



StrateNotes

The University of Kansas Center for Research on Learning • April 2004 • Volume 12, Issue 7

Inside...

- Theme Writing Strategy, page 4
- SIM & students with autism, page 7

Calendar

June 1-5, 2004

Teaching Content to All: Effective College Teaching
Lawrence, Kansas

June 13-18, 2004

Florida Institute for Potential SIM Professional Developers in Learning Strategies and Content Enhancement
Orlando, Florida
Contact: Margie Ringler, projcentral@mail.ucf.edu, 386-274-0175

June 16-19, 2004

Strategic Instruction Model (SIM) Institute: Level I
Lawrence, Kansas

June 16-19, 2004

Strategic Instruction Model (SIM) Institute: Level II
Lawrence, Kansas

June 21-25, 2004

Strategic Instruction Model (SIM) Institute: Writing Strategies
Lawrence, Kansas

June 21-25, 2004

Michigan Institute for Potential SIM Professional Developers in Learning Strategies or Content Enhancement
Holland, Michigan
Contact: Sue Woodruff, swoodruf@comcast.net, 231-780-4507

June 24-26, 2004

California CAL-SIM Update and Statewide Conference
Bakersfield, California

More calendar on page 2.

Principles & practices *Promoting SIM on a big scale*

For more than five years, educators in Louisiana have worked to implement a statewide Strategic Instruction Model program. During last year's International SIM Conference, SIM Professional Developers Hilly Bernard and Anne Cloutre shared principles and practices that have helped promote success of SIM in Hilly's St. Tammany Parish as well as throughout the state. Using a conversational approach, Hilly, Anne, and members of their audience discussed what works and what doesn't in launching and fostering large-scale SIM programs.

Principle: Professional development is not a professional event(s) but a process of growth.

Related practice: Use the eight stages of strategy instruction as a framework for professional development.

"When we start working with teachers, we see what their knowledge base is, then we describe what we're doing. We're not really going through an entire strategy or entire routine the first time we meet," Anne said.

Before adopting this practice, SIM Professional Developers in Louisiana found that when they checked back a month or so after conducting a workshop, teachers often had not implemented the strategy or routine because they were overwhelmed by the amount of information provided. Using an alternative approach to professional development allows time for teachers to absorb the information. Thus, professional development has become a process of continuing growth and understanding.

Related practice: Create relationships with others.

Hilly suggested offering more one-on-one and small group opportunities for professional development to help build productive relationships.

"Through relationships, we can become a member of that community," Hilly said. "This is not operating at the teacher; it's operating with

the teachers. Remind them of their passion and compassion. Remind them of their purpose. This is a community effort. Make yourself a member of the community."

Principle: Build learning communities.

Related practice: Encourage teachers to be learners (including you!)

"I've come to recognize that doing professional development is essentially self-development," Hilly said. "It came to me early on that coaching needs to be reciprocal."

Related practice: Develop general education and special education partnerships.

"No one has all the answers," Anne said. "We all have pieces."

Among the practices that can facilitate building partnership is use of teacher-guided professional development, a democratic approach to professional development that encourages teacher-centered, partnership-based principles. (Learn more in the SIM Article Archives section of our web site, www.kucrl.org/archives.)

Principle: What we attend to grows; what we intend becomes real.

Related practice: Attend and respond to the needs, interests, and desires of the participants.

"I've kind of moved out of the notion of selling SIM to people into being clear about my intention," Hilly said. "My take on SIM is that it is a blessing for children. I specifically do not *in the beginning* talk to teachers about data and research because they don't want to hear it. I do *at the appropriate time* have people look at the beginning of the manual—that little chart—and say 'imagine what this would mean to children.' When you're talking about paraphrasing—48 percent comprehension pre, 84 percent post—that's profound."

CRL's Don Deshler noted that as professional developers, we need to seek ways to best leverage the most meaningful data.

