



STRATENOTES

Volume 3, Issue 4 - January, 1995

"SUPPORTED INCLUSION"

The KU-CRL was one of four research organizations that were awarded grants to study the planning activities of teachers of general education classes in 1989 by the Office of Special Education and Rehabilitative Services (OSERS) within the U. S. Department of Education. From 1989 through 1993, OSERS supported four major research projects to gather information that would lead to an increased understanding of the complex dynamics surrounding the inclusion of students with mild disabilities within the general classroom. The projects were also charged with developing and field-testing innovative practices that would improve the ways that teachers plan, individualize, and adapt curricula and instruction for students with disabilities in the general education classroom. Out of this work emerged a fascinating story that sheds considerable light on one of the most pressing issues in education today — inclusion of students with disabilities in the mainstream of education.

Collecting the Story's Ingredients

The ingredients for this story came from many places (urban and rural school districts in Florida, Kansas, Massachusetts, and Tennessee) and from many players (hundreds of elementary and secondary students and general education teachers representing several curriculum areas). In addition, the teams of investigators at the four project sites were also quite diverse. These teams were, Sharon Vaughn & Jeanne Shay Schumm at the University of Miami, Coral Gables, Florida; Keith Lenz, Jean Schumaker, & Donald Deshler, at the University of Kansas, Lawrence, Kansas; Cathy Morocco, Sue Gordon, & Maureen Riley, at the Education Development Center, Inc.; Newton, Massachusetts; and Lynn Fuchs & Doug Fuchs at

Vanderbilt University, Nashville, Tennessee. The teams each represented varying philosophical positions and employed different research methodologies. Amazingly, out of these diverse ingredients and varying perspectives emerged a core of common findings that reveal vitally important information about the challenges that most teachers face as they try to grapple with academically diverse classrooms containing students with disabilities. The essence of these common findings and the story they tell have important implications for educators in today's schools.

The Main Story

The story that emerged from this research had five major themes.

Theme #1: Teachers are sensitive to and concerned about at-risk students in their classes.

By and large, the researchers found teachers to be greatly bothered by the fact that there are students in their classes who struggle with the academic demands they are expected to meet. A prevailing maxim in education has been that elementary teachers are concerned while secondary teachers are not. To the contrary, our findings underscore that regardless of level, teachers *are* concerned. Unfortunately, however, teachers are often stymied about what to do when some of the students in the class are not keeping up with the rest.

Theme #2: Specific instructional procedures and tools are workable and effective (for most students!) in general classrooms. Several new instructional strategies and approaches were developed by the four projects for use in the general education classroom. As a result, it was found that successful instruction can take place and that students with disabilities *can* successfully respond to the demands of the regular classroom while at the same time the performance of other students in the class improves commensurately.

The form of these instructional procedures varied



greatly, but some of their features included:

- ☐ teachers collaborating for the purpose of studying and viewing children from a holistic perspective, thinking about, planning for ways to meet the unique needs of students, and sharing results of their instruction with each other;
- ☐ teachers using self-questions to guide their thinking and planning about how a lesson's content can be structured to ensure that all students learn;
- ☐ teachers using curriculum-based measurement and classwide peer tutoring procedures to decentralize the classroom organization thereby affording more opportunities for intensive instruction and individually focused; and
- ☐ teachers systematically thinking about and selecting the "critical content" to teach and then using various graphic devices to organize and depict the content in a more "learner-friendly" way.

When teachers received sufficient instruction in the new procedures and had opportunities to receive feedback on their use, they successfully incorporated them within their ongoing classroom activities. Not only did the teachers consistently report satisfaction with the new procedures, but *the majority* of their students — high-, average-, and low- achievers — benefited!

