

Strategram™

STRATEGIES INTERVENTION MODEL

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How Does SIM "Affect" You?

The Affective Domain of Teachers and Students

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Over the years the Center for Research on Learning has treated us to volumes of research as to the effect of the Strategies Intervention Model in a wide variety of task-specific settings, but we have rarely read, if at all, how the Strategies Intervention Model causes change in the participants' affect.

As a Resource Specialist at the Junior High level I was used to greeting my new 7th grade students each year along with the labels they had acquired in elementary school: "slow learner," "non-reader," "Special Ed." etc. These students had not been very successful in school, and they had clearly begun to believe that they could never be. Oh, there was a lot of denial, of course, and lots of bravado, too, but their pre-test scores told a different story.

"... in 1986 there was a dramatic change in my classroom affect, and as a result a change in the effect the instruction had upon my students."

Imperceptible "Affect" Prior to SIM

Before being introduced to SIM, my particular talent with new students was an ability to gain from them a year-long commitment to work hard and to elicit maximum effort to improve in a particular deficit area(s). This would very often result in a Herculean effort on the part of the student for 10 months. Instruction was not research based; it consisted of a potpourri of remediation using materials found in most Special Ed. classrooms. The post-test scores would reflect a gain of 2 or 3 months, but the student had aged 10 months- for a net loss of about 7 months. It seemed the harder we tried the more behind we got! The effect was very disappointing, to say the least. But the effect on me over a period of about 7 years was

devastating. I was frustrated! It just wasn't worth it. I felt burnt out. I couldn't justify eliciting such a year-long effort from my students for what amounted to such a disappointing result.

Dramatic "Affect" Subsequent to SIM

Following my training as an "implementor" of the strategies in 1986 there was a dramatic change in my classroom affect, and as a result a change in the effect the instruction had upon my students. One need look no further than the instructional stages of one of the learning strategies to see the difference. If you watch carefully, it looks something like this:

Pre-test and Obtain Commitments Stage:

Since this was part of my normal classroom instruction before, there was no change in affect here.

Describe Stage: While I acknowledge the effect of this instructional stage of the strategy, I do not notice any specific change in the students' affect.

Model Stage: The change in affect of the students seems to begin at this point but in a small way. As they are drawn into the modeling and experience success, they begin to "feel" successful. They risked, and they succeeded, so they smile. I recognize this as the beginning of some active participation and positive interaction between us. I smile. It feels good.

(continued on page 2)

(continued from page 1)

Prior to SIM I had never realized the value of modeling cognition or self-talk, so it was not a part of my regular classroom instruction.

Verbal Rehearsal & Elaboration

Stage: LD students are not usually used to performing with 100% accuracy, so to do so successfully definitely affects them in a positive way. They really want to be the first to master this stage. But whether they are the first or the last to do it, it makes them feel good. They get a little "puffed up" and sort of strut around the classroom announcing their accomplishment. All the while my instructional aide and I are taking note of their reactions. We smile and even joke with them about it. There's actually some excitement and electricity in the classroom.



Prior to SIM our goal for any task had always been to "pass" or to demonstrate minimum proficiency (60%). There was rarely any excitement about attaining it. When we did accomplish it, it didn't feel that great.

Controlled Practice and Feedback

Stage: During this stage we usually find ourselves on an "affective" roller coaster. We often encounter excitement and disappointment. The going is oft times fast, yet at other times we bog down. The feelings run high and low. When a student fails to attain mastery on a given assignment, that student naturally feels somewhat disappointed and down. If they have been unsuccessful after several attempts, they sometimes want to quit or give up. Constructive feedback helps to keep each student focused on the things they have done well. I work very hard at this point to help them to feel good about what they did

correctly, to point out the thing they need to remember in order to improve, and to shower them with encouragement, i.e. Give them a pep talk. Of course, when a student achieves mastery on any given task, there is always excitement and elation. They feel proud, and I feel effective! I encourage and promote little outbursts of emotion because it's a big deal; It's another significant step towards mastery of the strategy. Celebrate it!

Prior to SIM it was more difficult to generate excitement since many of the students had been working with the very same remedial materials for several years. It wasn't much fun, and there was little sense of accomplishment. What feedback I was able to give was less focused, and there were gaps or holes since it was usually off the top of my head.

Often, I was flying by the seat of my pants; I had no research model to back me up. That uncertainty did not make me feel very effective.