More Calendar

June 28-July 1, 2004

Strategic Instruction Model Institute:
Content Enhancement
Lawrence, Kansas

July 12-16, 2004

Minnesota Institute for Potential SIM
Professional Developers
Plymouth, Minnesota
Contact: Shari Schindele,
sharischindele@earthlink.net,
763-420-1015

July 19-20, 2004

Preconference Seminars
Lawrence, Kansas

July 21-23, 2004

International SIM Conference
Lawrence, Kansas

July 26-30, 2004

Institutes for Potential SIM Professional
Developers in Learning Strategies and
Content Enhancement
Lawrence, Kansas
Contact: Joyce Stevens, joyce@ku.edu,
785-864-4780

July 26-30, 2004

Missouri Institute for Potential SIM
Professional Developers in Learning
Strategies
Chesterfield, Missouri
Contact: Mary Ellen O'Hare,
mohare@ssd.k12.mo.us, 314-989-7811

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"My sense is that data that you generate on the front line within your school can be pretty powerful in influencing future behavior," he said. "I think maybe we ought to put more value on those kinds of data as opposed to data generated in Kansas."

Personal stories of success also can be extremely effective in conveying the benefits of implementing SIM components.

Anne told of one teacher in Louisiana who had requested permission to use the *Sentence Writing Strategy* on a test in lieu of another accommodation adopted by her parish. This teacher worked with the lowest performing students in the parish. When the students were retested, the lowest performing students who had learned the *Sentence Writing Strategy* performed better than the students who had almost passed the test the first time and who did not learn the strategy.

In another example, Hilly described a teacher who worked with eighth-grade boys with learning disabilities. One of her students moved from functioning at the second-grade level to the seventh-grade level, bringing his parent to tears.

"Tears move people," Hilly said. "I like data, sort of after the fact."

In response to a question about how No Child Left Behind affects SIM implementation, Hilly replied: "If we focus on learning, all assessment—I don't care if it's standardized or teacher made—will take care of itself. What we're doing is deliberately connecting the act of teaching with learning."

Principle: Make SIM a program of attraction rather than a program of coercion.

Related practice: Have all supervisory and administrative personnel actively support the program rather than evaluate teachers and others.

An administrator in the audience said he thinks one of the mistakes administrators make is to say "**You** folks need to learn this."

"When I've taken on something big," he said, "I've learned it from the ground up."

Make a big deal out of the innovation, he said, and learn it along with everyone else. The key is to identify the best members on staff to begin working on change. People like to be part of a special group, and once key staff

members begin to change, others will follow.

Administrators may even benefit from co-teaching a strategy or routine to experience the rigor of the process themselves.

Principle: Observe what's so; do what works.

Related practice: Recognize SIM as a BIG INNOVATION package and give time for growth.

SIM is a big, mindset-changing innovation, Hilly said. Given the structure and organization of schools, teachers will have many questions and concerns. (For example, with 30 students in my classroom, 150 students a semester, how, specifically, can I implement this one more thing—SIM?) Be prepared to respond to those concerns.

"If we get feedback from teachers on what works for them in terms of constructing professional development, then we're in a position to make it work," he said.

"We do a lot of nurturing and support," Anne added. "Sometimes, the people who are most resistant—'this is going to take too much time'—those are the ones that we provide materials for. We say, 'what can I do to help you?' When people seemed angry or resistant, they were either fearful or overwhelmed. We just try one by one to take down those barriers and just say I want to walk this walk with you."

Principle: Make it relevant and meaningful for participants.

Related practice: Provide structures

and organization that are job embedded.

An administrator in the audience expressed concern that administrators often see data indicating a need for improved student performance, but may not do a good job of sharing that information with teachers.

"If teachers think kids are doing OK, why would they be interested in SIM or any other program?" he asked. "We don't share the data with the people who make a difference every day."

Principle: Create a context of joy, enthusiasm, optimism, and hope.

Related practice: Promote moods of learning (wonder, awe).

A member of the audience offered an analogy to help teachers develop a mental model of being a learner: It's like learning to drive a stick shift on the hills of San Francisco, she said. It's going to

be very difficult, with lots of starts and stops, but eventually we'll be so good it will be second nature.

Principle: The greatest act of love is to promote the independence of others.

Related practice: Disappear over time.

Similar to SIM's scaffolded instruction, in which teachers promote independent learning for students, professional developers must foster development of skills and knowledge that will allow teachers to continue this important work on their own as they become comfortable.

Principle: Live in the wisdom of uncertainty.

Related practice: Don't attempt to control people.

"The results will speak for them-

selves," Hilly said. "Genuine power is power not over people but with people."