Theme #3: Steps to meet the needs of students with disabilities must be taken in light of, not independent of, the complex realities of the general classroom setting. Overwhelmingly, teachers voiced a strong desire to improve their skills so that they could more effectively teach academically diverse classes. However, the instructional strategies that were most eagerly embraced were those that could be readily incorporated into the ongoing "flow" of existing classroom routines *and* that were perceived as beneficial to all students in the classroom, not just a handful of students. Additionally, these strategies allowed teachers to respond to the prevailing

pressures they were feeling such as:

- ☐ pressure to cover large amounts of content required to meet the demands of the "Excellence in Education" movement
- ☐ pressure to raise the performance of students to higher levels
- ☐ pressure to teach larger-sized classes
- ☐ pressure to prepare for multiple classes with little or no meaningful planning time
- ☐ pressure to work with other teachers and staff in light of little time for collaboration.

With regard to these pressures, teachers seemed to be saying in a variety of ways: "My plate is already full; if I add anything else, the plate will overflow!" They also acknowledged the various "voices" that had a strong influence on their actions, including high-achieving students who often voiced displeasure at instructional accommodations for the low achievers, *or* parents of non disabled students who questioned the appropriateness of classroom modifications for students with disabilities for fear that such efforts would compromise the quality of their child's education, *or* fellow teachers who expressed displeasure about students who came to them not knowing "critical" elements of the curriculum because the previous year's teacher had tried to meet the needs of everybody in the class and, consequently, had not been able to cover as much content as necessary. In short, the magnitude of these pressures creates a significant backdrop of barriers against which the demands of inclusion must be considered — the complex realities of the classroom affect the shape that strategies for inclusion can take.

Theme #4: Some of the students with mild disabilities did not benefit from the adjustments made for them in the general education classroom. While a majority of the students with disabilities benefited from the new instructional methods, a group of students, across all projects, did not. The reasons why some of the students failed to benefit is unclear. However, some of the hunches posited by the researchers include: (a) the new instructional technique lacked sufficient power to impact the performance of certain students; (b) the classroom teacher had not been trained to individualize instruction sufficiently to match a given student's unique disability; (c) the classroom teacher simply ran out of time and had to move on to the next lesson before the last few



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Editor: Eleanor Nelson

students reached mastery; or (d) the demands of the classroom were so overwhelming that the teacher overlooked the difficulties that the student(s) with disabilities was having and *assumed* that learning had occurred.

Regardless of the circumstance, the demanding dynamic of the general classroom often extracted a significant toll in energy and time from the teachers, leaving them stretched so thin that they could not make sufficient adjustments to ensure that *all* of the students met mastery. Thus, the story that emerged from these studies was one that finds classroom teachers exceedingly concerned about and desirous to use methods that can meet the needs of students who are struggling to meet the expectations placed upon them in the general education classroom.

Unfortunately, the presence of a significant set of barriers in the form of pressures from other students, parents, teachers, administrators, educational trends, and the curriculum all combine to create a very difficult environment within which to successfully meet the unique, and often severe, deficits presented by students with disabilities. Although new methods have been developed that help some of these students succeed in general education classes, there are still some students who continue to fail or experience no growth in their skills. The overwhelming consensus across all of the researchers engaged in the four projects was the following: **In order for students with disabilities to be successfully included in the general education classroom, educators need to think in terms of "supported inclusion," not simply "inclusion."**

Supported Inclusion — An Obvious Need

"Supported inclusion" refers to a set of instructional conditions in which classroom teachers:

- ☐ are philosophically committed to meeting the needs of all students, including those with mild disabilities, in the general education classroom;
- ☐ have sufficient time to think about and plan for the diverse needs of students in their class(es);
- ☐ incorporate teaching practices that enable them to better meet the needs of all students in their class(es);
- ☐ collaboratively work with special education teachers to assess, teach, and monitor student progress;

- ☐ have the option for their students to receive *short-term*, intensive instructional support from a special education teacher; and
- ☐ have the option for their students to receive *sustained* instruction in basic skills or learning strategies that could not be provided in the general education classroom.

In short, when educators adopt a position of "supported inclusion," they are philosophically committing to educating students as much as possible in the general education classroom. However, this posture requires that educators carefully monitor the progress of students, and when continuing difficulties are noted, collaborate with each other to create a more effective instructional situation. Such collaboration includes the possibility of short-term or sustained instruction being offered as a support to general classroom activities. In essence, supported inclusion represents a plan through which the instructional conditions can be altered to become more intense as the needs of students and classes require. Inclusion of students with disabilities in the general classroom is a responsible action when the existing instructional conditions result in all students in the class achieving mastery on targeted teaching objectives. When this does not occur, however, avenues for support must be available so students and their teachers do not find themselves at a dead-end.

