



StrateNotes

The University of Kansas Center for Research on Learning • May 2004 • Volume 12, Issue 8

Inside...

- West Region update info, page 6
- A visit with President Bush, page 7

Calendar

June 13-18, 2004

Florida Institute for Potential SIM Professional Developers in 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

June 28-July 1, 2004

Strategic Instruction Model Institute: Content Enhancement
Lawrence, Kansas

More calendar on page 2.

Randy Sprick

An interview with our speaker

Randy Sprick is the well-known author of several behavior management programs that collectively are referred to as the Safe and Civil Schools Series. In the past year, Randy and members of CRL's Institute for Effective Instruction have been exploring the relationship between effective instruction and behavior management.

One component of Randy's Safe and Civil Schools program, CHAMPs, also has been introduced into several schools in Topeka, Kan., that are partners in CRL's Pathways to Success project.

CHAMPs helps teachers manage behavior, increase on-task behavior, and reduce misbehavior by teaching students exactly what is expected and by providing positive feedback.

In the following conversation with CRL's Jim Knight, Randy highlights some of the key features of the Safe and Civil Schools Series.

A first-year high school teacher apologetically called Randy at home one November night. Her principal had suggested she call after she told him she thought she could continue teaching until Christmas, but she couldn't even think about coming back after Christmas. Four of her five classes—four sections of very low tracked math—were out of control. She and Randy set up a time for Randy to observe.

The classes were basically out of control, regardless of the activity structure employed at the time. During teacher-directed instruction, students would carry on conversations right in front of her. Independent work and cooperative group structures were even worse, with off-task rates of 80 to 100 percent.

Randy and the teacher began a process of clarifying her expectations for student behavior for each activity structure. The process brought to light that she did not have a clear vision of what she wanted from her students. She had inadvertently created unpredictable, amorphous,

and unclear expectations for her students based on her reactions in a variety of circumstances: "I don't want you talking to each other. If you have a question, I want you to raise your hands, unless I'm at my desk, in which case I want you to come up, unless I'm feeling claustrophobic, in which case I want you to talk to each other." These are not things she directly said to the students, but, rather, this is what she communicated when she interacted with students. Her expectations seemed to shift depending on her whim at the moment.

Randy: I hope this doesn't sound disrespectful, because this teacher had the guts to ask for help, and she's still in her classroom. I use that as a vehicle to introduce the whole notion that each teacher, activity structure by activity structure, needs to clarify exactly what is appropriate behavior and what is inappropriate behavior. It's important to clarify those issues because most teachers do have, if not explicit expectations, they do have expectations that they may have never made explicit to the students

An example I give is just something as seemingly simple and inane as the pencil sharpener. In any given wing of the building, there are probably some teachers whose attitude toward the pencil sharpener is, "You never use it during class time, regardless of activity structure." For other teachers, it's "sharpen your pencil whenever you want, just use good judgment and don't disturb anybody." Whereas for other teachers, it'll be "sharpen your pencil any time during independent work, sharpen your pencil whenever you need to during a test, sharpen your



Randy Sprick,
2004 International
SIM Conference
keynote speaker

More Calendar

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

July 21-23, 2004

International SIM Conference
Lawrence, Kansas

July 26-30, 2004

Institutes for Potential SIM Professional Developers in Learning Strategies
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

October 8-9, 2004

West Region SIM PD Conference
Las Vegas, Nevada
Contact: Barbara Millikan, barbara_millikan@beavton.k12.or.us, or Susan Peterson Miller, millersp@unlv.nevada.edu

STRATENOTES is published eight times from September through May and once every summer by the University of Kansas Center for Research on Learning as part of Strateworks for the International Professional Development Network. Publication period 2003-2004; cost \$35.00. Permission to reproduce any or all parts of *Stratenotes* to support professional development activities is hereby given.

Contributors:
Donald D. Deshler
Jean B. Schumaker
B. Keith Lenz
Jim Knight
Janet B. Roth

Editor:
Julie Tollefson

The University of Kansas
Center for Research on Learning
Joseph R. Pearson Hall
1122 West Campus Road, Room 521
Lawrence, KS 66045-3101
Main Office: 785.864.4780
Order Desk: 785.864.0617
Fax: 785.864.5728

pencil any time in any kind of lab activities, but don't sharpen your pencil during any kind of teacher-directed instruction, student speaking to the group, discussion period, or cooperative groups, because your attention is needed on the activity itself and not your pencil."