Advanced Practice and Feedback

Stage: The students usually have some momentum by this time. They can sense that they are almost finished with the strategy, so there is a feeling of anticipation. This is a special time for me and my instructional aide, for we see seemingly transformed students empowered with new skills attacking grade level tasks with confidence! Uncontrolled shrieks of joy and celebration are the norm. Next comes an obligatory visit to the principal's office in order to receive a certificate of accomplishment. And finally, the student's name is added to the classroom's "Wall of Fame" along with the names of each student who has mastered the strategy over the years. I find

myself feeling exhilarated!

Prior to SIM my students rarely worked in grade level materials, and mastery level proficiency was out of the question. As I said before, I was frustrated and ready to give up.

Generalization Stages: Just as in the first stage, we seem to find less enthusiasm and excitement here. I think it's because the students have assimilated the skill, i.e., they have "become" better readers, better writers, better test-takers, etc. It is as if they are already beginning to take for granted something that they could not possibly have been successful at just a short time ago.

Prior to SIM, this was uncharted territory for me. Teaching to

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generalization, maintenance checks, what's that??? It could be part of the reason I had never realized such significant gains before.

The "Affect" of the Information Explosion

As educators in 1993 each of us is faced with the dilemma of too much to teach and not enough time to teach it. We are faced with mandates from our states, mandates from our school

(continued on page 3)

(continued from page 2)

districts, and mandates from our councils. It is an impossible task. In teaching everything that is required, the quality of instruction suffers. In attempting to ensure the quality of our

"As educators in 1993 each of us is faced with the dilemma of too much to teach and not enough time to teach it."

instruction, the amount of material that we can cover suffers. Either way we can become frustrated, concerned, even worried. At the same time, we have a classroom full of students who read, write, spell, and/or compute 2 or more years below grade level. It's depressing! It is not a very healthy place to be, day in and day out, every school year. It doesn't feel the way I would prefer it to feel.

SIM helped me sort out MY solution. If my students can't understand and remember what they read, and I have the tools with which to significantly change that, I feel morally and ethically bound to make that my first priority. My first priority is to work very hard to effect the significant change in the deficit areas. In this way the student will be empowered with necessary life long skills. Course outlines and mandates become of secondary priority. Do I cover what is required? Yes! But I condense it, simplify it, and spell it out for the students. In this way, I do a lot of the work that a grade level student would be expected to do. For my students **that** will come later, maybe years later. I find myself feeling much better about it! I've made MY decision; I have my direction and priorities set; I can

move on. No more paralysis. No more anxiety. No more worry.

The "Effect" of State Proficiency Tests

In California, the effect of mandated proficiency tests on both students and teachers is an ever present consideration. In my district there are large numbers of students who are learning English as a second language. For younger students the pressure seems to be short-term, much like the pressure for any important test, but for seniors in high school it is considerably greater. However, it is the teachers who must face the year-long pressure of preparing the students for testing. If we single out the writing competency tests as an example, we find our Language Arts teachers faced with a very lengthy list of specific skills to teach. As I sit in department meetings, the veteran teachers wonder where they will find the necessary time; the newer teachers just shake their heads at the enormity of the task. One feels somewhat overwhelmed, and rather depressed because of the uncertainty of just how to begin. With a classroom full of students with significant writing deficits I **know** where to begin. The Sentence Writing Strategy, and later, the Paragraph Writing Strategy offer a step by step method to empower students in a way which will ensure improved scores on the proficiency tests. Even more importantly, they will be better writers for life. So, I begin confidently, and I am no longer overwhelmed. because I know exactly what to do and how to do it. I find myself feeling good about it!

The "Effect" of SIM Changes "Affect" in Other Areas

Over the years, as I became more and more comfortable with the critical teaching components of SIM, I found myself more and more critical of my teaching in other areas such as Math.

I should note that this was prior to the publication of any of Cecil Mercer's long-awaited math strategies. I found myself unwilling and unable to teach my "math phobic" students the same old way as before, i.e., with a predominance of seat work in a very quiet setting. I would teach what I thought to be a dynamite lesson. I would ask if there were any questions. There never were! I would pass out the worksheets. Everyone would bomb! I felt terrible.