The conditions that surround inclusion are very complex. In order for the training that we, as SIM Trainers, provide to be of optimal value to teachers, we must be tuned into the realities that educators face today. Additionally, when responding to issues related to "inclusion," we should consider the multitude of factors embodied within the concept of "supported inclusion" — this posture seems to be more responsible and realistic than some of the more radical rhetoric that we hear today.

The Latest on Strategy Books

The Unit Organizer Routine book (\$8.00) and the Self-Advocacy Strategy book (\$14.00) are now available through Edge Enterprises. The Self-Questioning Strategy book is available from the KU-CRL (\$12.50). The Strategic Math Series is now complete with seven volumes and is available through Edge. This is the only math program that we know of that has been shown to work within inclusive class settings for all students in those settings.

WINNERS! WE HAVE WINNERS!

A Research Award Winner!

Dr. Joyce Rademacher was this year's recipient of the CLD Outstanding Research Award at the annual CLD conference in San Diego, California. Joyce is currently an Assistant Professor at North Texas State University in Denton, Texas. She completed her doctoral training at the University of Kansas under the guidance of Don Deshler and Jean Schumaker. The research that she submitted for the award was her dissertation study on teacher planning and presentation of assignments in general education classrooms. Joyce's research identified the characteristics of assignments and assignment presentations that teachers and students value and showed that teachers can learn to design and present assignments to students in ways that fulfill these characteristics. She also showed that teachers and students enjoy creating and planning assignments together. Her procedures were summarized in Vol. 6 Nos. 4 & 5 of *Strategram*, titled Quality Assignment Routine—Parts 1 & 2.

A Professional Award Winner!

Dr. Tes Mehring was awarded the "Professional of the Year Award" for 1994 by the Council on Learning Disabilities. Tes is a Professor in Special Education at Emporia State University, Emporia, Kansas and is a Certified Preservice SIM Trainer. Tes received her doctorate from the University of Kansas Special Education Department.

Congratulations, you both are very special people!

1995 CALENDAR OF EVENTS

- February 16 & 17, 1995 - Institute of Texan Cultures @ Hemifair Plaza, San Antonio, TX: *Midwest Region Update Meeting*
- February 24 & 25, 1995 - Stardust Hotel Resort & Casino, in Las Vegas, NV: *Far West Region Update Meeting*
- March 10 & 11, 1995 - Sheraton Inn in Charleston, SC: *South East Region Update Meeting*
- May 5 & 6, 1995 - Glenbrook South High School, Glenview, IL: *North Central Region Update Meeting*
- May 31-June 3, 1995 - Lawrence, KS *Inclusive Teaching in the Secondary School Setting* (This workshop is by application only.)
- July 6-8 - Eldridge Hotel in Lawrence, KS: *National SIM Trainers' Conference & Update Meeting*
- July 18-22, Lawrence, KS: *Initial Training Workshop in Learning Strategies*
- July 24-28, Lawrence, KS: *Advanced Training Workshop in Learning Strategies*
- July 31-August 4, Lawrence, KS: *Potential SIM Trainer's Workshop*

Satellite Broadcast Dates

- February 15, 1995 4:30PM-6:30PM CST
- April 11, 1995 2:00Noon-2:00PM CST

Satellite Broadcast on February 15, 1995

Plans for the Satellite Broadcast on February 15 are currently being made. The major purpose of the broadcast is to improve communication and to update the SIM Trainers. Also, we hope to stimulate interaction and the exchange of ideas among trainers. After a few minutes of introduction as to what the KU CRL is, a focus section on the SIM Strategies for Reading Comprehension will be presented. Elementary and secondary applications will be shown in addition to training tips. We will attempt to give some guidelines for the study groups which will be meeting following the broadcasts. A discussion of an important national issue, a demonstration of the new bulletin board system, StrateNET, an explanation of recent research findings, along with information regarding new projects, new products, and upcoming events will be presented. We hope that all trainers will make an effort to view the live broadcast or view a tape of the broadcast. Tapes will be available for \$10 at CRL. Please let us know ahead of the broadcast if you are interested in purchasing a tape.

