

Teaching adults educational practices that require them to make changes in the way they typically instruct students can be a challenge for the best staff developer. The effective trainer must balance complicated demands of teaching to ensure learning and application, creating an environment that is conducive to learning, motivating learners so that content is accepted and used effectively, as well as structuring the workshop so that participants remain alert, involved, and attentive. Sharing the learning strategies and content enhancement routines

of the Strategic Instruction Model (SIM) presents such challenges. One way to meet the demands of teaching adults new content is to use video clips from popular movies. Video clips can be inserted into workshops to introduce or clarify concepts, to provide material for reflection and review, to encourage participants to personally relate to the information and to add humor and fun to the day. This article will highlight specific video clips that can be used for teaching key components of SIM, tips for using video clips to highlight learning, and copyright issues when using video clips.

## Big Screen

### ***Using videos in workshops***

*Vlacia Campbell, SIM Trainer and Learning  
Resource Consultant, Berks County  
(Pennsylvania) Intermediate Unit*

### **Calendar**

January 26-27, 2001  
West Regional Update  
Meeting  
Las Vegas, Nevada  
March 8-10, 2001  
Southeast Regional  
Update Meeting  
Charleston, South  
Carolina  
March 21-23, 2001  
Virgin Islands Update  
Meeting  
Maho Bay, St. John Island  
March (TBA)  
Northeast Regional  
Update Meeting  
Baltimore, Maryland  
June 21-23, 2001  
California Update Meeting  
Place TBA (tentatively  
Orange County)  
All SIM Trainers welcome  
July 19-21, 2001  
International SIM Trainers'  
Conference  
Lawrence, Kansas

### **Setting Demands and Student Characteristics**

Describing setting demands and student characteristics is an important part of the SIM overview session as well as strategy sessions. "The Original Episode" of the *Wonder Years* provides a humorous tool for identifying setting demands and student characteristics. The clip also helps educators to personally relate to the complex demands students encounter and to understand how the characteristics of students interact with the demands to explain the behavior students demonstrate. The clip shows students who are initially highly motivated being instructed on the female reproductive system. As students encounter the complex demands of the classroom setting, their attention and interest fades. Use of the video clip can be structured as follows:

1. The presenter briefly defines and gives examples of setting demands and student characteristics.
2. Participants are given a T-chart (see page 2) and asked to record setting demands and student characteristics that they notice while viewing the clip.
3. After the clip is shown, participants are asked to share the demands they noted.



## New address

We hope the word is getting out: The Center for Research on Learning has moved! As of August 1, our new address is 521 Joseph R. Pearson Hall, 1122 West Campus Road, Lawrence, KS, 66045. Our phone numbers remain the same.

## StrateDirectory

Pages 5 and 6 contain the Directory Information Form we use to update StrateDirectory every year. Please complete this form and return it to the Center by November 10. If you have completed a form in the past and your information has not changed, you do not need to fill out another. The updated directory will be distributed to active SIM Trainers in January or February 2001.

## LINCS reminder

As noted in the last issue of Stratenotes, the steps for LINCS have been revised. The new manuals are now available from Edge Enterprises, and new training packets are available from the Center for Research on Learning.

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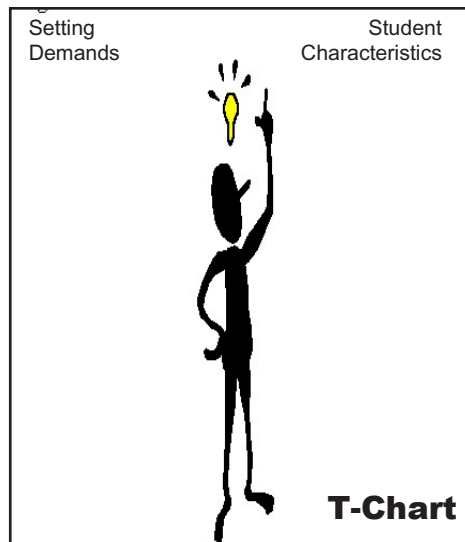
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The presenter writes participants' responses on chart paper or an overhead. (Teachers typically share great ideas such as demands for understanding abstract concepts, lack of accurate prior knowledge, interpreting visual aids, sitting for extended time, etc.)

