



STRATENOTES



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LET'S CLEAN UP OUR LANGUAGE!!

As trainers, we all have the responsibility to communicate with our trainees as clearly and correctly as possible. Using incorrect terminology or using one term when we mean another only serves to confuse and frustrate our listening and reading audiences and can lead to the rejection of our message. We need to keep in mind that our message is a complex one. Additionally, our message is filled with terminology that is new to our audiences. Thus, with the goal of improving our communication with our audiences in mind, we offer the following guidelines for consideration before you make future presentations and as you edit your writing about strategy instruction. Admittedly, some of the distinctions specified here are arbitrary. We're simply trying to help people learn quicker and easier.

1. The terms "STRATEGY" and "STRATEGY INSTRUCTION."

Strategy: This is the way a person plans, acts, and evaluates when completing a task. SIM Strategies are strategy systems, that is, packages of simpler cognitive strategies, comprised of a clear sequence of steps to be followed by the performer. Use this term any time you are referring to the actual sequence of steps a person uses to approach a task. For example, say, "Students use a strategy," "Students apply a strategy," "Teachers teach a strategy to students," "The teacher models the strategy," "The strategy has a set of steps," and "The strategy is used by students." Don't say, "The teacher uses the strategy," unless you are talking about the teacher actually applying a strategy, like the Error Monitoring Strategy to correct her own work. The only time a teacher uses the strategy during the instruction is when the teacher models the strategy for students.

Strategy Instruction: This is the way a teacher teaches the strategies to students through a set of eight instructional stages (the Acquisition and Generalization Stages). Use this term any time you are referring to the instructional procedures and stages that the teacher uses to teach a strategy to mastery. For example, say, "Strategy instruction includes several stages" (Not "A strategy includes

several stages"). "Teachers conduct strategy instruction throughout the whole school year," (Not "Teachers conduct strategies"), "Strategy instruction is implemented," "Implement the strategy instruction," and "Teachers implement strategy instruction" (Not "The strategy was implemented"). Let's just use the verb "implement" when we are talking about strategic instruction.

2. The terms "STEPS," "STAGES," and "PHASES."

Steps. These are summaries of the cognitive and overt behaviors that comprise a strategy. The steps are followed in sequence to perform the strategy. Use this term any time you are referring to the parts of the strategy. For example, the steps of the Paraphrasing Strategy are: Read a paragraph, Ask questions, and Put it in your own words. Make statements like, "The strategy is comprised of several steps," "Students follow these steps," "Teachers model these steps," "The steps of the strategy are . . .," and "There are four steps in this strategy."

Stages. These are summaries of the instructional procedures that teachers use to teach a strategy. There are eight Acquisition and Generalization Stages that are followed in sequence to teach a strategy (e.g., Pretest and Make Commitments, Describe, Model, etc.). Use this term any time you are referring to the eight parts of strategy instruction. Make statements like, "Strategy instruction is comprised of several stages," "The Model Stage is the third stage of instruction," "Instruction proceeds through eight stages," and "All the strategies are taught using an eight-stage instructional methodology."

Phases. These are summaries of the instructional procedures that teachers use during the Generalization Stage of instruction. There are four instructional phases that are followed in sequence to ensure that students generalize their use of a strategy (i.e., Orientation, Activation, Adaptation, and Maintenance). Use this term any time you are referring to the four parts of generalization instruction. Make statements like, "The Generalization Stage is comprised of four phases," "Generalization instruction proceeds through four phases," and "Generalization is assured by following through on the four phases of generalization instruction."



To check your SIM language, read over these guidelines before and after each speaking engagement. Evaluate how clearly you are making the necessary distinctions for your listening audiences, and make changes accordingly. Review your overhead transparencies and determine whether changes need to be made. Let us know if you need a new set of transparency masters showing the Acquisition and Generalization Stages. In the coming year, we will try to make the necessary revisions on the remaining strategy manuals, and to clean up our act, too! Let's all work together on this.

Strategy Manual Update

As announced in the last *Stratenotes*, the *SCORE Skills* manual by Vernon, Schumaker, and Deshler is now available for purchase through Edge Enterprises for \$10.00 plus \$3.00 postage. This is the first volume of the Cooperative Strategies Series. Teachers can use this manual to teach students the basic social skills needed in cooperative groups.

Two other manuals are now being typeset. *Division Facts 0-81* by Mercer and Miller is the fourth manual in the Strategic Math Series and is being published by Edge. *The Visual Imagery Strategy Instructor's Manual* is the third manual in the Acquisition Strand of the Learning Strategies Curriculum. It is being published by the Center. Both manuals will be ready for the July meeting. We'll let you know more about prices after they are determined.

Three other manuals are close to being typeset. *The Teamwork Strategy* by Vernon, Deshler, and Schumaker is the second volume of the Cooperative Strategies Series. It contains the instructional procedures for teaching students how to complete a cooperative assignment with each other. *Place Value* by Miller and Mercer is the fifth volume of the Strategic Math Series. The *Lesson Organizer Routine* by B. Keith Lenz and colleagues is the first volume of the Content Enhancement Series. This routine enables teachers to plan and present their lesson content to students in an organized and understandable way. All of these manuals are being published by Edge. We are racing against time to get them ready for the July meeting.

What's being presented in July??

We've had several phone callers wondering whether attendance at the National Trainers Meeting and 15th Anniversary Celebration is going to be worth the trip. WE SAY, "YES"!! This year's agenda is jam packed with really good "stuff." In addition to sessions on all the new manuals, here's a sampling of the rest:

Fran Clark & Frank Kilne are presenting on strategy instruction at the preservice level.

Joe Crank is presenting on the Visual Depiction Routine.

Barbara Duchardt is presenting on the Belief Strategy: Changing "I Can't" to "I can."

Vicky Day & Rosemary Trall are presenting on setting up a demonstration site.

Connie Gentle & Jean Washburn are presenting on the STOP SIGN Strategy, a strategy for monitoring one's own progress.

Barbara Glaeser is presenting on preskills packages she has developed for the Sentence Writing and Paraphrasing Strategies.

Mike Hock is presenting on Strategic Apprenticeship.

Ann Knackendoff & Suzanne Robinson are presenting sessions on collaborative structures and Collaborative Problem Solving.

Keith Lenz & Jan Bulgren are presenting several sessions on training regular content teachers to teach the Content Enhancement Routines.

Cecil Mercer is presenting a keynote address ("Don't take all your marbles and go home").

Jerri Neduchal is presenting on effective training methods.

Ed Pleper is presenting his creative adaptation of instruction in the writing strategies and a session on memory strategies.

Lewis Putnam is presenting on an investigation of setting demands.

Joyce Rademacher is presenting on The Assignment Routine.

David Scanlon is presenting on the ORDER Strategy.

Robert Slavin is presenting a keynote address, "Success for All" & a session on cooperative learning.

And much more!! (We'll list the rest in the next *Stratenotes*.)