Study Group Leaders

Rosanne Arvin Middleburg, FL	LuAnn Jordan Gainesville, FL
Larry Bemish Ypsilanti, MI	Debra L. Kadon Green Bay, WI
Dr. Joan Bigler St. Cloud, MN	Mary F. Luysterburg Tampa, FL
Maria Brimmer Camden, SC	Anne Millea Omaha, NE
Bonnie Burch Pensacola, FL	Patricia Monson Norfolk, NE
Melissa Clarke Cedar Falls, IA	Judy O'Malley West Palm Beach, FL
Barbra Davis Summerville, WV	Camille Park Tallahassee, FL
Barbra Epperson Houston, TX	Mary Beth Rathe & Marci Janssen Ashland, NE
Katherine B. Ferro Decatur, IL	Shari Schindele Maple Grove, MN
Connie Gentle Orlando, FL	Sandra Soper Sarasota, FL
Debbie Gietzen Minot, ND	Luanne Todd Rolling Meadows, IL
Alice Henley Middletown, CT	Susan Woodruff Muskegon, MI
Dianne Hopkins Hastings, NE	Alice Zadina Lincoln, NE



National SIM Trainers Conference

Make your plans to attend the National SIM Trainers Conference in Lawrence, Kansas on July 6, 7, and 8, 1995. The conference hotel will be the Eldridge Hotel in downtown Lawrence. If you wish to call for a reservation at this time, contact the hotel at 913-749-5011.

Two-Way Interactive Video Sessions: We need some volunteers!

As we mentioned in previous *Stratenotes* issues, the Center has received funding to conduct some two-way interactive video sessions with groups around the country. Two-way interactive video means that two groups of people are communicating with each other live. They can talk to each other, hear each other, and see each other. This is different from the satellite broadcasts which are really like watching a T.V. program. For each satellite broadcast, one group (the KU-CRL) will be talking, and the other groups (study groups around the country) will be listening and watching. Study groups for the satellite broadcasts are now forming around the country. For more information about the study groups and satellite broadcasts, see the October issue of *Stratenotes*.

Now we need some volunteers to help us with the two-way interactive video sessions. We need people who have access to the equipment for two-way interactive video sessions to help us get this part of our network system up and running. This equipment might be available at a college or university in your area or at a Sprint office or other commercial communications facility. Typically, the equipment for a two-way interactive video system includes the following:

- At least two video monitors: one for receiving the video feed (or picture) from the remote site and one for showing the picture being sent from the local site.
- At least one video camera to send the video picture to the remote site. Another video camera might be needed to send an image from an overhead projector.
- A radio-controlled video switcher. This allows an operator to select which video picture is to be sent to the remote site if there is more than one camera being used.
- An audio amplifier with feedback suppression.
- A compressor/decompressor (CODEC). This unit compresses the video and audio signals sent from the local site such that they can be sent over high bandwidth telephone lines (56K). The unit also decompresses the video and audio signals received from the remote site.
- A 56K telephone link.

Please ask around in your area about the availability of this equipment and determine whether it might be available for the use of a group of trainers. If the equipment is available, if you are able to use it, and you have a group of trainers (and teachers, if you wish) who would like to communicate with KU-CRL staff through this medium, please call Jan Roth at 913-864-0622 to make arrangements for the session.

SIM TRAINING OPPORTUNITIES IN 1995

May 31-June 3, 1995 (Wednesday -Saturday)	INCLUSIVE TEACHING IN THE SECONDARY CLASSROOM WORKSHOP for University/College Teachers Who Provide Preservice Teacher Training University of Kansas; Lawrence, Kansas	\$395
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The workshop is designed for those university/college teachers who are providing teacher education programs at the college level. The purpose of this preservice teacher training is to help teacher educators infuse into preservice programs methods that will effectively respond to the challenges of academic diversity found in regular middle and high school classroom settings. Teams of individuals from the same institute are encouraged to apply. Twenty participants will be selected from the pool of applicants. Applications are due by March 15, 1995.

