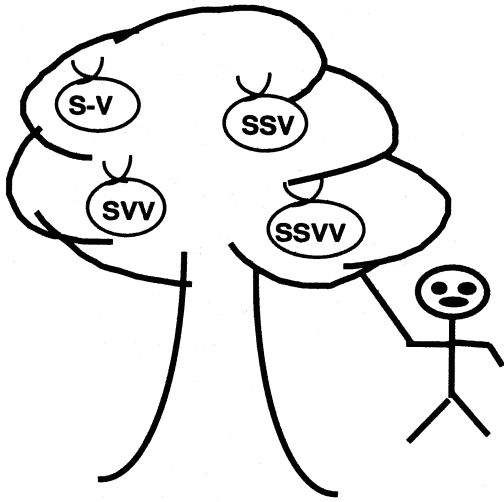
When presenting new concepts to younger students, the information must be presented so that it is meaningful to students. Teachers may do this by: (a) tying new learning to students' previous learning, (b) using visual aids and graphics, and/or (c) using synonyms and analogies. When teachers use these techniques, they aid students' understanding of new concepts by activating their previous knowledge related to the concept being taught and by using graphic depictions to make abstract concepts concrete and to display relationships.

Teachers can use these techniques to tie new learning to students' previous learning by explaining how new information relates to what was learned yesterday or last week, e.g., "Yesterday, I described a strategy called PENS for writing sentences. Today, I will show you how to use PENS to write complete sentences. You will watch me do and think about all the steps of the strategy that I described yesterday." Teachers can also use visual aids and graphics to explain a concept or to show relationships. For example, they can use pictures or symbols to help students remember the meaning of difficult words or phrases, such as including pictures appropriate for each step on a poster with the steps of the *Sentence Writing Strategy* (see figure on pg. 3). They can also make a diagram to show the relationship between a main idea of a paragraph and the details which support it. For example, a diagram for a paragraph about different types of dogs might have types of dogs as the main heading with connecting lines to boxes which include the names of different types of dogs (see figure on pg. 5). Teachers can also use synonyms and analogies to explain new concepts. Synonyms might be used with words which are

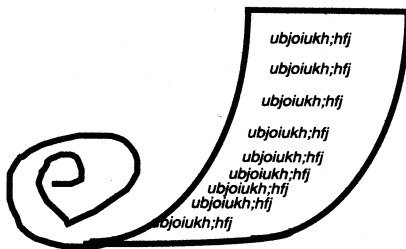
(continued on pg. 4)

# Sentence Writing Strategy

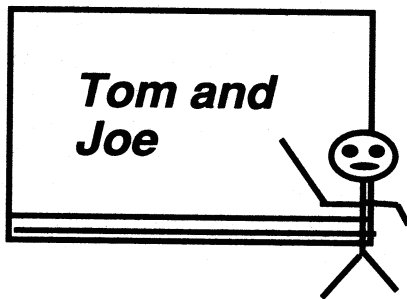
This may be reproduced.  
Strategram KU-IRLD



**P**ick a formula

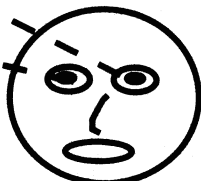


**E**xplore words to fit the formula



**N**ote the words

Tom and  
Joe ran  
home  
quickly



**S**earch and check

(continued from pg. 2)

unfamiliar or unknown to the students (e.g., for the word "strategy," the teacher might use the words "trick," "plan," or "rule"). When teaching the *Paraphrasing Strategy*, the teacher might use the analogy of an ice cream sundae to explain main idea and details; the ice cream sundae is the main idea, and the ice cream, chocolate syrup, strawberry topping, whipped cream, nuts, etc. are the details.

### Jazz-Up the Instruction

When providing strategies instruction to younger students, the teacher should jazz-up or enliven the instruction to maintain a high level of student attention and motivation throughout the lesson. Teachers can add "spice" to the instruction by: (a) introducing a new concept in a novel way, (b) creating variety in the lessons, and (c) using rapidly-paced instruction. Teachers can introduce concepts in novel ways by developing stories. For example, Sheryl Block, Louisville, Kentucky introduces the concept of complex sentences to her

---

**"... the teacher should jazz-up or enliven the instruction to maintain a high level of student attention and motivation throughout the lesson."**