4. When the list is complete, the presenter asks, "Are the demands of classrooms ever like this in your school? (Teachers usually agree that classroom demands are often like those listed.)"
5. Participants are then asked to tell the student characteristics they recorded. This is charted, too. (Again, the participants typically



- come up with a long list of student characteristics that include lack of prior knowledge, lack of skills to make sense of the information, motivated, easily bored and distracted, able to tolerate varied levels of instructional methods, etc.)
6. When the list is complete, the presenter asks, "Are our students ever like this?" (Teachers agree that the characteristics listed represent the characteristics of the students they teach.)
7. The presenter then relates the relationship between the demands and student characteristics as factors in SIM or the specific strategy being taught.

Additional movies that can be used to highlight setting demands and student characteristics as well as a description of the clip and the workshop content with which it may be used may be downloaded from the CRL Web site (see page 4 for more information).

## The Instructional Process and Critical Teaching Behaviors

An excellent video clip to use for teaching the SIM Instructional Process comes from *Mr. Holland's Opus*. The clip begins with Mr. Holland attempting to teach a newly formed marching band to synchronize a

marching pattern. A coach, upon seeing Mr. Holland's distress, agrees to help him if he agrees to teach an athlete how to play an instrument so that he can gain a needed credit to participate in wrestling. The instructional process is addressed beginning with pretest and making a commitment all

the way through the generalization phase. The clip ends with the generalization stage as the young man participates with the marching band in a holiday parade. The clip can be used as follows:

1. Briefly introduce the eight instructional stages.
2. Distribute to each participant a card containing a word or phrase used to describe aspects of the instructional process. Words can include "pretest," "make a commitment," "describe," "model," "verbal elaboration," "practice," "advanced practice," "feedback," "posttest," and "generalization."
3. Tell participants they will view a clip that highlights each instructional stage. Ask participants to raise their cards when the corresponding instructional processes occur in the clip.
4. At the end of the clip, discuss how teaching the instructional steps is not always a linear process but



an integrated and active process involving interaction between the teacher and the student.

5. Critical teaching behaviors of providing feedback and involving students also can be expanded upon and related to this clip.

Additional movies that can be used to explore the instructional process and critical teaching behaviors as well as a description of the clip and the workshop content with which it may be used may be downloaded from the CRL Web site (see page 4 for more information).

### Tips for Using Video Clips

Effective use of video clips during workshops involves planning, preparation, and organization. Consideration of the tips for using video clips listed below will help in effectively incorporating the clip into workshops.

- Become familiar with the video equipment so that when it is time for the clip, you can easily begin the viewing.
- Verify that the equipment works properly before beginning the training; adjust the sound and the picture.
- Cue the tape to the appropriate spot.
- Make sure the video clip relates to the intended teaching.
- Use an advanced organizer to set up the viewing of the clip.
- Design an activity that promotes accountability for the learning expectations connected with the video clip.
- Provide clear directions regarding the expectations for participants in the activity.
- Prepare written directions to help assure clarity for participants.
- Model watching the video clip and observe participants' reactions to the segment.
- Set up the video and the activity so that participants generate the key

points of the learning.

- Script or chart statements from the video or from participants' comments that highlight the key points of learning.
- Use a post organizer to summarize the key points of learning.

### Copyright Issues

Commercially produced videotapes are covered under copyright laws. Robert Lipton, Project Manager, Media and Technology Division of the Berks County Intermediate Unit, has identified key issues that trainers who use video clips for educational purposes should consider.

When a video clip is used for instructional purposes, copyrighted materials may be used without the expressed permission of the copyright owner with certain restrictions. Fair Use (Section 107 of the Copyright Law) allows educators to use copyrighted materials. Groups that can use video clips for instructional purposes include elementary and secondary schools, higher education institutions, and non-profit organizations. Use without permission applies to lawfully acquired copyrighted works in educational multimedia programs. Instructional purposes means that the use of the video program is directly tied to an instructional objective and the curriculum that is being taught.

Groups that are allowed to use video clips for instructional purposes must adhere to a regulation called the 10 percent rule. This rule holds that up to 10 percent or three minutes, whichever is less, of a copyrighted motion media work may be reproduced or otherwise incorporated as part of an educational multimedia project. A key concept trainers should be aware of is that copyright has been infringed upon if the copyright holder can show that the use of the materials causes economic damage.

For more information regarding copyright issues visit

### SIM study guides

Thanks to Terry Freese, SIM Trainer and teacher from Rocky Comfort, Missouri, the SIM Trainers' Resources section of the KU-CRL Web site contains a valuable new resource for individuals who work with students.