July 18-22, 1995 (Tuesday-Saturday)	WORKSHOP FOR INITIAL TRAINING IN SIM University of Kansas; Lawrence, Kansas	\$395
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Teachers who have had no training in the SIM or perhaps have been trained in only one strategy will benefit from this week. During the five days of training, teachers will become prepared to implement the strategies *SELF QUESTIONING*, *SENTENCE WRITING*, *FIRST LETTER MNEMONICS*, *SELF ADVOCACY*, and *SLANT* along with the *CONCEPT MASTERY* Routine. Registration is due by May 1, 1995

July 24-28, 1995 (Monday-Friday)	WORKSHOP FOR ADVANCED TRAINING University of Kansas; Lawrence, Kansas	\$395
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This workshop will provide training for classroom teachers who have already been introduced to SIM and trained in some of the strategies. Ideally, participants will have attended the Initial Training Workshop in a previous summer. Others may attend if they can document the training and implementation of the *SENTENCE WRITING*. At the advanced training session, classroom teachers will be trained in the strategies *ERROR MONITORING*, *WORD IDENTIFICATION*, *LINCS*, and *PARAGRAPH WRITING* along with several *CONTENT ENHANCEMENT* Routines. Registration is due by May 1, 1995.

July 18-22, 1995 (Monday-Friday)	WORKSHOP FOR POTENTIAL SIM TRAINERS University of Kansas; Lawrence, Kansas	\$510
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Persons applying for this workshop will be selected through an application process. Individuals who have been trained in the strategies and have implemented these will be trained to be potential trainers. Participants need to already know the strategies. Teachers need to have implemented at least four strategies; supervisors and coordinators must have implemented at least two strategies with at least one student. Strategies are not taught at the workshop; the focus is on the training process. In order to become a certified trainer, there is a set of requirements which must be met after the week of training. Applications are due by April 10, 1995.

TRAINING FEE: Training fees cover the cost of materials provided with the training. Participants will be responsible for their own transportation, housing, & meals.

Applications or registration forms for training at the University of Kansas are available from Janet Roth, Training Facilitator, 3061 Dole, Lawrence, KS 66045, 913-864-4780.

TRAINER'S ORDER FORM

CENTER FOR RESEARCH ON LEARNING

Institute for Research in Learning Disabilities
3061 Dole Center for Human Development
Lawrence, Kansas 66045

Order Desk (913) 864-0617

FAX # (913) 864-4149

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Quantity	Title	Unit Price	Extension
	NOTEBOOKS: (Includes 3 ring binder)		
	Ensuring Strategic Instruction: Trainer's Notebook	\$25.00	
	Implementing a Strategic Curriculum: Trainer's Notebook	\$25.00	
	Inservice Training Issues: Trainer's Notebook	\$25.00	
	Paragraph Writing Strategy: Trainer's Notebook	\$35.00	
	Paraphrasing Strategy: Trainer's Notebook	\$25.00	
	Planning for a Strategic Environment: Trainer's Notebook	\$35.00	
	TRAINER'S GUIDE PACKETS (Handouts & Overheads Only)		
	Collaborative Problem Solving Trainer's Guide	\$9.20	
	Concept Anchoring Routine Trainer's Guide NEW 1994	\$4.70	
	Concept Mastery Routine Trainer's Guide	\$4.50	
	Content Enhancement Overview Trainer's Guide	\$4.50	
	Error Monitoring Trainer's Guide	\$7.20	
	FIRST-Letter Mnemonic Trainer's Guide	\$6.00	
	Lesson Organizer Routine Trainer's Guide	\$5.10	
	LINC's Trainer's Guide	\$5.00	
	Progress Program Trainer's Guide	\$10.50	
	SCORE Trainer's Guide	\$7.20	
	Self-Advocacy Strategy Trainer's Guide NEW 1994	\$10.90	
	Self-Questioning Strategy Trainer's Guide NEW 1994	\$7.30	
	Sentence Writing Strategy Trainer's Guide	\$9.80	
	Slant Trainer's Guide	\$3.50	
	Strategic Math: Addition & Subtraction Facts 10-18 NEW 1994	\$5.60	
	Strategic Math: Addition & Subtraction 0-9; Multiplication 0-81	\$8.50	
	Strategic Math: Division Facts 0-81; Place Value	\$6.80	
	Teamwork Strategy Trainer's Guide	\$5.00	
	Test-Taking Strategy Trainer's Guide	\$6.50	
	Unit Organizer Routine Trainer's Guide NEW 1994	\$6.20	
	Visual Imagery Strategy Trainer's Guide	\$7.40	
	Word Identification Strategy Trainer's Guide	\$9.60	
	SUBSCRIPTIONS:		
	STRATEGRAM Subscription (1 Year - 6 Issues)	\$13.00	
	STRATEWORKS Subscription (1 Year - 9 Issues including Strategram)	\$35.00	