The idea is that kids shouldn't have to look in a teacher's eyes and try to guess. For every activity structure, we need to clarify, "Is it OK to talk to each other? If so, about what, to whom, how long, how many can be involved, how loud? Can you move your seat to go talk to somebody else? How can you get attention from the teacher when you need it, and how can you get any questions answered that you need answered? Can you move about for any reason? If so, do you need permission or not? And what does active participation look like and sound like?"

An example on the participation end of things that I see many teachers neglect to clarify relates to the SLANT acronym. Many teachers neglect to even tell kids, "I expect you to sit up during instruction," and yet it upsets them because all the kids are slouched down in their chairs with their baseball caps turned backwards on their heads. Often times, the misbehaviors we get are in fact truly an issue of ignorance on the part of the kids—the kids not knowing what the teacher wants because the teacher has not made it explicit.

Foundational beliefs

Jim: What are some of the foundational beliefs that you think are important for you to create a safe classroom and a good learning community?

Randy: The first beliefs are sort of broad procedural variables for CHAMPS.

Number one: The teacher needs to structure and organize the classroom to maximize student success. That's thinking about physical arrangements of the room, routines, policies, procedures, a schedule, handing things in, handing things out. The more parts of the classroom that we can design as regular predictable routines and well-structured settings, the fewer problems that we're going to have.

An example of that would be, don't take attendance by calling roll because kids are disengaged during that time. It's a deathly dull way to start a class. If you're going to take roll, do it with a seating chart while kids are engaged in some kind of preliminary warm-up task, either individually or in cooperative groups.

Number two: Directly teach your expectations for each activity, each major activity structure, and each major transition in the school or in the classroom. Part of that means teaching kids the operational procedures to fit the structure that you've developed. A subset of that is really a coaching metaphor, a sports coaching metaphor. Coaches know and understand you don't just tell kids a play or a pattern or you don't just show them a play or a pattern. You directly teach and practice. You're going to have to reteach it across days, and you're actually going to have to practice it across days. Even if the kids can tell you what the expectation is, it doesn't mean that they are going to apply it. The lack of the application isn't necessarily even a willful problem. If it's not in front of them with reminders and rehearsals and practice, they'll forget and they'll fall back into old patterns.

Number three: Provide frequent positive feedback to kids. That positive feedback would fit all of the same kinds of things that are in the SIM model: needs to be specific and descriptive, needs to be based upon what students have done, not embarrassing kids, and so on. There needs to be a wealth of age-appropriate positive feedback on both instructional issues and behavioral issues. A minor subset of that is the fewer behavior problems there are, the more the preponderance of feedback should be on academic issues; the more behavior problems, the more I'm going to have to skew a fair amount of my positive feedback to being on meeting behavioral expectations.

Number four: Correct misbehavior calmly, consistently, and immediately. If you know what your expectations are, as soon as you see kids veering away from those expectations, you want to correct that misbehavior as immediately as you can. But you do so in a very calm way, and you do it every time the misbehavior

occurs so that the pattern of misbehavior is interrupted in the early stages and is corrected with repetition across time so the kids can learn you can never get away with this behavior, and you can never get this teacher upset or angry. Thus, calm corrections take away the thing that reinforces misbehavior in some students—the power that comes from making an adult angry.

Number five: The importance of being aware of ratios of interactions—that the sum total of my positive interactions compared to my corrective interactions needs to be at least a three-to-one ratio with every student. This demonstrates to students that you do not have to misbehave to get adult attention, and this adult is actively interested in me as a person and noticing my successes. One other variable to bring into play there is a fair number of the positives can be non-contingent attention: Just saying good morning to a kid when she's walking in the door; seeing the kid walking down the hallway later in the afternoon and saying, "Good afternoon, Adam, how are you today?" Those add to your ratio on the positive side.

Other themes

Those are the main procedures, but some other themes run through everything we do. One would be everybody needs to be treated with dignity and respect. Another would be continually remembering that we're the adult in the situation, so that if the kid is not treating me with dignity and respect, it is my job to do whatever I can across time to try to teach him to treat me with dignity and respect rather than what is easy to do if we aren't careful: Fall into "if he's not going to treat me respectfully, I'm not going to treat him respectfully."

