Strategram™

STRATEGIES INTERVENTION MODEL

VOLUME 8 | The University of Kansas Center for Research on Learning | NUMBER 1

DECEMBER 1995

IMAGINATION

The Key To Accomplishing Goals

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Where do you see yourself in ten years? What are you going to do to accomplish your goals? Unfortunately, students with disabilities often cannot answer these questions. They do not have visions of where they are going and how to get there. They come to us without a clear sense of self-efficacy as learners and negotiators of the process of "being in school." They lack an understanding of their specific learning disability and the effects of the disability on social relations and academic work. They demonstrate wide differences in knowledge and understanding of useful and effective approaches for addressing their needs. Few are able to advocate for themselves. As a result of all these factors, they often do not even explore the opportunities associated with higher education.

"If these students are to succeed in secondary and postsecondary learning environments, they must have a clear understanding of their abilities and needs, and they must know strategies and approaches to self-advocacy."

If these students are to succeed in secondary and postsecondary learning environments, they must have a clear understanding of their abilities and needs, and they must know strategies and approaches to self-advocacy. Until students can assume responsibility for self advocacy, they cannot realize their potential. In this article, we focus on an approach to developing self-advocacy that is based on experiences gained from working with students in the process of transitioning between high school and college and with college students. The self-advocacy program that we have developed, which includes instruction in the *Self-Advocacy Strategy*, is a vehicle that promotes an examination and reintegration of selfhood for each student.

The self-advocacy program is comprised of several Units or instructional modules. These Units are typically delivered over the course of five weeks, with students meeting with the instructor for one hour per session for eight sessions. Completing each unit may involve more than one meeting depending on the number of students and their needs.

The instructional modules begin with the introductory lesson which commences with a definition of self advocacy. (See Figure 1, page 2.) Following this discussion, the students and teacher plan a way to build understanding of themselves and their disability. They discuss the sources of information that they might tap to provide information to the students about themselves.

In the second unit, after a description of what will be discussed during the session, the students' issues and concerns are discussed(See Figure 2, pg.3). They are asked to share their personal experiences with self-advocacy with each other. Next, the differences beween high school and college are discussed. Finally, the legal rights of the students are described.

In the third unit, students construct an autobiography. They gather and organize information about themselves and create written reflections about their own experiences as learners and self-advocates. After the autobiography has been created, students construct an individual learning inventory in the fourth unit. The Self-Advocacy Strategy is introduced and then students review their learning history and records. Students then create their own personal inventories, specifying strengths, weaknesses, goals and expectations, accommodations, and strategies needed. A multisensory, participatory,

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collaborative approach is used throughout this unit with pairs of students working together. For example, student pairs generate their own lists of possible academic accommodations based on their new understanding of how they learn.

In the fifth unit (see Figure 3 on page 4), students review their experiences during the program to see how far they have come. Then the characteristics of effective communication are introduced. Examples of effective and ineffective styles of communication are modeled and discussed. Finally, the steps of the Self-Advocacy Strategy are described in detail.

In the sixth unit, the Self-Advocacy Strategy is demonstrated, and students role play with partners. They are given feedback about their communication style and content. In the seventh unit, the students are then allowed to refine their skills by participating in additional practice activities. An opportunity for students to role play with counselors, Deans, or other faculty and administrators is also provided to give students a chance to generalize their communication skills and the Self-Advocacy Srategy. Such generalization activites also serve to increase faculty and administrators' awareness of the students' issues

In follow-up sessions, students complete a second self-inventory and then provide feedback about their reflections during group discussion. These sessions also concentrate on examining everyday work and experiences to help students to grow further in their understanding of self advocacy and personal effectiveness. In addition, preventative approaches