---

elementary students by using a story about Hulk Hogan (an independent character) and Miss Piggy (a dependent character). When using novel ways to introduce concepts, the

link between the story or other novel method and the concept should be made clear to the students. In the story mentioned above, Sheryl stressed that Hulk Hogan was the independent character who represented the independent clause in a complex sentence and that Miss Piggy, the dependent character represented the dependent clause (See *Strategram*, Vol. 1, No. 4 for the entire story.). Teachers can add variety to lessons by developing games or activities which require the same type of practice described in the instructor's manual for each strategy. For example, the teacher might have students complete some lessons in the *Sentence Writing Strategy* and then add other activities such as having them write sentences to guess the contents of a "secret box" or write a "progressive" story where one student writes the first sentence, another student writes the second sentence, another the third, and so on. In the *Word Identification Strategy*, the teacher might arrange a contest with an appropriate prize for the student who can dissect and pronounce the longest word. Teachers can also use rapidly-paced instruction to maintain student attention. For example, during the Verbal Rehearsal Stage (Stage 4), the teacher might ask students to practice the steps of the strategy using the following techniques in rapid succession: responding in order (as in Rapid-fire Verbal Rehearsal described in the manual), reciting a cheer with everyone responding simultaneously, playing a telephone game (one student whispers a step of the strategy to another who whispers it to the next, the last student says the step aloud), and practicing with a peer for a specified period of time.

### Conduct Guided Practice

When providing strategies instruction to younger students, teachers should conduct guided practice before assigning independent

practice in Stage 5, Controlled Practice and Feedback. Guided practice activities involve the teacher and the students working together with the teacher leading the activity,

---

**"Involvement of all students is critical to allow sufficient practice for everyone..."**

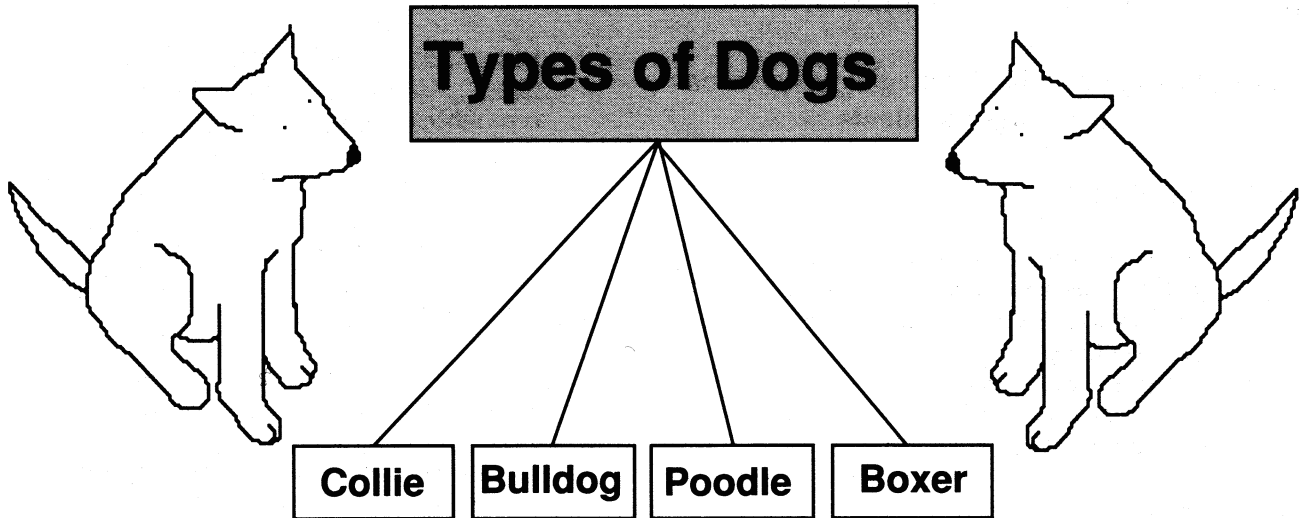
---

guiding and directing students' initial practice attempts by providing sufficient cues, prompts, and assistance and monitoring student responses so that students do not continue to practice their errors. In guided practice, teachers can shape responses to ensure a high level of success in preparation for independent practice. Guided practice activities might be structured like the student enlistment part of the Model Stage of instruction where the teacher involves students in using the strategy under the teacher's guidance. The teacher might first ask the students to state what step of the strategy the teacher should perform next and later ask a student to perform one step of the strategy before asking an individual to perform the entire task. Involvement of all students is critical to allow sufficient practice for everyone and to provide the teacher with sufficient information about each student's understanding of the strategy.