Another theme that I think runs through everything we do is that the teacher does have the potential to make a huge difference in the lives of kids. Something that I'm emphasizing more is that with any kid and with any group of kids, the only real failure would be to ever give up and to assume, "I'll never be able to change this kid's behavior." Even if I've not successfully changed a kid's behavior, up until the very last day of school, it is vital that this kid perceives that I still have high expectations for her, that I've continually looked for different

things that might help her to meet my expectations, and that I've tried to find ways to get her to strive to be successful. If I've been able to do that, even until the very last day of school, the very least I've accomplished is having communicated to that kid, "I'm worth bothering with. This is one adult who's never given up on me." And when you look at the resiliency literature, I think that literature is clear that people who had disastrous life circumstances as children and that make it as successful adults, one of the things they point to is adults, either in the school setting or the home setting, who had high expectations and never gave up on them.

Automatic pilot

Another theme is that when correcting rule violations, the teacher really needs to have developed a plan that allows him or her to be on automatic pilot. When a rule violation occurs—I'm in the midst of instruction, whether that be teacher-directed instruction or during cooperative groups or monitoring independent seat work, it doesn't matter—I should be able literally to use relatively few brain cells

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. 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 Monica Harris, 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

Notice regarding room rates

Rooms at the SpringHill Suites will be \$77 plus tax at the SIM Conference, week of July 19.

During the summer CRL SIM Institutes, the rates at SpringHill Suites will be \$75 plus tax.

The difference in price is due to the fact that we use the entire hotel meeting space for four days during the conference, but we do not use any of the meeting space for the institutes.

and immediately go, “That’s disruptive, Jim. The consequence for that action is so and so,” so that I can get my mental and physical energy back onto a roll and momentum of instruction. That 30 seconds of pause or verbal contortions that I go through while I’m trying to figure out what I’m going to do takes me and the other students away from any kind of momentum of instruction. I think what that leads to is the teacher resenting misbehavior to a much greater degree than the misbehavior really warranted and that what the teacher is really resenting is the sort of mental being jerked around by kids. With good planning, you can prevent that from happening. I characterize it in training as it should have the feel of a parenthetical statement within the text, whether it’s a quick reprimand or whether it’s “Jim, that’s disruptive, you owe me fifteen seconds after class.”

Teachers also need to have a mental repertoire of things they can pull out for unpredictable events. Misbehavior occurs and I’m not sure what to do, I need a mental plan of things that I can pull out, from verbal reprimands to humor to proximity management, scheduling a discussion for later. Then, when I don’t know what else to do, I can do one of those. My suggestion is that whenever a teacher truly doesn’t know what to do, try a gentle verbal reprimand or a gentle verbal correction. Err on the side of giving the kid information about what he should be doing right at that moment. What that does is that buys me time to find out is this a one-time anomaly or is this something that could become chronic. If I realize I’ve been reprimanding this behavior for a week now, this is now a chronic problem, because the simple solution didn’t work. So once you have a chronic problem that is not covered in the rule violations, at that point you go into thinking about the function of the misbehavior, what need is this meeting on the part of this kid? Maybe it’s not so much meeting a need. Maybe it is a problem of ability or awareness: The student really doesn’t know how to exhibit appropriate behavior. Another common reason that a chronic misbehavior may occur can be attention seeking. Another

may be some level of power or control. Another may be competing reinforcers: The kid would just rather be doing what he’s doing than what you’re having him do. You then try to build a plan to reduce the probability that the kid is getting that need met when he misbehaves, and you try to increase the probability that he will get that need met when he is not engaged in misbehavior. That moves us into the realm of individualized planning.

Misbehavior occurs and I’m not sure what to do, I need a mental plan of things that I can pull out, from verbal reprimands to humor to proximity management, scheduling a discussion for later. Then, when I don’t know what else to do, I can do one of those.

On-task behavior

Jim: When you’re watching the teacher who’s using CHAMPS to set expectations, what kind of things are you watching for, in addition to the three-to-one ratio of positive interactions?

Randy: One of the things that I’ll look for are rates of on-task student behavior. We’ve got a little tool called “instantaneous time sampling” that basically allows an observer, let’s say during an independent seat-work period, to observe each kid for about a second and make a quick mark: “Was that student on task or off task?” I’ll go around the room three times, looking at each student individually and marking whether that student was on or off task at that instant. Then I’ll just take the total number of marks and divide that into the total number of on-task marks, which gives a very rough, general picture of a percentage of on-task behavior. If the rate of on-task behavior is 90 percent or above, I reinforce the heck out of that teacher. If it’s an 80 to 90 percent, I say, “This is in the ball park, and you might want to improve it a little bit, but it’s not a huge problem.” If my

view is anything less than 80 percent, we have to be questioning, “Are we giving kids too much time? Are they not capable of doing the task, or have we not taught our expectations with enough clarity?” At these rates of on-task behavior, the teacher needs to do something to increase these levels. The last thing we want is kids not utilizing the time that we give them. Cooperative groups are one of the hardest activity structures to measure rates of on-task behavior because you can’t tell whether cooperative groups are working on task or not unless you go over and listen to their conversation. The very act of coming over, of course, increases the probability that they’ll engage.