"Languaging" Mathematic Concepts

I decided to incorporate Verbal Rehearsal & Elaboration into my math class. I would take a concept like long division, or percent, or fractions and develop a study sheet which would incorporate anything and everything that had to do with

"Using this approach, the majority of my learning disabled math students are mainstreamed to basic math and eventually to pre-algebra classes. They feel great! I feel great! All because of a little something I picked up from SIM."

that particular concept. Each student had a study sheet, and we would just sit in class and verbalize what was on the sheets. **First**, I would ask the

(continued on page 4)

(continued from page 3)

questions, and everyone would answer in unison. **Second**, I would ask the questions, and individual students would respond. In the beginning, they all had to look at the sheets for the answers, but gradually, as they became more and more comfortable with the language of the concepts, they would answer from memory. The effect was a dramatic increase in student interaction and participation of about 90%, and the classroom was also a lot noisier. But, I felt a lot better about the class and about my teaching. The long term effect was that the students "became" the concepts; for example, they assimilated the entire concept. They were transformed. Using this approach, the majority of my learning disabled math students are mainstreamed to basic math, and eventually to pre-algebra classes. They feel great! I feel great! All because of a little something I picked up from SIM.

Does any of this really matter?

I have tried to share some examples of the changes in "affect" that the critical teaching components of SIM can have upon all the various people in a classroom. We read regularly in *Strategram* and *Stratenotes* about the effect of SIM, yet nowhere in all the manuals or in all the research do we read of the impact of SIM on affect. As I think of all the teachers who are implementing SIM across the country, I wonder how they are "feeling" as they go about the business of empowering students who were previously powerless. I realize that all of these feelings are difficult to measure from a research standpoint, but is everything that is difficult to measure of no worth? This is where I live! It is very important to me! This is where my students live! It is important to my students too! The Strategies Intervention Model has significantly improved my day to day life as an educator. It has dramatically improved the quality of the lives of my students. ■

Strategic Success

Using the *Strategies Intervention Model* has given Tavlin McIntyre a new attitude toward learning. His experience using the strategies taught him that he wasn't "incapable." After training in all the basic strategies (DISSECT, PENS, Paragraph Writing, etc.), Tavlin's academic success earned him several awards including the Principal's Award at Dawkins Middle School, Spartansburg, SC.

Eva Mitchner, Tavlin's teacher, encourages her students to establish their priorities and design a program to suit their needs. Eva created the brochure on pages 5 and 6 to let her students' parents know what strategies are and how they help their children learn. Eva has been using SIM for approximately five years. Since all the strategies cannot be taught in one year, she teaches different strategies in each grade.

Tavlin and his cousin, Teonn Copeland, are just two of Eva's success stories. Tavlin has even decided not to play football this



*Teonn
Copeland*

*Eva
Mitchner*

*Tavlin
McIntyre*

year in order to focus on his studies at Dorman High School. Good luck boys!

Please send classroom ideas or interesting success stories using SIM to:

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STRATEGY INTERVENTION MODEL

A Strategic Learning Curriculum

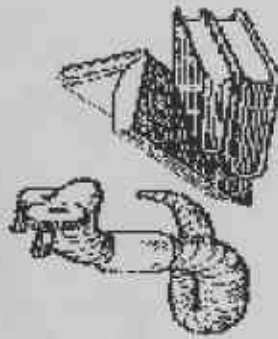
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Acquisition

Word Identification

Cut to the heart of the word you can't read.
Seven steps are all you need.
If phonics doesn't make sense to you,
This strategy will pull you through.



Paraphrasing

To help you remember what you read,
Use three easy steps---What a Breeze!
Ask questions about what you read.
Your own answers are all you need.

Storage

First Letter Mnemonics

Learning History and Science can be a drag. Here is a method to put learning in the bag. These steps show you how to save time and space. You just use them to become a learning ace.

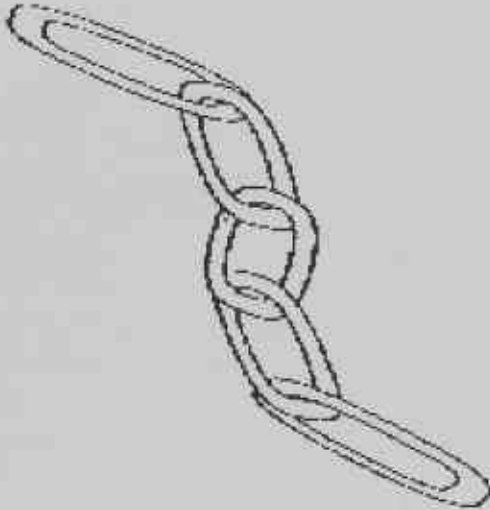


Listening and Notetaking

Are listening and taking notes hard to do? These strategies are as simple as tying a shoe. Why not surprise your teachers. When you use these special features?