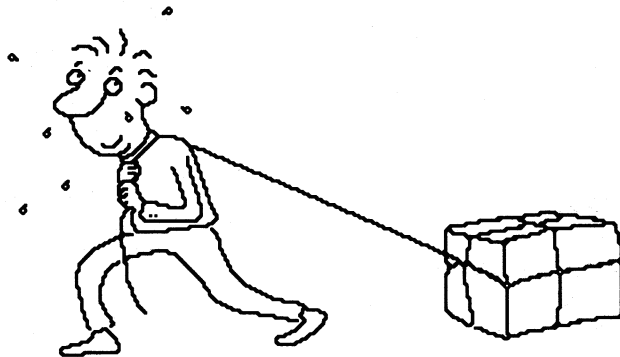
### Ensure Active Participation

To maintain younger students' attention and to check their understanding, teachers should require active and frequent participation of all students by providing sufficient opportunities for everyone to participate and by structuring questions or response opportunities appropriate for each

(continued on pg. 12, Col. 2)



This may be reproduced.  
Strategram KU-IRLD



We will be moving to Robert Dole Human Development Center by July 15, 1990. Please address all correspondence after that date to:

**The University of Kansas  
Institute for Research in Learning Disabilities  
Room 3061 Robert Dole Human Development Center  
Lawrence, Kansas 66045**



## INTRODUCTORY LESSON:

### Introducing Learning Strategies Instruction To Younger Students

#### What your goals are:

- \* To make students aware of different learning strategies they have already used in their lives and how these strategies have helped them learn and remember things.
- \* To define learning strategies for the students.
- \* To show students an example of applying a learning strategy to a novel task.

#### What you need:

Chalkboard and chalk.  
Poster or overhead transparency of planets in relation to the sun (See figure on pg. 8).

#### Time to allow:

Approximately 15-20 minutes.

#### What to do:

1. **Give an advance organizer.**
2. **Discuss things students have learned in school.**  
"Let's think back to some of the different things you have learned in school."

[Label a left-hand column on the chalkboard, "What we have learned." As you ask each of the following, list it in the column.]

**"For example, how many of you have learned the alphabet?"**

[Elicit student responses by a show of hands, and write, "Alphabet."]

**"How many of you learned which months have 31 days and which have less than 31?"**

[Get a show of hands, and write, "Days in months."]

**"How many of you have learned how we spell words that have an 'i' and an 'e' together?"**

[Get a show of hands, and write, "Spell words

with 'i' and 'e'."]

3. **Discuss how students learned each of the above things.** "How did we learn or how do we remember each of these things?"

[Point to items in left column.]

**"We used rules or little 'tricks' to help us learn these things. Let's talk about how we learned these things."**

[Label a column to the right of the other column on the chalkboard: "How we learned."]

**"Do you remember anything we did to learn the alphabet?"**

[Have a student sing a few bars of the Alphabet Song.]

**"The song helped us remember in what order each of the letters come."**

[Write "Song" in the right-hand column next to "Alphabet."]

**"What did we use to help us remember how many days each month has in it?"**

[Elicit "30 days hath September . . ."]

**"The rhyme from the poem helped us remember how many days were in each month."**

[Write "Rhyme from poem" in the right-hand column on the board next to "Days in months."]

**"Did anyone learn the days in each month in another way?"**

[Elicit other responses like the "Counting on one's knuckles" method.]

**"What have we learned that helps us to spell words with an 'i' and 'e' next to each other?"**

[Elicit rule "'i' before 'e' except after 'c.'"]

**"The rule helps us remember to put 'i' before 'e' except when these letters come after 'c.'"**

[Write "'i' before 'e' rule" in the right-hand

*(continued on pg. 7)*

(continued from pg. 6)

column next to "Spell words with 'i' and 'e'."

**"From these examples, we can see that we often use certain rules or tricks to help us learn and remember things."**

**"Can any of you give examples of things like this that you have used either in school or out of school (like at home, with your friends, in scouts, in sports, etc.) to learn or remember something?"**

[Elicit responses. If an appropriate one is given, make a notation in both the left-hand and right-hand column on the chalkboard.]