One tip that I would really give to coaches and to administrators who are observing in a classroom looking at behavior management: You always want to look at least as much, if not more, at student behavior as you are looking at teacher behavior. There are some teachers where my first glance at the teacher is this teacher is making all kinds of errors in this stuff. But you look at kid behavior, and kid behavior is actively engaged, respectful, bringing tasks to completion, and so on. And my view there is this teacher is probably doing some things pretty well.

Coaching

Jim: Is there anything else you want to say about coaches?

Randy: Just that the whole concept of coaching, I am so absolutely behind. One of the problems with CHAMPS or any other good initiative is that even though it’s very practical, even though it’s relatively simple to do, what’s hard is teachers have to make so many decisions, and they’re under so much pressure that without the opportunity of modeling, of ongoing discussion, what happens is they get so busy that they fall back into all of the patterns that are easy for them, which doesn’t involve the new learning. Even if we distribute training across time, without some level of coaching, they end up practicing the old ways so much more than any practice they’re getting on the new way that they never really get to a level of automaticity of new skills. I think

**An extended version of the interview with Randy Sprick appears on the KU-CRL web site:
www.kucrl.org/archives**

the whole notion of coaching is absolutely critical to really helping a teacher develop the CHAMPS approach. The key approach is structure for success, teach exactly what you want, lots of positive feedback, lots of calm consistent corrective feedback. To get that to be a way that people operate requires lots of reminders, lots of support, lots of encouragement.

Safe and Civil Schools

Jim: Briefly summarize the other parts of Safe and Civil Schools.

Randy: If you think of sort of three levels of things, CHAMPS is the middle level, because that's the classroom piece. It's a piece that says the things that we do for all kids in the classroom are going to be good for all kids. Above that is what we call the school-wide piece. That, in terms of our published materials, is the Foundations program plus its secondary level, Start on Time. We're never going to micromanage teachers' classrooms. CHAMPS is all about teachers' need, within what the research literature has taught us, to make decisions about the needs of their own kids and their own structure.

Where we need to be consistent across adults in the school moves us into school-wide. When multiple adults are involved in a setting—hallways, cafeterias, restrooms—we need to all be on the same page so we're giving kids consistent messages. Things like disciplinary referral, assembly, substitute teachers, et cetera, all cut across multiple adults. Those are things that need school-wide expectations, school-wide teaching of those expectations, and school-wide enforcement. Foundations basically looks at, "how do we institutionalize a process of data-driven decision making to do that?"

Then some other resources that we've got move us down to a level of setting up plans for individual kids, where the things that we're doing on a school-wide basis

and the things that we're doing in our own classroom for all kids still haven't met the needs of certain individuals. I need to now individualize my consequences, and I need to individualize some of my reward structures, even individualize my instruction of expectation to meet the needs of this particular student. A resource we have there is called Interventions: Collaborative Planning for High Risk Students. It's a resource that is especially appropriate for special education teachers, school counselors, school psychologists, coaches, et cetera.

Effective instruction

Jim: You talked about how good instruction and classroom management go together. Say a bit about that.

Randy: One of the things that we always try to frame in our training is what we do is the behavioral side of the equation, but that is only part of the equation. The other part is good instruction. If I'm doing everything right in behavior management, but I'm giving kids assignments to take 20 minutes to read something and answer study questions, and half the class can't decode that, then I'm going to have problems. Or if I'm trying to lecture and expecting kids to take notes, but kids don't have any idea how to take notes, I'm going to have problems with that. If I'm trying to present complex information, but I'm presenting it in complex ways without using something like Unit Organizers to help kids understand where this fits in a broader perspective of things, then I'm going to appear to have behavioral problems or motivational problems. Those are not errors or weaknesses in my behavior management, or potentially they're not. They are weaknesses in instruction, but it manifests itself in student misbehavior because students are not meaningfully engaged.

We're always asking teachers while they're working on behavior manage-

ment expertise to be thinking actively about what they can do in terms of effective instruction to get kids behaving appropriately. SIM is a powerful example of intervention on the academic side, and I'm honored to be associated with it.

