



StrateNotes

The University of Kansas Center for Research on Learning • April 2005 • Volume 13, Issue 7

Calendar

May 31-June 4, 2005

Teaching Content to All: Effective College Teaching
Lawrence, Kan.

June 13-17, 2005

Strategic Instruction Model Institute Writing Strategies
Lawrence, Kan.

June 13-17, 2005

Potential Professional Developers Institute for Learning Strategies
St. Louis, Mo.
Contact: Mary Ellen O'Hare, mohare@ssd.k12.mo.us

June 20-24, 2005

Potential SIM Professional Developers Institutes for Learning Strategies and Content Enhancement
Lawrence, Kan.

June 21-24, 2005

SIM Reading and Writing Strategies (Formerly SIM Level 1)
Lawrence, Kan.

June 21-24, 2005

More SIM Strategies (Formerly SIM Level 2)
Lawrence, Kan.

June 23-25, 2005

Cal-SIM
Bakersfield, Calif.
Contact: Tony Van Reusen, avanreusen@csu.bakersfield.edu, or Cindy Hurley, churley@ptloma.edu

June 27-30, 2005

SIM Institute: Introduction to Content Enhancement Level 1
Lawrence, Kan.

(More calendar on page 2)

SCORE Skills

'Now I have a friend'

Center for Research on Learning Staff

Many SIM Professional Developers and teachers have shared stories of the power of the Strategic Instruction Model for changing students' lives. **Barbara Webb** and **Jan Butz** have another to add.

Barbara, now a school psychologist and consultant on autism, set out in her dissertation research to investigate the effect of SCORE Skills instruction for high-functioning adolescents with autism spectrum disorder.

She worked with Jan, a teacher and SIM Professional Developer in Nevada, to provide SCORE Skills instruction to 10 male students ages 12 to 17. The students, who were identified as having a deficit in social skills, all were enrolled in at least one general education class. SCORE skills instruction was provided twice a week in the early evening in a public school classroom for a total of 20 sessions over a 10-week period.

Results indicated that such instruction is effective—students in the study made significant gains in their performance of SCORE Skills—but the greatest results may not be measured by traditional statistical tools.

"The most significant statement was made by one adolescent at the end of the initial study, when he said, 'Now I have a friend,' " Barbara said.

Barbara, who received the outstanding dissertation of the year award from the University of Las Vegas College of Education Graduate Studies in 2003, also has worked with younger students on SCORE Skills, although she has not completed a formal study.

Working with an occupational therapist, she used social stories to teach the social skills, language, and game skills involved in being successful on the

elementary school playground. They provided instruction to groups of six to eight children divided into age groups of 6-7 and 8-9 years old.

"We saw great results in the sessions, and parents also expressed results in other settings," she said.

Her experience in both the formal study and her work with younger students has led Barbara to some conclusions about SCORE Skills instruction for students with autism.

"It is imperative to use the instructional sequence to be successful in teaching social skills," she said. "What appears to be seven easy lessons can be expanded to successfully teach the many aspects of social communication that is essential to teach children with autism."

Jan, too, fully supports SCORE Skills instruction for students with autism.

"From a teacher's perspective," she said, "I highly recommend SCORE for teachers who want to teach a social skills group to students with autism. The structure of the strategy works very well for managing the behaviors of the students because they always know what to expect."

Jan would like to see expanded SCORE Skills class offerings in the future.

"We would like to teach the class and at the same time teach the parents in another room so that they could reinforce the skills during the week," she said.

FOR MORE INFORMATION:

Webb, B.J., Miller, S.P., Pierce, T.B. Strawser, S., and Jones, W.P. (Spring 2004). Effects of Social Skill Instruction for High-Functioning Adolescents with Autism Spectrum Disorders, *Focus on Autism and Other Developmental Disabilities*, 19(1), 53-62.

Additional articles about this research and further work with younger students have been published in the July/August 2003 and March/April 2004 issues of *Autism/Asperger's Digest Magazine* (www.autismdigest.com).

More calendar

July 11-15, 2005

Potential Professional Developers
Institute for Learning Strategies
Minnesota

Contact: Shari Schindele,
sharischindele@earthlink.net

July 18-19, 2005

SIM Preconference
SpringHill Suites, Lawrence, Kan.

July 20-22, 2005

International SIM Conference
SpringHill Suites, Lawrence, Kan.
Contact: Janet Roth, Mona Katz, or
Joyce Stevens, crl@ku.edu

July 25-28, 2005

SIM Institute: More Content
Enhancement Level 2
Lawrence, Kan.

August 11-13, 2005

Instructional Coaching Institute
Lawrence, Kan.