3. **Define learning strategies.** "Many students use little 'tricks' or rules like the ones you've mentioned to help them in school. When they do, school becomes easier and, sometimes, even fun! For the next several weeks, we're going to learn more about these tricks and rules. Another name that we can use for a trick or a rule is 'strategy.'"

[Ask students to say "Strategy," and write "Strategy" on the board.]

**"What is a strategy?"**

[Elicit a response like "a trick" or "a rule."]

**"We can think of it as a plan, or rule, or trick that helps us solve a problem. For example, detectives use strategies to help them solve mysteries. These strategies are sometimes called 'detective strategies.' Since we're going to use strategies to help us learn we call them 'learning strategies.' So, a definition of learning strategies might be: 'Learning strategies are tricks, rules, or plans that help us solve problems, complete school work and be better learners.' When we learn learning strategies, we learn how to learn."**

4. **Demonstrate using a learning strategy with a novel task.** "Let's see how we can use a learning strategy to make remembering a science assignment easier. Let's pretend that our science teacher has told us that we need to know each of the planets in our solar system in order by tomorrow."

[Display a poster or overhead transparency illustrating the planets in the solar system or draw a diagram on the board of the solar system as you name each planet (see figure on pg. 8). You should parenthetically point out to students that the planets are, in reality, never aligned this way. We are only doing it to help us learn their names in order.]

**"There are a lot of planets to remember here. Let's see how a learning strategy will help make this job a lot easier. If we use the first letter of each of the planets, we might be able to do something to help us remember the planets. What are the first letters of each of the planets starting with the one closest to the sun?"**

[Elicit responses, "M," "V," "E," "M," "J," "S," "U," "N," and "P," and write capital letters on chalkboard with sufficient space between each letter to fill in a word.]

**"Let's see if we can come up with a word for each of these letters that will help us remember the planets. How about . . . 'My very excellent mother just served us nine pizzas?'"**

[Write each word as it is mentioned.]

**"If we can remember that sentence, we will know the first letter of each of the planets in order."**

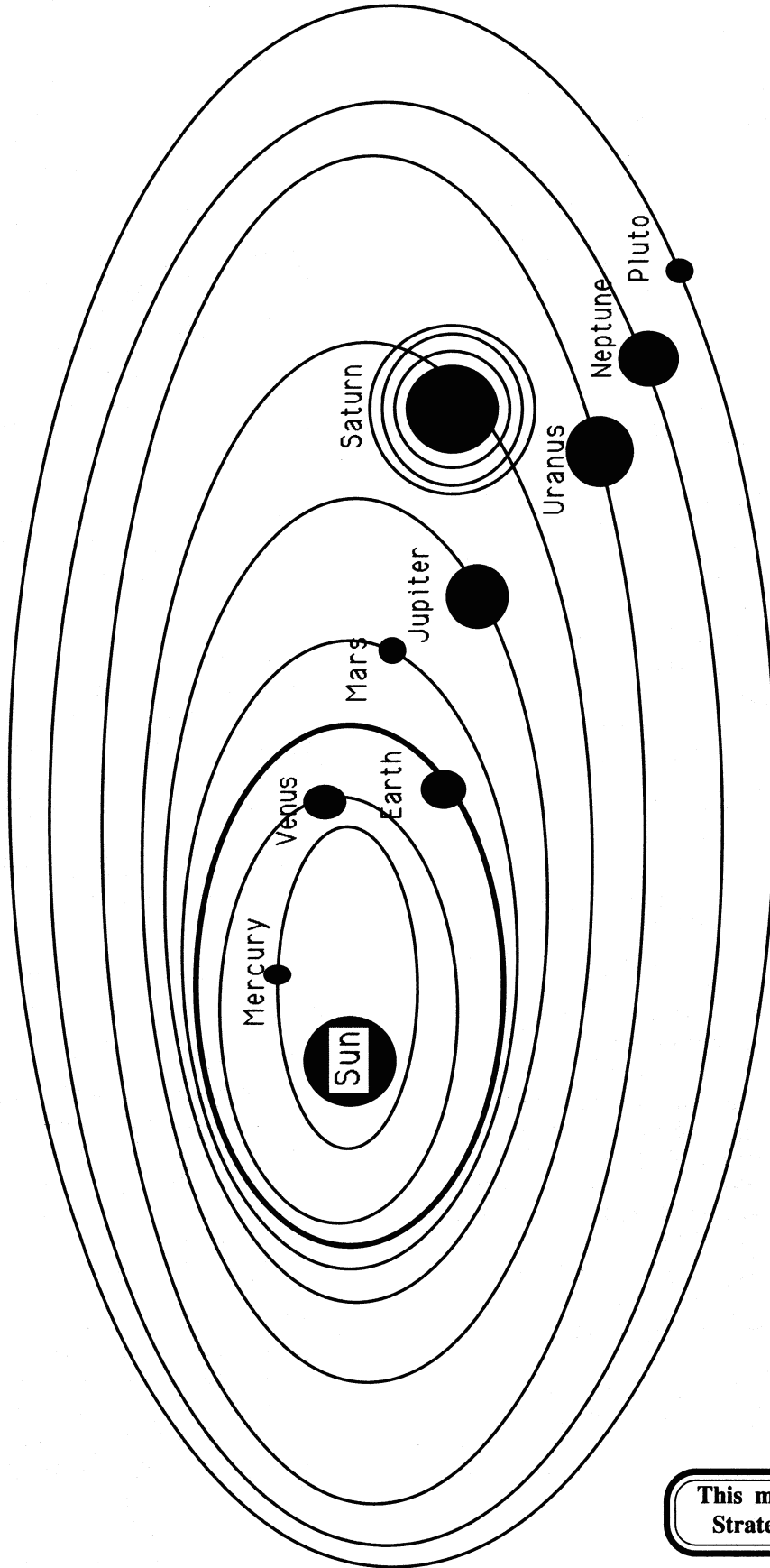
[Point to each word from the sentence and then to the name of the planet as it is mentioned.]