Success starts breeding success, and that enforces not just the application of whatever academic strategies they've been taught, but it also reinforces the heck out of whatever behaviors they were exhibiting that led to that success. It really becomes very cyclical—success breeds success, both behaviorally and academically.

I think that good instruction and good behavior management are lifelong learning tasks. No matter how much one knows, there is always more to learn. Teaching is far too complex a mix of both art and science to ever feel like I've mastered it. And the point at which anybody feels like "I've mastered it," that's the point that worries me. I've had the incredible luxury for 25 years now of focusing 100 percent of my professional life on behavioral management. I have time to read the research that teachers don't have time to read and to observe and to train and so on. Yet I'm not the least bit bored with that topic, because I'm still learning more about it. I would just actively encourage that as we train teachers, as we do coaching, et cetera, we really make sure people know and understand that this is just part of an ongoing cycle of improvement.

New in SIMville: Articles & brochures

- **CRL.pdf**, a brief overview of CRL & SIM and list of strategies & routines with a one-line description
- **Knowledgeloom.pdf**, an article about SIM at Muskegon High School
- **AdminFAQ.pdf**, a Q&A for administrators
- **January2004Stratenotes.pdf**, the January Stratenotes article, "We've been waiting for this; Are we ready?" by Don Deshler.

11th annual West Region SIM Professional Developers Conference

Coordinated by Barbara Millikan (barbara_millikan@beavton.k12.or.us) and Susan Peterson Miller (millersp@unlv.nevada.edu)

The West Region SIM Update Conference for Professional Developers will be October 8-9 in Las Vegas in conjunction with the 26th International Conference on Learning Disabilities hosted by the Council for Learning Disabilities. SIM Professional Developers will meet 1-5 p.m. Friday, Oct. 8, and 7:45-10 a.m. Saturday, Oct. 9. You must attend the SIM sessions to receive credit for updating your certification. The conference will include a special preservice session.

Registration

You must register for the West Region SIM Conference separately from the large International CLD conference (www.cldinternational.org/Pages/articles/vegasflier.pdf). If you register with KU-CRL by Sept. 1, the cost to attend the SIM Update Conference will be \$40. See the form at right for registration instructions.

Room reservations

Call (702) 795-3300. Specify that you want to make reservations in the Council for Learning Disabilities block. Reservations must be made by Sept. 6. After that, the unused room block will be released. When you make your reservation, you must pay a one-night deposit, per room, with a credit card or send an advance deposit for the first night's rate. Check-in time is after 3 p.m. Checkout is 11 a.m. A \$50 fee will be assessed for early departure. Cancellations must be made 72 hours before date of arrival. If a cancellation is received within 72 hours of arrival, a cancellation fee equal to one night's suite revenue and tax will be assessed. Conference rate is \$139 single/double +tax

OCTOBER 2004 REGISTRATION WEST REGION UPDATE

October 8-9, 2004

Alexis Park Resort, 375 E. Harmon Ave, Las Vegas, NV

Phone (702) 795-3300 • Fax (702) 796-3354

Name: _____

Mailing Address: _____

Position: _____ School/Agency: _____

Home Telephone: _____

E-mail Address _____

Work Telephone: _____

Make check or P.O. payable in full to:

University of Kansas Center for Research on Learning

Credit Card # (VISA or Mastercard): _____

Expiration Date: _____

Authorization: _____

By September 1, 2004, send to:

University of Kansas Center for Research on Learning

Attn: Pete Mynsted

Joseph R. Pearson Hall

1122 West Campus Rd, Room 521

Lawrence, KS 66045-3101

Fax: (785) 864-5728 • Phone: (785) 864-0617

For registration postmarked after September 1, add a \$10 late fee.

If your institution is paying your bill and is not able to meet this deadline, please send us the completed registration form by September 1 and indicate that payment will follow. A late fee will not be charged in this case.

Your registration includes all professional development materials and some refreshments. *(The Friday social and Saturday luncheon are a part of the CLD Conference and you must pay for the luncheon with your separate CLD registration. See www.cldinternational.org/Pages/articles/vegasflier.pdf for CLD Conference registration information.)*

Amount Enclosed:

Registration \$ 40.00 (U.S. funds) _____

Late Fee \$ 10.00 (U.S. funds) _____

Total _____

Refunds to individuals who have paid but are not able to attend **may not be made** unless other individuals assume the reservation.