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Figure 1

Unit 1 - Introduction	FOCUS
Why self-advocacy?	Self-advocacy promotes independence and self-knowledge.
What is self-advocacy?	Self-advocacy is self-knowledge and motivation. This includes knowledge of rights, use of resources, specific accomodations; and problem solving. Self-advocacy includes situational evaluation, choice of strategy approaches, procedural knowledge of choices for learning, communication with others and evaluation of outcomes. Self-advocacy is a system of beliefs, attitudes, informed actions and a reconstruction process.
What are some contexts that can serve as information sources for and about the student?	Foster the use of multiple contexts as a way of building understanding of oneself and the influence a learning disability. **Individual** (i.e., assessment processes and results, discussion of results and implications and accomodation development) **Group Participation** (i.e., identification with others, sharing of experiences with discussion and reflection, and problem-solving discussions) **Authentic Contexts** (i.e., classrooms, interactions with family, teachers, tutors, peers, courses and daily activities) **Academic Therapy and Treatment Activities**

Figure 2

SELF-ADVOCACY DEVELOPMENT PROGRAM Units 2-4	
Unit, Title & Parts	**Focus**
UNIT #2 **Preparing for self-advocacy: What is it and why do you need it?**	
Part 1: A sharing of experiences and perspectives.	Student's experiences with self-advocacy.
Part 2: Helping students understand some differences between high school and college.	To provide information to students about similariities and differences between secondary and post-secondary settings, academic (literacy) demands, social relations, including residence life, service options and resources, family involvement (Buckley Amendment), work.
Part 3: Legal rights.	Evaluating student rights under Section 504 of the Americans with Disabilities Act (ADA).
UNIT #3 **Preparing for self-advocacy: Student stories about how they learn - the good, the bad, and the ugly.**	Construcion of an autobiography: What do I believe about me and my learning? Students answer five questions (**1**. Strengths; **2**. Weaknesses; **3**. Describe your LD in your own words; **4**. Ways I compensate for my LD; **5**. Preferences and choices for learning.) Use of the Belief Strategy and the Franklin Model (Duchardt, Deshler & Schumaker, 1995). Creating a working definition of self-advocacy. Preparing for self-advocacy by assisting the student in organizing historical information and experiences.
UNIT #4 **Preparing for self-advocacy: Constructing an individual learning profile.**	Developing perspectives Introduction of I-PLAN, the Self-Advocacy Strategy. Analysis and understanding of the student's learning disability: Review of history and records. Evaluating accomodations and academic adjustments. Creating an individual's learning profile, including accomodations and learning strategies. Selecting and setting goals for action.

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can be designed to detect possible problems and provide needed modification and assistance.

As students move through the program, a critical factor for student success is the instructor's communication of high expectations for the students. That is, the instructor needs to communicate a vision of what the students might accomplish at some future time after graduation. A good analogy that applies here is the vision that a basketball coach communicates to the team in the preseason about winning the "championship" at the end of the season. In this situation, the job of the coach is to draw out each of the player's sense of that vision throughout the season. Similarly, within the self-advocacy program, the job of the instructor is to create the general vision of successful future lives and help students tailor the vision to themselves throughout the program.

Additionally, the instructor's job

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Figure 3

SELF-ADVOCACY DEVELOPMENT PROGRAM Units 5-7	
Unit, Title & Parts	**Focus**
UNIT #5 **Preparing for self-advocacy: Constructing an individual learning profile.**	Review of prior work and experience. Characteristics of effective communication. Identifying effective communication styles. Continued learning of I-PLAN (Inventory, Provision of Information, Listen, Asking questions, Name your accomodations).
UNIT #6 **Practicing self-advocacy: Controlled practice using I-PLAN**	To role play I-PLAN with a partner. To model and rehearse I-PLAN.
UNIT #7 **Practicing self-advocacy: Refinement** **PART A** **Practicing self-advocacy: Conversations with faculty and administration.** **PART #B** **Bring the experience of self-advocacy together.**	To provide feedback on communication style and content. Faculty and administration perspectives on both learning disabilities in general and students with LD. Role play using I-PLAN with faculty and administrators. Feedback about communication style, effectiveness, and content. A synthesis of what is learned. Integrating information based on reflection and experience.
FUTURE SESSIONS **Growing in understanding and effectiveness.**	On-going work using everyday experiences; preventive work; providing needed modifications and assistance.