• *St. Tammany Parish (Louisiana) Public School System has planned for SIM to become the core curriculum for special education in grades 7 through 12. In 2003, when the school system received the SIM Impact Award, five schools had adopted SIM schoolwide and four other schools were moving in that direction. SIM Professional Developer Hilly Bernard, with the support of members of the school system's administration, offers multiple days of staff development with follow-up each year.*

• *Anne Cloutre, education program coordinator for the Louisiana Department of Education, received the 2001 Gordon R. Alley Partnership Award from the Center for Research on Learning for her leadership in implementing SIM throughout the state.*

Julie Tollefson

CRL communications director

2004 international conference

Join us in celebrating SIM successes, with *SIM on Parade* during the 2004 International SIM Conference.

The conference will be July 21-23 at SpringHill Suites in Lawrence. Hotel reservations must be made by June 21. Specify that you are attending the SIM Trainers Conference. Phone: 785-841-2700.

Keynote speaker: Randy Sprick, an educational consultant and teacher trainer from Eugene, Ore. Randy's *Safe and Civil Schools Series* is a collection of materials designed to help schools improve safety and civility. CRL's *Pathways to Success* project has found that integrating Randy's materials and SIM is very effective. In some schools, discipline referrals have been cut in half.

Preconference workshops (July 19-20):

- Building Proficiency in Content Enhancement with the Interactive Organizer Software, *Keith Lenz, Janis Bulgren, and Brad Nelson, CRL*

A full-day (July 19) to explore the integration of many current and new content enhancement devices using the commercial version of the Interactive Organizer software.

- CHAMPs: Proactive, Positive, and Instructional Classroom Management, *Susan Isaacs, Safe and Civil Schools, and Tricia McCale, Pathways to Success*

A half-day workshop (July 20) exploring a new program that has been used successfully in combination with SIM

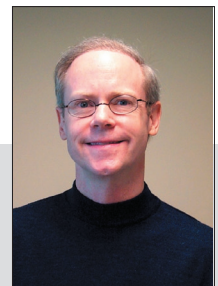
to positively affect student behavior.

- Possible Selves: A Program for Nurturing Student Motivation to Learn, *Mike Hock, CRL*

A half-day workshop (July 20) to examine the *Possible Selves* program, activities, and materials. Participants will actually complete the *Possible Selves* activities in preparation for classroom implementation.

Complete details & forms at www.kucrl.org/conference

Coming next month: An interview with Randy Sprick, keynote speaker for the 2004 International SIM Conference!



Randy Sprick,
keynote speaker

Theme Writing Strategy now available

The *Theme Writing Strategy* program is now available. This program, titled *Fundamentals in the Theme Writing Strategy*, provides students the basic skills for writing documents that contain at least five paragraphs. Another program, titled *Proficiency in the Theme Writing Strategy*, eventually will follow this program and will provide students the skills to write different kinds of themes and long papers. Still another program, titled *The Essay Strategy*, will provide students the skills to respond to essay questions on tests. (The research on this program is complete, and the manual is being written.) These three programs will complete the Expression and Demonstration of Competence Strand in the *Learning Strategies Curriculum*.

The *Fundamentals in the Theme Writing Strategy* program builds upon the concepts and skills that students have mastered when they learned the *Sentence Writing*, *Paragraph Writing*, and *Error Monitoring* strategies. Thus, these strategies are recommended prerequisites for the *Theme Writing Strategy*. Although a research study has shown that the *Theme Writing Strategy* can be taught successfully in general education English classes without teaching the prerequisite strategies, the high school students in this study had learned how to write complete sentences. Students who cannot write complete sentences are not likely to be able to master this strategy. Because many students have not learned to write complete sentences and organized paragraphs, many schools and school districts are adopting the whole sequence of writing strategies to be taught across the grades in language arts and English classes.

Since instruction in the *Theme Writing Strategy* is complex and somewhat different from what teachers have seen in the past, a day or a day and a half of professional development is recommended. The professional development session can be divided into two parts, or it can take place all at once. If it is to be broken

The form is titled "TOWER DIAGRAM" and includes the following sections:

- SUBTOPIC SEQUENCE**: A box for writing the sequence of subtopics.
- P.O.V.**: A box for writing the point of view.
- TENSE**: A box for writing the tense.
- TOPIC**: A box for writing the topic.
- Introductory Option**: A box for writing the introductory option.
- Introductory Details**: A box for writing the introductory details.
- Subtopics**: A box for writing the subtopics.
- Details**: A box for writing the details.
- Concluding Option**: A box for writing the concluding option.
- Concluding Details**: A box for writing the concluding details.