**"My-Mercury, very-Venus, excellent-Earth, mother-Mars, just-Jupiter, served-Saturn, us-Uranus, nine-Neptune, pizzas-Pluto. All we need to do now is to learn the names of each of the planets that go with the first letters."**

[Point out that the first letter of each word matches the first letter of each planet.]

**"To help me remember the sentence and the names of the planets, I will say them over and over. 'My very excellent mother just served us nine pizzas. My-Mercury, very-Venus, excellent-Earth, mother-Mars, just-Jupiter, served-Saturn, us-Uranus, nine-Neptune, pizzas-Pluto.'"**

(continued on pg. 12, Col. 1)



This may be reproduced.  
Strategram KU-IRLD



# THE FIRST-LETTER MNEMONIC STRATEGY

The *FIRST-Letter Mnemonic Strategy* is aimed at helping students identify and organize important information into lists to facilitate the memorization and recall of that information. Two strategies are involved; one strategy, known by the mnemonic device "LISTS," is a procedure for organizing and memorizing lists of information. FIRST, a substrategy, enables students to form mnemonic devices based on the first letters of the list items to be learned.

For younger students, the first two steps of "LISTS" which involve putting information in list form should be teacher directed; that is, the teacher and the students work together with the teacher playing a lead role to locate the information to be put into a list. Younger students are then responsible for performing the last three steps of "LISTS" and the substrategy, "FIRST."

The adaptations described below are based on The FIRST-Letter Mnemonic Strategy: Instructor's Manual by D. R. Nagel, J. B. Schumaker, and D. D. Deshler (Edge Enterprises, 1986).

## Prerequisite Skills

In order for students to benefit to the maximum extent from instruction in the *FIRST-Letter Mnemonic Strategy* when the first two steps of "LISTS" are maintained as a teacher directed activity, they should be able to:

1. Copy words from text.
2. Discriminate main ideas from details.

The ability to put information in their own words and to discriminate main ideas from details will be helpful as students learn and use the *FIRST-Letter Mnemonic Strategy*; however, if the task of identifying important information is maintained as a teacher-guided task, these skills will be modeled many times and should not interfere in a major way with student performance of the strategy. You may wish, however, to teach the *Paraphrasing Strategy* prior to introducing the *FIRST-Letter Mnemonic Strategy*. The ability to paraphrase information and to identify main ideas and details will be beneficial as students examine texts for potential headings and the list items pertaining to those headings.

## Instruction in Prerequisite Skills

### Discriminating Main Ideas from Details

Refer to the Paraphrasing Strategy Instructor's Manual, page 32, How to trouble-shoot. Use the ideas in this section to teach students how to discriminate main ideas from details.