LINCS Vocabulary Learning

Social Studies and Science vocabulary hard to learn? Frustrated with no place to turn? Memory enhanced tactics Are where you need to practice.



EXPRESSION AND DEMONSTRATION OF COMPETENCE

Error Monitoring

Careless errors keep you from making A's? This strategy will show you the way. No more spelling or other goofs. These simple steps are foolproof.

Sentence Writing

Subjects and verbs trouble you? Now you can learn what to do. From simple to compound-complex Your writing will never be suspect.



Paragraph Writing

From topic to clincher This strategy is a writing quencher. No more headaches from trying to think. This will organize you quick as a wink.



Test Taking

Test phobia got you down? Taking tests leave you with a frown? Follow the steps to put a smile on your face If it is a test you want to ace.

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Index for Volume V, Issues 1-6

Vol 5-1

Lead Article-Believe To Achieve. Barbara Duchardt, Northwest Louisiana University. The impact of belief statements on students' academic performance. This article also includes a teacher/student awareness guide and two charts for recording students' belief statements throughout the day and the week.

Index for Volume V, Issues 1-6. A summary of the content presented in Volume V of Strategram.

For the Classroom-For Classroom Instruction/ A Visual Organizer. Nell Cornwell, De Ridder, Louisiana. A visual display used to teach the parts of a complete simple sentence using paper plates, neon paper, and pipe cleaners.

Vol. 5-2

Lead Article- Strategic Learning Through Apprenticeship. Michael Hock, KU-CRL. Part One of the "Learning Through Apprenticeship" Series. The use of SIM to create "Good Information Processors."

For the Classroom- Tips From Grads. Janet Kuhlmann, Melissa Butler, Connie Dingeldein, Beth Lewis, Michelle Newton, and Bonnie Buckelew, Northwestern State University, Natchitoches, Louisiana. Six activities to assist students' learning and mastering of the strategies. Introducing Strategies to Younger Students. A visual device and mnemonic used to learn the planets. Advance Organizers. A poster activity for daily advance organizers.

(continued on page 8)

Strategram

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(continued from page 7)

Motivational Ideas/ Goal Setting. Football poster activity to help students achieve goals. Simple Sentence Formulas Activity. Games to teach nouns, verbs, and simple sentences. Motivational Ideas. An approach for interviewing students. Ideas to Teach Sentences. Dinosaur game to teach the difference between a sentence and non-sentence.

What's New- Edge Enterprises introduces the *Collaborative Problem Solving* and *LINCS: A Starter Strategy for Vocabulary Learning*.

For the Classroom- Prefix-Suffix Nonsense. Bev McKinney, Kemptville, Pennsylvania. An flash card activity to precede the *Word Identification Strategy*.

Vol 5-3

Lead Article- The "Poetry" of Strategic Instruction. Michael Hoch, KU-CRL. Part Two of the "Learning Through Apprenticeship Series." A definition of learning apprenticeship and how to implement it.

For the Classroom- Deb Sylvara, Leawood, Kansas. A matching game to help students review information for tests and other purposes.

Scoring Sheets for the Sentence Writing Strategy. Janet Jones, Minneapolis, Minnesota. Two sheets for use when scoring and giving feedback during the *Sentence Writing Strategy*.

Vol 5-4

Lead Article- Analogical Anchoring: Part One. Janis Bulgren, KU-CRL. The definition and development of the

Analogical Anchoring Routine and Table. Includes an example of a table used to teach the science concept, "warm-blooded" animals.

Special Article- Sharing Responsibility for Student Diversity. Luanne Todd, Mt. Prospect, Illinois. How to meet the challenge of teaching diverse classroom populations. This article contains an Anchoring Table used to present Maslow's Hierarchy of Human Needs.

Vol. 5-5

Lead Article- Analogical Anchoring: Part Two. Janis Bulgren, KU-CRL. A explanation of how to teach and use the Analogical Anchoring Routine.

Special Article- Will Education Really Change? Martha Beech, Center for Educational Technology, Florida State University. A re-examination of the mission of education.

Vol. 5-6

Lead Article- Looks DO Make A Difference. Joseph N. Crank, University of Nevada-Las Vegas. A description of the definition and use of visual organizers. Includes two tables for the construction and development of visual depictions.

For the Classroom- Slant Espaniol. Gail Cheever, California. A Spanish translation for the *SLANT* mnemonic.

Special Article- SIM: As an Application for Learning Disabled Juvenile Offenders. Jennifer Platt, Cocoa, Florida. The use of the Strategies Intervention Model in correctional settings.

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