There are also fields for **Name** and **Date** at the top right.

into two parts, the first part might cover Lessons 1 through 12. The second part might cover Lessons 13 through 17 and the scoring of themes. There are numerous scoring activities for all the lessons in the Professional Developer's Guide as well as handouts, student samples, and other teacher-generated instructional materials that can be shared with teachers during professional development sessions and follow-up sessions. There is also a PowerPoint presentation associated with the *Theme Writing Strategy*.

One difference between the *Theme Writing Strategy Instructor's Manual* and previous manuals is that teachers are given numerous options among which they can choose as they deliver the instruction. These options have been made available as a result of requests and suggestions provided by teachers who field tested the manual. The options will enable the strategy instruction to be adapted for many types of students and settings. That is, through the judicious use of various options, the strategy instruction can be adapted for students with disabilities and other students who have difficulty learning who are enrolled in intensive instructional situations, for het-

erogeneous groups of students in general education classes, and for gifted students in advanced placement courses. During each professional development session, these options need to be clearly presented and explained, and teachers need to be given time to plan which options they will implement in their classes. In other words, allow plenty of time to present and discuss the options as well as time for teachers to plan how they will use them in different situations. The options and information that should be communicated to teachers about them are on pages 5 and 6. You can use these pages as a handout to teachers, if you wish.

Jean Schumaker
CRL associate director

To obtain the Professional Developer's Guide, contact the CRL Order Desk at (785) 864-0617. The PowerPoint presentation will be available on the revised version of the Strategies Presentations CD, due for release this summer.

Option #1: The Brainstorming Method

In Lesson 5, two different brainstorming methods are outlined. In the first method, the student starts with the W and H questions and just brainstorms details in response to those questions. Then the student categorizes the details and comes up with main ideas. This method is especially helpful when doing a research paper when the person isn't sure what the subtopics should be. It also corresponds to the instructional sequence within the manual. The second brainstorming method starts with the main ideas and then proceeds to brainstorming details for each main idea. Many students will be able to use this method; they are likely to be students who have the higher IQs. Both methods are useful. A teacher can choose to model one or the other or both methods.

Option #2: The Candy Sorting Activity

This activity was created by Joan Nejezchleb, a SIM Professional Developer from Austin, Texas. It is used in Lesson 6 to introduce the concept of sorting like items into groups. It is a really enjoyable activity that students like, and it kicks off the instruction on a fun note. However, it can be expensive if a teacher has a lot of students who eat the candy! Thus, it is certainly optional.

Option #3: The Small or Large TOWER Diagrams

A small, simplified version of the TOWER Diagram is supplied at the bottom of the learning sheets associated with Lessons 6 through 9 and on Learning Sheets 1A through 1H for Lesson 10. The larger version of this simplified diagram (on page 224 of the Instructor's Manual) can be copied and used with elementary students or students who have difficulty writing when they are completing these learning sheets.

Option #4: Points Awarded for Coding Activities

You will notice that no points are awarded to students for correctly placing code letters next to the items listed on the Learning Sheets associated with Lessons 6 through 10. To simplify the scoring for teachers and to save their time, students are given points only for correctly placing items into the diagrams. However, some students will skip this coding step and will consequently make a lot of mistakes as they place the items into the diagram. When a student is skipping the coding and is getting low scores, the teacher has the option of awarding points for the code letters as well as for the correct placement of the item in the diagram.

Option #5: Omitting Some Learning Sheets

Teachers have suggested combining the instruction of some of the lessons and omitting some of the learning sheets to save instructional time. For example, they have suggested combining the instruction in Lesson 7 and 8 and deleting the Lesson 7 Learning Sheets. This may work for some students, especially those enrolled in more advanced classes. A caution is in order here, however. The lessons have been designed to build the skills slowly and to ensure success at each step. If steps are skipped, some students might have difficulty reaching mastery in one or two attempts. This will be a sure sign that the teacher needs to back up and include the instruction that was missed.

Theme Writing Strategy Instructional Options

Option #6: Changing the Order of the Instruction and Learning Sheets in Lesson 9

The order of the instruction and the Learning Sheets in the #2 series and in the #3 series can be switched. That is, teachers have the option of doing the #2 series instruction and then using the #3 series only with students who are having difficulty with the #2 series OR teachers can do the #3 series instruction first and the #2 series last, if they expect that their students will have difficulty with the #2 series.