## Teaching the *FIRST-Letter Mnemonic Strategy*

There are no changes in the instructional stages or the remembering system of the *FIRST-Letter Mnemonic Strategy*; therefore, the cue cards in the Instructor's Manual may be used as they are. Adaptations within the instructional process are detailed below.

### Teach Concepts in a Meaningful Way

Present concepts in the *FIRST-Letter Mnemonic Strategy* using age-appropriate vocabulary or provide

(continued on pg. 10)

(continued from pg. 9)

examples or analogies relevant to students' experiences. One concept which may need additional explanation with younger students is "mnemonic device." To develop an understanding of the concept of "mnemonic device," you might repeat the activities outlined in the Introductory Lesson in which the concept of learning strategies is introduced to younger students. The techniques mentioned in this lesson (e.g., song, poem, rhyme, sentence using first letters of names of planets) are all "mnemonic devices;" only the sentence in the planet example is a first-letter mnemonic device.

For Stage 5, Controlled Practice and Feedback, lists for the practice lessons may be constructed using age-appropriate vocabulary, content, and topics of interest to younger students.

### Use Short Lessons

During *FIRST-Letter Mnemonic Strategy* instruction, lessons should be adjusted to an appropriate length for younger students (approximately 5 to 15 minutes). Each lesson should include: (a) an advance organizer (explaining the content the lesson will cover, how it relates to previous lessons, why it is important, what the students and the teacher will be doing); (b) a description of information related to the strategy, a model of strategy steps, a guided practice using the strategy, and/or an independent practice; and (c) a post organizer (restating what the lesson covered, why it is important, and what will happen next).

Instruction in the *FIRST-Letter Mnemonic Strategy* may be divided into several short lessons by presenting only one technique at a time. For example, you may wish to teach each technique (e.g., form a word) separately, describing, modeling, and having students practice to mastery before introducing the next technique (e.g., insert a letter). Lessons might be adjusted as follows:

"F" (Form a word) step	Describe, Model, Verbal Rehearsal, Guided Practice, Independent Practice to mastery
"I" (Insert a letter) step	Describe, Model, Verbal Rehearsal, Guided Practice, Independent Practice to mastery
"FI" steps combined	Describe, Model, Verbal Rehearsal, Guided Practice, Independent Practice to mastery
"R" (Rearrange the letters) steps	Describe, Model, Verbal Rehearsal, Guided Practice, Independent Practice to mastery
"FIR" steps combined	Describe, Model, Verbal Rehearsal, Guided Practice, Independent Practice to mastery
"S" (Shape a sentence) step	Describe, Model, Verbal Rehearsal, Guided Practice, Independent Practice to mastery
"FIRS" steps combined	Describe, Model, Verbal Rehearsal, Guided Practice, Independent Practice to mastery
"FIRST" (Try combinations) steps	Describe, Model, Verbal Rehearsal, Guided Practice, Independent Practice to mastery

### Conduct Guided Practice

With younger students, you may need to provide many models of the use of the *FIRST-Letter Mnemonic Strategy* and opportunities to participate in practice activities directed and guided by the teacher before students begin to practice using the strategy independently. Practice opportunities should include the teacher and students verbalizing all thought processes.

When beginning Stage 6: Advanced Practice and Feedback, you will direct students in locating information in texts and will conduct many guided practice activities to show students how to use the entire strategy. In conducting guided practice, you might ask students to tell what step of the strategy was just completed or what step you should do next.

(continued on pg. 11)

(continued from pg. 10)

### Jazz-Up Instruction and Involve Students

As students are learning the *FIRST-Letter Mnemonic Strategy*, you can jazz-up instruction by varying the activities while maintaining the intent of each stage of the instructional process. The following suggestions may help you "jazz-up" instruction and involve students in this strategy.

#### Stage 2: Describe

- \*incorporate frequent reviews and checks; you may model the desired response first, then ask students to respond as a group or individually; make certain all students participate by giving individual and group responses
- \*maintain a lively pace
- \*build in a game or activity to allow students to practice a specific step of the strategy (e.g., ask students to work as a team to form a mnemonic device); make certain all students participate

#### Stage 3: Model

- \*maintain a lively, fluid pace
- \*after the initial model, gradually involve all students in the model; involve them first in easier parts of the task