Terry has developed a number of study guides to use when teaching strategies to students. She has kindly shared these guides with the SIM family. The study guides pose questions for students to consider and provide an outline for organizing information during strategy instruction. Terry has shared study guides for

- Error Monitoring (COPS)
- FIRST-Letter Mnemonic
- Paraphrasing
- SCORE Skills
  - Share Ideas
  - Compliment Others
  - Offer Help or Encouragement
  - Recommend Changes Nicely
  - Exercise Self-Control
- Sentence Writing
- Test-Taking
- Visual Imagery
- Word Identification (DIS-SECT)

To download these study guides, use the following Web address:

[www.ku-crl.org/trainers/guides/index.html](http://www.ku-crl.org/trainers/guides/index.html)

If you have resources you would like to share with other trainers through the KU-CRL Web site, please e-mail [jtolfeson@ukans.edu](mailto:jtolfeson@ukans.edu) or mail information to Julie Tollefson, KU-CRL, 521 Joseph R. Pearson Hall, 1122 West Campus Road, Lawrence, KS 66045.

## New publication

Dan Boudah and Keith Lenz recently published an article in *Learning Disabilities Research and Practice*. In it, they contend that the research process itself is an intervention that must be acknowledged and described in research reports to help others better understand the results and decide whether they apply to other situations. Dan and Keith outline six levels of intervention for consideration. At one end of the spectrum, participants are not aware of the researcher (passive). At the other end, researchers and teachers work together (dynamic) or a teacher studies changes in his or her own performance (self-directed).

In addition to discussing the levels of intervention, Dan and Keith offer four suggestions for reporting research:

- promote truth in advertising
- develop guidelines for including information about the research process
- publish companion articles that provide need-to-know information for teachers
- collaborate with school-based educators

For a list of articles, chapters, and books published by individuals affiliated with the Center for Research on Learning, visit the publications list on our Web site at [www.ku-crl.org](http://www.ku-crl.org).

Boudah, D.J., & Lenz, B.K. (2000). And now the rest of the story: The research process as intervention in experimental and qualitative studies. *Learning Disabilities Research & Practice*, 15(3), 149-159.

[www.scis.nova.edu/~rlipton/copy\\_pres/index.htm](http://www.scis.nova.edu/~rlipton/copy_pres/index.htm)

or contact Robert Lipton at  
[robliip@berksiu.k12.pa.us](mailto:robliip@berksiu.k12.pa.us).

## Conclusion

Use of video clips from commercially produced motion pictures for instructional purposes can be an

exciting addition to SIM workshops. Various clips can be used to introduce and clarify concepts, to provide material for reflection and discussion, and to add humor and fun. When used in an organized and thoughtful manner, video clips from popular movies can be a delightful compliment to many aspects of SIM training. x



The Center for Research on Learning offers a number of e-resources to help you keep in touch and find the support you need for your SIM endeavors.

## SIMTRAINER-L

To engage in discussions for SIM Trainers, subscribe to our e-mail discussion list. Send an e-mail message to

[listproc@ukans.edu](mailto:listproc@ukans.edu)

In the body of the message, type

**sub SIMTRAINER-L Your Name**

Replace "Your Name" with your name. Note that 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

SIMville is the first place to look for ideas for training and classroom activities. Complete instructions for accessing SIMville appeared in the April 2000 issue of *Stratenotes*. From the Center's Web site,

[www.ku-crl.org](http://www.ku-crl.org)

click on "SIM Trainer Resources." 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.

## Downloads

- **Video clip resources (see article on page 1)**  
[www.ku-crl.org/trainers/videos/video.html](http://www.ku-crl.org/trainers/videos/video.html)
  - T-Chart
  - Copyright reminders
  - Videos related to setting demands, student characteristics, the instructional process, critical teaching behaviors
  - Video clip descriptions and the related workshop content
  - Bibliography for videos listed in article and supporting materials
- **FIRST PowerPoint presentation**  
[www.ku-crl.org/trainers/announce/stratcd.html](http://www.ku-crl.org/trainers/announce/stratcd.html)
- **Strateworks renewal form**  
[www.ku-crl.org/trainers/forms/renew.html](http://www.ku-crl.org/trainers/forms/renew.html)
- **StrateDirectory Information Form**  
[www.ku-crl.org/trainers/forms/directory.html](http://www.ku-crl.org/trainers/forms/directory.html)
- **Strategy study guides**  
[www.ku-crl.org/trainers/guides/index.html](http://www.ku-crl.org/trainers/guides/index.html)

Click on the "OK" button. To bypass the password screen in the future, bookmark the first SIMville page.