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is more than this. It is to bring a sense of "magic" or inspiration to the enterprise. This imaginative element seems to be important because of the way it brings teaching down to the emotional level and also "up" to the level of the possible. Effort, excellent teaching, and facilitating skill development are not to be discounted in the process; instead, they must be infused with inspiration and a deep belief in what's possible.

To develop this inspiration, the instructor must begin the program by painting concrete pictures of possible places students might be in five years (e.g., in a teaching job, working as a business manager, in medical school). From a teacher's selfish point of view, teaching becomes more interesting if the class is "going somewhere." Meanwhile, the students' view of themselves is challenged. Since the teacher expects them to accomplish significant things, they begin to examine alternative possibilities for themselves.

Once initial expectations have been communicated to the students, their goals and concerns can be discussed. The process of instruction shifts to a group-counseling mode as students have a chance to share their experiences and match their own goals and concerns to the goals and concerns of others. Listening on the part of the instructor at this point is very important and cannot be overestimated as a teaching tool. For some students, this may be the first time their concerns are considered seriously. Such serious consideration is a prerequisite foundation for the learning that subsequently will take place. As each goal or concern is discussed, it should be added to a list. Based on this list of goals and concerns, a plan of the program focus is then drawn by the instructor. Later, as students work through the program, their concerns can be reviewed as an anchoring technique that reminds students of where they have been emotionally and cognitively and where they are now heading.

Also, throughout the program, awareness in its many forms should be stressed. For example, the instructor needs to listen for negative and positive thought patterns (e.g., "I'm not any good at speaking or writing." "My learning disability causes me to stand out and look bad among other people."), point out those thought patterns, and encourage students to listen for their thought patterns. When possible, a sense of immediate self-awareness should be encouraged while students participate in the assessment of their own specific processes. These incidents can ripen into "teachable moments" where students' emerging beliefs about themselves challenge their awareness of the very words they use to describe themselves and the world. The instructor can lead the students in channeling the student's thoughts to the specific skills that can be improved rather than allowing student's thoughts to center on global negative statements. Even the subtlest awareness can bring about significant changes in body, mind, and spirit.

Through the three years of the Self Advocacy Development Program that seventy-five percent of the students completed the program and eighty to ninety-five percent advocated to obtain accomodations for their learning disability and to ultimately achieve their goals. ■

THE SUFFIX SLIDE

by
Janet Tate and John Pfeifer
Okeechobee, Florida

If you have taught the *Word Identification Strategy* (DISSECT) to young students, then you already know that the most difficult thing for them to master is the verbal rehearal of fifty-six prefixes and fifty-four suffixes. Try this activity to reinforce their recognition of the suffixes that cause them problems.

1. Give each student one copy of the SUFFIX SLIDE patterns (on pg. 6) for each suffix to be assigned.
2. Have the student cut out the Suffix Slide Holder and the Suffix Slides with scissors.
3. Assign each student a suffix that he/she seems to have trouble remembering, or let students select suffixes.
4. On the Suffix Holder, the student should write or print the assigned suffix suffix (e.g., tion) in the I_.
5. In each box on the Suffix sSide, the student should write a word-beginning that ends with the assigned suffix (e.g., vaca-).
6. Students may SEPARATE THE SUFFIX aloud on each word or may present their slides to the class, and they may ask other students to separate the suffix and to pronounce the word.

Strategram
Vol. 8: Issue number 1. Published six times per year by The University of Kansas Center for Research on Learning, Dole Human Development Center-Room 3061, Lawrence, Kansas, 66045-2342. Subscription rate: $13 per year. No part of this publication may be reproduced without written permission from the publisher, unless otherwise stated.