October 12-15, 2005

Instructional Coaching Institute
Lawrence, Kan.

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July 20-22, 2005
Lawrence, Kan.

The 2005 International SIM Conference is fast approaching. We hope all of you are making plans to attend as we focus on providing opportunities for you to fill your bag of professional development tricks with new tools and techniques.

Our keynote speaker will be **Thomas R. Guskey**, professor of educational policy studies and evaluation at the University of Kentucky. Dr. Guskey will base his address on his book, *Evaluating Professional Development* (Corwin, 2000). This book, which is particularly relevant for the PD work of the SIM Network, describes five levels for assessing the effectiveness of PD activities:

Level 1: Participants' Reactions. This level—generally completed through questionnaires at the end of a session—establishes whether participants liked an activity and believed it to be worthwhile. It also may include questions about the physical comfort of participants.

Level 2: Participants' Learning. This level focuses on the knowledge and skills participants gained during the session. Assessments at this level may involve a range of activities, from written responses to questions to demonstration of newly acquired skills.

Level 3: Organizational Support and Change. This level focuses on gathering information about whether the professional development activity was aligned with the organization's mission and goals, whether leadership within the organization publicly supported change, and whether the organization provided the resources to encourage change.

Level 4: Participants' Use of New Knowledge and Skills. This level focuses

on whether participants use what they have learned. Assessments at this level must be made after enough time has passed to allow participants to put their new skills into practice and may involve more than one follow up.

Level 5: Student Learning Outcomes. This level focuses on whether students benefited as a result of the professional development activities.

...

In conjunction with the conference, we are pleased to offer a choice of **six** preconference workshops. The workshops will be Monday, July 18, and Tuesday, July 19.

Building Proficiency in Content Enhancement with the Interactive Organizer Software, a full-day workshop (Monday, July 18) exploring the integration of many current and new content enhancement devices using the commercial version of the Interactive Organizer software.

Instructional Coaching, a full-day workshop (Monday, July 18) offering



Keynote speaker
Thomas R. Guskey

Engage workshop participants with modeling activity, tool

Sue Woodruff, SIM Professional Developer in Muskegon, Mich., has developed a new activity to engage teachers in discussion and practice related to modeling.

Using Jean Schumaker's article, "The Heart of Strategy Instruction: Effective Modeling" (*Strategram*, Vol. 1, No. 4) and the chart describing each phase of modeling ("Teacher's Cue Card for Four Instructional Phases of Modeling" by Keith Lenz, Barb Duchardt, and Joyce Rademacher, *Strategram* Vol. 1, No. 4), Sue developed a "teacher-friendly, one-page scoring mechanism," or "Teacher Scorecard." It can be used for coaching or self-assessment.

In using it with teachers during pro-

fessional development sessions, Sue said, "I am going to tell them that it isn't a competition. It is a way of studying your own behaviors, using data, and working toward improvement based on some data."

During the activity, Sue asks teachers to watch her model the *Paraphrasing Strategy* and complete the scorecard based on what they see her do.

"We'll process the behaviors by looking at how they scored me and talking about what they saw," Sue said. "I am bound to forget something, so I am going to use the opportunity to practice modeling as well."

A copy of Sue's scorecard is shown on page 4.

Conference information, cont.

a definition of what coaches do, distinguishing between effective and ineffective coaching practices, and providing an overview of the current state of research on coaching. The workshop will address how to coach, not what to coach.

Administrators' Literacy Leadership Workshop, a half-day workshop (Tuesday, July 19) providing an opportunity for administrators to learn more about methods and materials to promote literacy from the Center for Research on Learning. This workshop will focus on the actions administrators should take to lead literacy initiatives successfully.

CHAMPs: Proactive, Positive, and Instructional Classroom Management, a full-day workshop (Tuesday, July 19) exploring a program that has been used in combination with the Strategic Instruction Model to positively affect student behavior. Participants will learn how to integrate CHAMPs techniques with SIM components to build a classroom management plan to increase student motivation and reduce misbehavior.

The Road to Success, a half-day

workshop (Tuesday, July 19) designed to provide the tools professional developers need to expand their portfolio to include "job-readiness and job retention" training for adolescents and adults with learning disabilities and other cognitive barriers to learning. The Road to Success is a SIM-based curriculum developed by CRL staff and successfully used by Kansas Social and Rehabilitation Services.

Implementing SIM and the Content Literacy Continuum within the Context of School-Wide Literacy Efforts, a half-day workshop (Monday, July 18) providing an opportunity for participants to learn more about how to assist schools in the school-wide change process. Because SIM Content Literacy Continuum (CLC) work often affects all of the systems within a school, understanding change theory and knowing how to guide schools through the change process can be critical to success.