## 2000 SIM Directory Information Sheet

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Primary Employment Site: \_\_\_\_\_

Title of Position \_\_\_\_\_

Work Address: \_\_\_\_\_

Phone: \_\_\_\_\_

*Note: If you do not want your phone number to appear in the directory, do not list it here.*

Preferred Mailing Address: \_\_\_\_Home \_\_\_\_Work

E-mail Address: \_\_\_\_\_

Fax Number: \_\_\_\_\_

### Check the professional categories that describe you:

- \_\_\_\_\_ college/university professor
- \_\_\_\_\_ full-time staff developer
- \_\_\_\_\_ high school teacher
- \_\_\_\_\_ junior high school teacher
- \_\_\_\_\_ middle school teacher
- \_\_\_\_\_ elementary teacher
- \_\_\_\_\_ administrator
- \_\_\_\_\_ post-secondary teacher of students with learning disabilities
- \_\_\_\_\_ general education teacher
- \_\_\_\_\_ special education teacher
- \_\_\_\_\_ independent trainer
- \_\_\_\_\_ other \_\_\_\_\_

### Check the category or categories that best describe the school districts in which you are the most comfortable or experienced in providing training:

- \_\_\_\_\_ inner city
- \_\_\_\_\_ suburban
- \_\_\_\_\_ rural
- \_\_\_\_\_ other \_\_\_\_\_

### Indicate the student populations with which you are most familiar:

- |           |               |
|-----------|---------------|
| _____ ESL | _____ TMR     |
| _____ EMR | _____ At Risk |
| _____ LD  | _____ Adults  |
| _____ ADD | _____ Other   |
| _____ BD  |               |

Continued on back \_\_\_\_\_



**Check the strategies and routines in which you feel that you are an expert and are willing to advise others.**

- |  |                                      |
|--|--------------------------------------|
| _____ 1. Collaborative Problem Solving | _____ 21. Unit Organizer Routine     |
| _____ 2. Concept Mastery Routine       | _____ 22. Self-Questioning           |
| _____ 3. Self-Advocacy                 | _____ 23. Assignment Completion      |
| _____ 4. Error-Monitoring              | _____ 24. Concept Comparison         |
| _____ 5. FIRST-Letter Mnemonic         | _____ 25. Surface Counseling         |
| _____ 6. Lesson Organizer Routine      | _____ 26. Paired Associates          |
| _____ 7. LINCS                         | _____ 27. Clarifying Routine         |
| _____ 8. Math Strategies               | _____ 28. Survey Routine             |
| _____ 9. Paragraph Writing             | _____ 29. Theme Writing              |
| _____ 10. Paraphrasing                 | _____ 30. Course Organizer Routine   |
| _____ 11. Progress Program             | _____ 31. Framing Routine            |
| _____ 12. SCORE                        | _____ 32. Recall Enhancement Routine |
| _____ 13. Sentence Writing             | _____ 33. Quality Assignment Routine |
| _____ 14. SLANT                        | _____ 34. InSPECT                    |
| _____ 15. Social Skills                | _____ 35. THINK                      |
| _____ 16. Teamwork                     | _____ 36. LEARN                      |
| _____ 17. Test-Taking                  | _____ 37. BUILD                      |
| _____ 18. Visual Imagery               | _____ 38. Strategic Tutoring         |
| _____ 19. Word Identification          | _____ 39. Talking Together           |
| _____ 20. Concept Anchoring Routine    | _____ Other _____                    |

What are your main areas of interest related to SIM?

About how many teachers do you train annually?  
(KU-CRL may use this information for writing grants.)

Comments/Questions:

**Mail completed form to University of Kansas Center for Research on Learning,  
521 Joseph R. Pearson Hall, 1122 West Campus Road, Lawrence, Kansas, 66045,  
or fax the form to (785) 864-5728, attn: StrateDirectory**

# 2000-2001 schedule for update meetings

## Also time to renew Strateworks

It's that time of year again—time to renew your Strateworks membership to ensure you receive all the benefits available to SIM Trainers. Take a few minutes to check the mailing label on this newsletter. If you see a green dot, your membership is up-to-date. If you see a red dot, our records indicate that you have not renewed for the 2000-2001 membership year (Strateworks memberships are valid from September of one year through August of the next year). Complete the Strateworks renewal form on page 8 and send it with your check or purchase order to KU-CRL, 521 Joseph R. Pearson Hall, 1122 West Campus Road, Lawrence, KS 66045.