Option #7: Using the Blank Lesson Forms

Pages 9, 18, 27, 44, 53, 62, 71, and 80 of the Student Manual contain blank learning sheets. Teachers can use these sheets to design their own learning sheets, especially if they want to coordinate their writing instruction with the content that the class is studying. Teachers also can ask students who have met mastery and who are waiting for other students to meet mastery to design new learning sheets and try them out on each other.

Option #8: Noting the Thesis Statement on the TOWER Diagram

Some teachers like to have students write the Thesis Statement on the diagram. It can be written on the last line in the section for planning the Introductory Paragraph or it can be written at the bottom of the page or on the back of the page. Students can use the initials "T.S." to designate it as the Thesis Statement.

Option #9: Introductory Options

The Introductory Options are ways that students can add pizzazz to their Introductory Paragraphs. They can begin a theme with a quote, a story, a warning, or some other interest-catching idea. Teachers can choose to teach just one of these, some of them, or all of them.

Option #10: Introductory Structures

The Introductory Structures are ways students can construct their Introductory Paragraph through a certain sequence of sentences. Some structures work better with some Introductory Options than others. Teachers can choose to teach just one structure or all three structures.

Option #11: Concluding Options

The Concluding Options are ways that students can add pizzazz to their Concluding Paragraphs. They can end a theme with recommendations, cautions, or some other interest-catching idea. Teachers can choose to teach just one of these, some of them, or all of them.

Option #12: Concluding Structures

The Concluding Structures are ways students can construct their Concluding Paragraph through a certain sequence of sentences. Some structures work better with some Concluding Options than others. Teachers can choose to teach just one structure or all three structures.

Option #13: Amount of Instructional Time Spent on Lessons 13 through 15

Teachers can determine the amount of time to be spent on Lessons 13 through 15. They can spend just a couple of days or weeks on each lesson, depending on how many of the Introductory Options and Structures and Concluding Options and Structures they have decided to teach. They also can intersperse the instruction in these lessons through a unit of literature or some other content to give the students information to write about.

Option #14: The Cooperative Group Activities in Lessons 13 through 15

Teachers can use the cooperative group activities designed by Lynn Barnes and Devonna Dunekack, instructional collaborators with CRL's *Pathways to Success* project, to have the students practice the various options and structures in cooperative groups.

Option #15: The Key Sentences Learning Sheets

Learning Sheets were added to the program so that students could practice writing Thesis Statements (Lesson 13, Learning Sheets 1A through 1H), Topic/Transition Sentences (Lesson 14, Learning Sheets 1A through 1H), and Concluding/Transition Sentences (Lesson 15, Learning Sheets 1A through 1H) in isolation. These learning sheets can be incorporated into the instructional sequence before students practice writing whole paragraphs (i.e., used as a preventive practice) OR they can be reserved for students who are having difficulty with these kinds of sentences when they write their whole paragraphs (i.e., used as a remedial practice).

Option #16: The Simple and Complex Example Paragraphs

Pages 204, 206, 208, 214, 218, 220, and 222 of the Instructor's Manual contain complex examples of the different paragraph structures. These example paragraphs were written by junior- and senior-high students. There are simpler examples of these structures in the Handouts Section of the Professional Developer's Guide for those teachers who want to use them in their discussions. The subtopics and details associated with them stand out more clearly in the simpler examples because the information is less complex.

Option #17: The TOWER Diagrams

The TOWER Diagrams that students should use in Lessons 10 through 17 are found on pages 225 and 226 of the Instructor's Manual. Students can choose to use the one on page 225 when they have three subtopics and the one on page 226 when they have four subtopics.

Option #18: The Score Sheets

Teachers can use one of two score sheets to award points to the sentences in a theme submitted by a student. The one on page 227 of the Instructor's Manual has boxes in which scores can be written. The one on page 241 is more like a checklist. Either one can be used. The one on page 241 is missing a place for the title of the theme to be scored, so this will need to be added at the bottom of the page. (This will be corrected in future versions of the book.)

Option #19: The Feedback Sheet

The Feedback Sheet on page 230 of the Instructor's Manual can be used by teachers teaching large classes of students to give each student individual feedback about what to do to improve future themes. It can be stapled to the score sheet and the theme and given to the student.

Option #20: Handouts

A wide variety of activities and ideas submitted by teachers who have taught the *Theme Writing Strategy* appear in the Handouts Section of the Professional Developer's Guide for the *Theme Writing Strategy*. These are options that teachers can choose to use.