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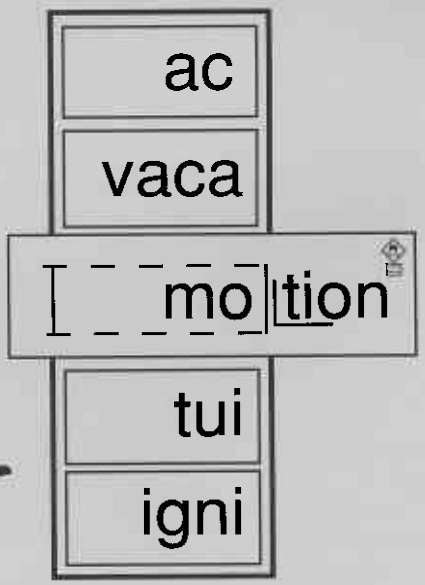
THE SUFFIX SLIDE PATTERN

Use The Patterns Below To Make This!!



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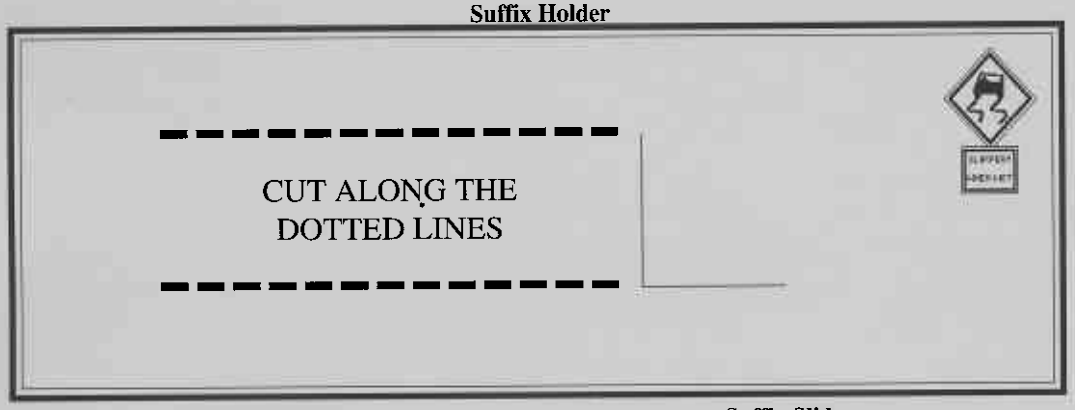

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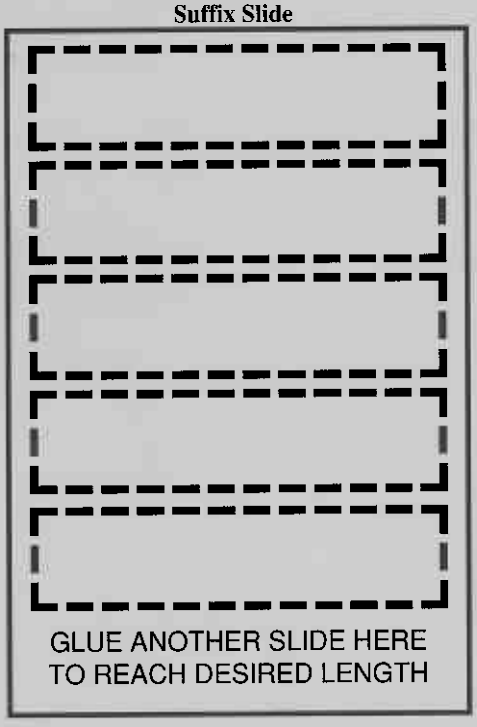