In addition to renewing your membership, we ask that you attend at least one state, regional, or national trainers' update meeting every two years to be considered an active SIM Trainer. The number of SIM materials is increasing, with new manuals published each year. Since July of last year, we have published the following manuals: *BUILD* and *LEARN*, from the Cooperative Thinking Strategies Series; *Strategic Tutoring*; and *Talking Together*, the first manual in the new Community Building Series.

This year, update meetings are planned in a variety of places. We hope you can attend one that suits you:

**Florida** (for Florida trainers)  
January 17-19, 2001. Coordinator:  
Anita Miller, (904) 254-3031,  
projcentral@mail.ucf.edu

### West Regional

January 26-27, 2001, Las Vegas, Nevada. Coordinators: Barbara Millikan (503) 534-2323, millikab@loswego.k12.or.us, and Susan Peterson Miller (702) 895-1108, millersp@nevada.edu

### Southeast Regional

March 8-10, 2001, Charleston, South Carolina. Coordinators: Jerri Neduchal (407) 317-3669, neduchj@ocps.k12.fl.us, and Sheri Fiskum (407) 317-3670, fiskums@ocps.k12.fl.us

### St. John Island

March 21-23, 2001, Maho Bay Camps, St. John Island, Virgin Islands. Coordinator: Ed Pieper (518) 454-5123, piepere@mail.strose.edu

### Northeast Regional

Tentatively in March, Baltimore, Maryland. Coordinators: Janette DeFelice, (410) 887-3549, jcarol35@aol.com, and Deborah Fagan, (301) 649-8022, deborah\_fagan@fc.mcps.k12.md.us

### California

June 21-23, 2001, tentatively Orange County area. (All trainers are invited.) Coordinator: Barbara Glaeser (714) 278-4711, bglaeser@fullerton.edu

### International SIM Trainers' Conference

July 19-21, 2001, Lawrence, KS  
Coordinator: Janet Roth, (785) 864-4780, jroth@ukans.edu

### Meeting contacts

You may have received a recent mailing providing information about the regional meetings scheduled for 2000-2001. Please note that some of the e-mail addresses listed in that mailing were incorrect. The addresses listed on this page have been double-checked and should be valid.

### CD bug

During this summer's potential trainer workshops in Lawrence, participants discovered a problem with the new Strategies Presentations CD.

The CD contains PowerPoint presentations for SIM strategies. Workshop participants discovered that the presentation for the *FIRST-Letter Mnemonic Strategy* will not open on IBM-compatible computers. The presentation seems to work fine on Macintosh computers.

We apologize for any inconvenience, and we are looking into the cause of the problem. In the meantime, the *FIRST* presentation is available for download from the SIM Trainers' Resources section of the KU-CRL Web site (see page 4 for more information). It should work on either a PC or a Macintosh.

If you discover any more problems with the presentations on this CD, please e-mail jtollefson@ukans.edu.

The Strategies Presentations CD was distributed during the 2000 International SIM Trainers' Conference in July. It also is available for purchase for \$25 from the Center for Research on Learning.

*Contact the Center if you would like to receive registration information for any of these meetings.*

# Strate**works** renewal

Take a look at the mailing label below. A green dot indicates you already have renewed your *Strate**works*** membership. A red dot means that, according to our records, you have not renewed. If you don't act fast, this could be your last issue of *Stratenotes*, and you could be in danger of losing the other benefits you receive as an active member of the International SIM Training Network. To ensure you continue to receive *Stratenotes*, *Strategram*, and other member benefits, complete the form at right and mail it and your check for \$35 (U.S.) to Strate**works**, KU-Center for Research on Learning, 521 Joseph R. Pearson Hall, 1122 West Campus Road, Lawrence, KS 66045.

## **Strate**works** Renewal 2000-2001**

Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

Home Phone: \_\_\_\_\_

Work Address: \_\_\_\_\_

\_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

Work Phone: \_\_\_\_\_

Please indicate at which address you prefer

to receive mail: \_\_\_\_\_home \_\_\_\_\_work

E-mail address: \_\_\_\_\_

Mail completed form and your payment of \$35 (U.S.)  
to KU-CRL, 521 Joseph R. Pearson Hall, 1122 West Campus  
Road, Lawrence, KS 66045.

**Make check payable to Strate**works**-KU-CRL**

**FIRST CLASS**

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**STRATENOTES** Volume 9-Issue #1  
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