E-SIM

- e-mail discussions
- web resources

Lee Schwartz, SIM Professional Developer from El Paso, Texas, recently asked whether anyone on the SIMTRAINER-L e-mail discussion list had had any experiences using SIM interventions with high-performing students who have autism.

Several SIM Professional Developers from across the country responded with encouraging stories and advice.

"We are using the *Self-Advocacy Strategy* with a middle school autistic student," wrote **Peg Wolff**, principal in Minocqua Joint ISD, Wisconsin. "He did it using a PowerPoint presentation at his IEP meeting; it was incredible! He also has learned the *Sentence Writing Strategy*."

"We are finding that the structure, feedback, and practice routines, in addition to visuals and mnemonics, can provide a safe learning routine for autistic students just as it does for other students."

"When we asked our middle schooler if he was ready to participate in other general ed. classes as was his goal, he responded, 'Bring It On!' So we will..."

In Missouri, **Bev Colombo** writes that she and her colleagues have had many experiences using learning strategies with students with autism.

"I taught two students (at Clayton High many years ago) several strategies: *Sentence* and *Paragraph Writing*, all of the reading strategies, *Self-Advocacy*, the KU social skills strategies, *Test-Taking*, and *FIRST-Letter Mnemonic*," she wrote. "They were really strategic when they

graduated and went to college! They were also always the first ones to submit all of their generalization samples, and one of them won a prize for his resource class for his prompt generalization."

"Since then, many teachers of students with autism have participated in our trainings and had great success with this population; the strategies have included all of the reading strategies (*Visual Imagery* is particularly successful because so many of these students think in pictures) as well as all of the writing strategies and some of the study strategies."

Mandy Horton of Fort Pierce, Florida, also has had success using SIM interventions with students with autism.

"Students with Aspergers/Autism Spectrum enjoy the 'cartooning' aspect of the *Vocabulary Routine/Strategy* and the cue cards that have rich visual detail, such as the Bees and the Honey Bottle, Uncle Sam Helping Verbs, etc.," she wrote. "With the *Visual Imagery Strategy*, I encourage my students to draw the story as if it were a map illustrated with cartoons. They respond well and have participated when the work is done collaboratively with teacher support."

Mandy noted that not all students respond to the interventions as she expects, but she doesn't let that discourage her.

"After we try everything we can as a team, I figure I have offered a window of opportunity, which the student may remember and decide to utilize later, whenever he/she is ready," she wrote. "We never give up."

SIMTRAINER-L

An e-mail discussion list for SIM Professional Developers. To subscribe, send an e-mail message to

listproc@ku.edu

In the body of the message, type

sub SIMTRAINER-L Your Name

Replace "Your Name" with your name. SIMTRAINER-L is all one word; do not type any spaces in the list name. Do not type anything in the subject line of the message.

SIMville

A password-protected section of the KU-CRL web site just for SIM Professional Developers. From the Center's home page,

www.kucrl.org

click on the "SIMville" button on the left side of the screen. When you select the log on option, you will be asked for a password. Type "**strategic**" in the box (do not type the quotation marks). The password is case-sensitive, so you must use all lowercase letters. Click on the "OK" button.

On-site SIM visit

Exciting things are continuing to happen with SIM in Louisiana. **Melynda Rodrigue** reports that Terrebonne Parish Special Education Department, in conjunction with Pierre Part Primary School in Assumption Parish, sponsored an on-site SIM visit on April 28. Terrebonne Parish teachers who have implemented SIM strategies in their classrooms were welcome to visit this K-4 school, see SIM implementation in the classrooms, and participate in a collaborative session with other teachers who are implementing SIM in the classroom.

Dissertation of the Year Award

Yvonne Bui, former CRL doctoral fellow, has received the 2004 Dissertation of the Year Award from the Division for Learning Disabilities. Doug Fuchs, Vanderbilt University, and Jean Schumaker, CRL, presented the award April 15 during the Council for Exceptional Children Annual Convention & Expo in New Orleans.

Yvonne's dissertation was an experimental study in which she measured the effects of a comprehensive writing strategy instruction model on students with and without disabilities with five fifth-grade general education classes in Topeka, Kan.

The results showed that the writing performance of students in the three experimental classes changed on several dimensions and was significantly better than the performance of students with and without disabilities in the two comparison classes. This is the first study that shows that the writing performance of students with disabilities can be affected within general education classes on dimensions other than increasing the number of words a student writes.

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