Registration forms and additional information are available on our web site, www.kucrl.org/conference.

LDA names SIM PD Educator of the Year!

Congratulations to **Rebecca Shankland**, SIM Professional Developer, who has been named the 2005 Sam Kirk Educator of the Year by the Learning Disabilities Association of America.

An article about Rebecca in the March/April 2005 issue of LDA Newsbriefs said, "She reminds all of us about what is right and good in special education."

Rebecca, who is a resource room teacher consultant in Grand Rapids, Mich., credits her school's adoption of the Strategic Instruction Model with changing the school philosophy from a "just get by" approach to helping students develop the skills to be independent learners.

The Sam Kirk Educator of the Year Award is named in honor of Dr. Samuel A. Kirk, pioneer in the field of learning disabilities.

Again, congratulations to Rebecca on this honor!

Teacher's Scorecard for the Four Instructional Phases of Modeling

(✓)	PHASE I: ADVANCE ORGANIZER	Subtotal	Total
	Review Previous Learning		
	Personalize the Strategy		
	Define the Content		
	State Expectations		
	PHASE II: PRESENTATION		
	Think Aloud		
	Self-Instruct		
	Problem-Solve		
	Self-Monitor		
	Perform Task		
	PHASE III: STUDENT ENLISTMENT		
	Prompt Involvement		
	Check Understanding		
	Correct & Expand Responses		
	Engineer Success		
	PHASE IV: POST ORGANIZER		
	Review the Model		
	Personalize the Strategy		
	Give Direction		
	State Expectations		
	Cue Progress Checks		
			/18

Scoring interpretation...

- 18 points Wow! You are a master! You have been doing this a long time!
 - 16 – 17 Awesome! Near perfection! Which behaviors did you miss? Why?
 - 13 – 15 Pretty darn good...Take a look to see where you could improve.
 - 7 – 12 Definitely starting to teach explicitly. Continue to refine with each practice!
 - 1 – 6 Beginning to understand model stage. Pick a few skills and hone them!
- (It would be helpful for you to really focus on the PRESENTATION stage initially, and then move into some of the STUDENT ENLISTMENT teacher behaviors.)

In memoriam: SIM Network tribute to Judy Martin of Missouri

KU-CRL recently received word that Judy Martin, a SIM Preservice Professional Developer who worked closely with CRL's Pedagogies for Academic Diversity/Teaching Content to All institutes, died in May 2004.

SIM Network members who worked with Judy described her as gracious, competent, professional, and generous.

"I coordinated the Pedagogies workshops when Judy was a participant and watched as Judy incorporated these materials and principles into her own classes at Missouri Western," said Gwen Berry, now assistant professor at Minnesota State University in Mankato. "Of all the post-secondary workshop participants that I had the pleasure of working with as part of the Pedagogies workshops, she was the most accomplished. Pardon the paraphrase, but she really 'got it!' She was an outstanding spokesperson for Content Enhancement, and a true friend of CRL."

CRL doctoral fellow and SIM PD Irma Brasseur described working with Judy on CRL's Open Door Project.

"She was very well received by the faculty and I can't tell you how well organized she was; it was incredible," Irma said. "I think the most touching and memorable moment for me was when Judy and I went to lunch after our first brown-bag and she shared her journey on becoming a professor. She was so appreciative and thankful for the work being done at CRL and she told me that after she attended the Pedagogies workshop, her role as an educators' educator changed dramatically.

"This excitement carried over in our next two brown-bag luncheons. We had faculty and GTAs from a variety of disciplines. Judy was able to energize these folks to think about how they were teaching and increase their understanding of teaching diverse groups of students, including those with disabilities."

Patty Graner, CRL doctoral fellow and SIM PD who has co-coordinated the Pedagogies (now Teaching Content to All) institutes since 2001, remembered Judy's willingness to share her SIM experiences and materials.

"Judy graciously agreed to come and model how she had enhanced her courses at Missouri Western using Content Enhancement. Note the word graciously. It is, in my opinion, a word that perfectly describes Judy," Patty said. "Not only did she provide participants a wonderful lesson and handouts that were organized perfectly to her lesson and useful later, she also shared wonderful anchoring stories throughout her presentation and candidly answered questions as only she could.

"Naturally, we called upon Judy to present this portion of the institute in 2001, 2002, and 2003. Within days of her last visit with us in May 2003, she let us know about her illness. It saddened us terribly, but Judy assured us in her gracious way that she was doing her best to fight it off.

"In her last message, she shared how valued KU-CRL had made her feel professionally and personally. She was a phenomenal woman and teacher."

E-SIM

- e-mail discussions
- web resources

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" link 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.

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