#### Stage 4: Verbal Rehearsal

- \*maintain a lively pace
- \*involve every student in stating individual steps of the strategy
- \*vary the practice by having the entire group rehearse aloud the steps of the strategy
- \*use unique practice techniques, such as: saying the steps as a cheer; playing a telephone game where one student whispers a step to another who passes it on, the last person says the step aloud; have students practice with a partner; divide the group into 2 teams, have one team state the first step, the other team gives Step 2, and so on
- \*chart progress and celebrate achievement of mastery

#### Stage 5: Controlled Practice and Feedback and Stage 6: Advanced Practice and Feedback

- \*on occasion, use a "hot" topic of interest to the students for the list information
- \*on occasion, use games in which students practice the strategy [e.g., divide the group into two teams, teacher presents a list, a student (or a team) forms a mnemonic device, points are awarded to the team for a correct response (or students may roll a die and move forward on a game board)]
- \*have 2 students practice together, agreeing on their responses to record

#### Stage 7: Posttest and Commitment to Generalize

- \* celebrate achievement of mastery with a special activity
- \* post the names of students who have met mastery in a prominent place
- \* have a party when several students have met mastery

#### Stage 8: Generalization

- \* Have students set goals and develop plans to use the *FIRST-Letter Mnemonic Strategy* in other school and out-of-school settings. The concept of "Bonus Missions" used in the Social Skills for Daily Living curriculum might be adapted for use in the Generalization Stage with younger students.

---

#### Editor's Note:

Due to space limitations the article on "Structured Implementation Activities", Strategram, Vol. 2, No. 4, will be continued in a future issue.

(continued from pg. 8)

[Point to letters and words as you say them.]

“Now, you say them with me.”

[Practice the sentence and the list of planets in order several times with the students.]

- 4. **Check for understanding.** “What does the sentence, ‘My very excellent mother just served us nine pizzas,’ help us remember?”

[Elicit the response, “The planets,” or “The order of the planets.”]

“We used a strategy to make the sentence to help us remember the planets. What did we use to make the sentence to help us remember the planets?”

[Elicit the response, “A strategy.”]

“What is a strategy?”

[Elicit responses such as, “trick,” “rule,” or “plan.”]

“Yes, a strategy is a trick, rule, or plan that we can use to help us remember and be better learners.”

- 5. **Give the post-organizer.** “We just used a strategy for remembering the planets. We **learned** the names and order of the planets using the strategy. In the next few weeks, we’re going to learn some other learning strategies to help us read, write, and remember better. You’re going to find that as you learn these strategies, school will become easier and much more fun.”

(continued from pg. 5)

student. The most common means of participation is to have students respond verbally. Verbal responses, individual or group, might include stating steps of a strategy, thinking aloud while performing a step of the strategy, responses to a check for understanding, etc. Verbal response opportunities can include: (a) calling each student by name to respond, rather than only calling on those who have raised their hands; (b) asking for unison responses; or (c) asking students to practice in pairs or small groups carefully monitored by the teacher. Nonverbal, motor responses may also be used. Nonverbal responses might include head nods, thumbs up or down, raising hands, writing in the air [or on the table (without pen or pencil!)], pointing to the correct response, and raising a certain number of fingers to indicate the number of a chosen response. Planning for and closely monitoring students’ verbal and nonverbal responses will allow the teacher to program success into strategies instruction.

**Strategram**

Vol. 2: Issue number 5. Published six times per year by The University of Kansas Institute for Research in Learning Disabilities, 223 Carruth-O’Leary Hall, Lawrence, Kansas, 66045-2342. Subscription rate: \$12 per year. No part of this publication may be reproduced without written permission from the publisher, unless otherwise stated.

©1990 by The University of Kansas, Lawrence, Kansas, 66045. All rights reserved.

**Editor**

*Mary Lee*

**Consulting Editors**

*Fran Clark*

*Keith Lenz*

*Don Deshler*

*Jean Schumaker*

**Subscribe Today**

Mail a \$12 check or money order and this form to:

**Strategram**

**KU-IRLD**

223 Carruth-O’Leary Hall

Lawrence, Kansas 66045-2342

**Moving???**

Check Box

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

Name \_\_\_\_\_

Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Telephone (include area code) \_\_\_\_\_

The University of Kansas  
 Institute for Research in Learning Disabilities  
 223 Carruth-O’Leary Hall  
 Lawrence, Kansas 66045-2342  
 1-913-864-4780

Non Profit Org.  
 U.S. Postage  
**PAID**  
 Lawrence, Kansas  
 Permit No. 65

**Address change requested**