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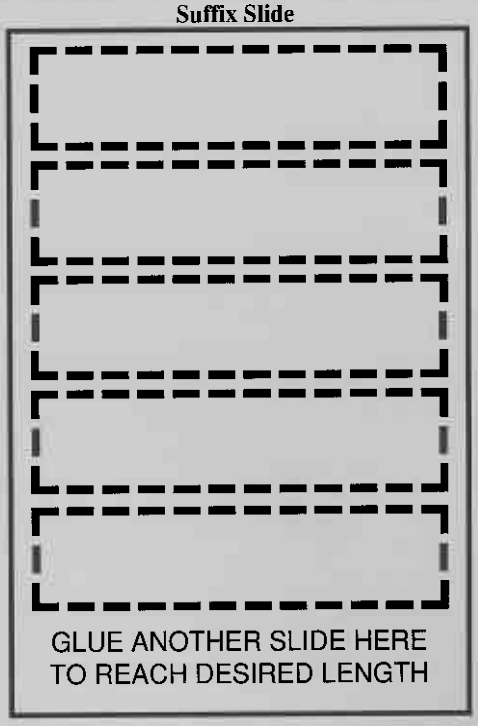

Index for Volume VII, Issues 1-6

Vol. 7-1

Lead Article- SIM Demonstration Site. Alice Henley, Middletown, Connecticut. An overview of a training program that brings together parents, special educators, and general educators. Included in the article are two evaluation forms for visiting parents or teachers.

For the Classroom- Strategies Key Ring. Diane Keim, Madison, Connecticut. A letter of commitment and a set of strategy cue cards to be used by students while they transition to other schools or classes.

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

Vol. 7-2

Lead Article- "Getting to Know You." Mary Vance, KU-CRL. Phases are presented for teachers to identify their own behaviors and student behaviors that may affect student learning.

SIM Spotlight- The Lesson Organizer in Missouri. Linda Bass and Virginia Jones, Peculiar, Missouri. A description of the Lesson Organizer Routine is used in conjunction with geography lessons. A questionnaire for teachers to send to parents and students is also included.

For the Classroom- Twas the Night Before the Big Exam. Resource students, Wethersfield High School, Wethersfield, Connecticut. A poem created and used by the students to reinforce implementation.

For the Classroom - Games, Games, Games. Barb Glaeser, KU-CRL. A game board similar to "Jeopardy" is used to reinforce the learning of strategies.

Vol. 7-3

Lead Article- The Self-Advocacy Strategy. Tony Van Reusen, University of Texas, San Antonio, Texas. A description of the strategy, which includes a definition, focus, and sequence of instruction.

For the Classroom- Prefix Power. Marsha Pearsaul and John Pfeifer, Vero Beach, Florida. A game of concentration created as a tool to help students remember the word beginnings required to master the *Word Identification Strategy.*

For the Classroom- A list of prefix and word cards used with the *Word Identification Strategy.*

For the Classroom- Rap'n. Rosemary Reichstetter, Raleigh, North Carolina. A rap used to reinforce the *Paraphrasing Strategy.*

Vol. 7-4

Lead Article- The Collaborative Instruction Model. Dan Boudah, Texas A&M University. A model for facilitating team teaching in inclusive secondary classrooms.

Special Article- SIM Moves into Regular Education In Wake County. Kim Short, Raleigh, North Carolina. The role of strategies instruction in and Wake County Public School System.

Vol. 7-5

Lead Article- The Unit Organizer Routine. Keith Lenz, KU-CRL. An overview of the Unit Organizer Routine. This includes an example of the routine used with the presentation of the causes of the Civil War.

For the Classroom- Visual Imagery Bookmarks. Kim Short and Lauren Henry, Raleigh, North Carolina. Bookmarks created to reinforce the *Visual Imagery Strategy.*

For the Classroom- The Dissect Rap. Lauren Henry, Apex, North Carolina. A rap used to reinforce the *Word Identification Strategy.*

For the Classroom-*Sentence Writing* Worksheet. Janice Kohler, Friendswood, Texas. Worksheets were adapted in order to make sentence-writing practice more meaningful to elementary students.

Vol. 7-6

Lead Article-Critical Teaching Behaviors. Cathy Kea, North Carolina A&T State University. Nine teaching behaviors determined to be critical to effective teaching.

Special Article-Governor's Writing Award. Eva Mitchener, Spartanburg, North Carolina. An announcement of the presentation of the Governor's Award to a learning strategies student.

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