Manuals on which I would like to receive training: (New manuals since 2003: *Possible Selves*, *Theme Writing Strategy*, *Order Routine*)

Other sessions that I would be willing to present or have presented: (Please indicate which you want to provide and which you want to observe):

Early this month, Don Deshler met with President George W. Bush and four other educators to discuss the president's Reading First initiative and the No Child Left Behind Act.

You may watch the video of the meeting at the National Institutes of Health web site:

[http://videocast.nih.gov/
PastEvents.asp?c=4](http://videocast.nih.gov/PastEvents.asp?c=4)

Select "President Bush Speaks at NIH: Reading First—No Child Left Behind.

Don's part of the presentation occurs about 19 minutes into the video.

You also may read a partial transcript of the event on the White House web site:

[http://www.whitehouse.gov/
http://www.whitehouse.gov/news/
releases/2004/05/20040512-8.html](http://www.whitehouse.gov/http://www.whitehouse.gov/news/releases/2004/05/20040512-8.html)

In introducing Don, the president referred to Don's meeting in January with First Lady Laura Bush at Discovery Middle School in Florida, which has implemented SIM.

"She came back and she said, you're not going to believe this guy. He's got a fabulous program. I said, okay, we'll put him on the stage and see if he can explain it," Bush said.

Don spent the next five minutes painting a picture of the challenges facing students who can't read and the reasons he finds to be optimistic. Included in those reasons is the findings in CRL studies that we can help students learn how to learn. Don described the dramatic improvement in reading skills realized among students who received intensive instruction in SIM reading strategies at Muskegon, Mich., High School. In addition, the current federal emphasis on applying data-based principles to instruction for

younger students and the message to all educators that literacy is important are encouraging, he said.

"I agree with you that because of the reforms that are now in place, high schools are going to start seeing a more literate population," Bush responded. "The problem is, we've got a gap, and we've got to make sure that we do everything we can to intervene and help those kids. If you can't read, it doesn't matter. That's just as simple as that. I mean, I know that doesn't sound very nuanced or sophisticated, but it's true."

In response to a question from the president regarding how easy it is to implement SIM interventions, Don said, "Good teaching, I believe, is a challenge, and it requires hard work. But if we follow known principles of instruction, the payoff is enormous."

...

Reading First, established as part of the No Child Left Behind Act, directs that funds be dedicated to help states and local school districts eliminate the reading deficit by "establishing high-quality, comprehensive reading instruction in kindergarten through grade 3." More information about Reading First:

[http://www.ed.gov/programs/
readingfirst/index.html](http://www.ed.gov/programs/readingfirst/index.html)

"While Reading First is focused on younger children, there is growing concern about the challenges facing adolescents who are struggling readers," Don said before his meeting with Bush. "I've been asked to comment on the implications of the research of the KU Center for Research on Learning for addressing the needs of adolescents who struggle in reading and other literacy skills."

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.

**See page 5 for a list of
new resources on SIMville.**

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.

Recent request posted to SIMTRAINER-L:

Melynda Rodrigue, a SIM Professional Developer in Louisiana, would like to put together a Resource Booklet for using SIM Learning Strategies and Content Enhancement Routines in inclusion classrooms. She will be presenting the closing session during her state's SIM Summer Institute. She requested that SIM PDs who are willing to share send tips, suggestions, lesson plans, etc., along with name, title/position, place of employment, and location to be included in the credits.

Melynda Rodrigue
Educational Facilitator
Terrebonne Parish School Board
Special Education Department
711 Grinage Street
Houma, LA 70360

Strateworks Renewal 2004-2005

Name: _____

Home Address: _____

City: _____ State: _____ ZIP: _____

Work Address: _____

City: _____ State: _____ ZIP: _____

Home Phone: _____ Work Phone: _____

Please indicate where you prefer to receive mail: ____home ____work

E-mail address: _____

VISA/MasterCard Number: _____

Expiration Date: _____

Authorization: _____

Mail completed form and your payment of \$35 (U.S.) to KU-CRL
Joseph R. Pearson Hall, 1122 West Campus Road, Room 517
Lawrence, KS 66045-3101

FIRST CLASS

University of Kansas
STRATENOTES Volume 12, Issue #8
CENTER FOR RESEARCH ON LEARNING
Institute for Effective Instruction
Joseph R. Pearson Hall
1122 West Campus Road, Room 521
Lawrence, Kansas 66045-3101

First Class mail
U.S. Postage
PAID
Lawrence, KS
Permit #65