There will be Extra shipping charges if shipped overnight or 2nd day air.	Subtotal	
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Institute for Research in Learning Disabilities

3061 Dole Center

Lawrence, Kansas 66045

(913) 864-0617/864-4780

(FAX NUMBER) (913) 864-4149

Date of Order _____

Purchase Order No. _____

* Name of Qualified Trainer(s)	Workshop Date
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***A qualified trainer's name & the date of the workshop must be identified to order the manuals.**

Quantity	Title	Unit Price	Extension
	<i>Error Monitoring Strategy: Instructor's Manual* (Revised 1987)</i>	\$15.00 ea	
	<i>Paragraph Writing Strategy: Instructor's Manual* (Revised 1993)</i>	\$21.50 ea	
	<i>Paraphrasing Strategy: Instructor's Manual* (Revised 1991)</i>	\$10.00 ea	
	<i>Self-Questioning Strategy: Instructor's Manual* (New 1994)</i>	\$12.50 ea	
	<i>Sentence Writing Strategy: Instructor's Manual* (Revised 1991)</i>	\$15.00 ea	
	<i>Visual Imagery Strategy: Instructor's Manual* (New 1993)</i>	\$12.50 ea	
	<i>Word Identification Strategy: Instructor's Manual* (Revised 1993)</i>	\$12.50 ea	
	<i>Enhancing Strategies Instruction: Critical Teaching Behaviors (Video tape)</i>	\$25.00 ea	
	<i>Making a Difference: From Those Who Know (Video tape)</i>	\$10.00 ea	
	<i>Modeling the FIRST-Letter Mnemonic Strategy (Video tape)</i>	\$25.00 ea	
	<i>Modeling the Sentence Writing Strategy (Video tape)</i>	\$25.00 ea	
	<i>Teaching Younger Students to Master Learning Strategies (Video tape)</i>	\$25.00 ea	

There will be extra shipping charges for orders received in our office less than 3 weeks prior to workshop

Subtotal

Kansas State
Sales Tax - 5.90%

Shipping/Handling 10%
(minimum \$3.00)

TOTAL

Federal Tax Identification Number _____

Please furnish tax exempt number and a copy of your certificate

Bill to:	Ship to: (if different from billing)

Name & phone number of _____
person placing the order _____

It's time to renew or subscribe to STRATEWORKS for 1995-96.

We know this is early to start renewing for the 1995-96 subscription year, but since this is the only mailing that goes to all our SIM Trainers and not just the ones who are currently enrolled, we would encourage all trainers to be subscribers, so your certification as a SIM Trainer will remain in good standing.

Keep up-to-date on the latest ideas, developments, and new materials on teaching students and developing strategic learners from the researchers at the University of Kansas Center for Research on Learning. Stratenotes will provide you with information on your regional meetings, study group activities, and satellite broadcasts.

Your payment of \$35 is your official membership fee in the SIM Trainers' Network.

A subscription to **STRATEWORKS** gives you:

- ★ 6 issues of **Strategram**, a publication to support use of strategies and related materials by teachers and other professionals (learn about new ideas for teaching methods and tips from teachers).
- ★ 9 issues of **Stratenotes**, the newsletter for trainers (published yearly (September thru June, except December,) Don Deshler, Jean Schumaker, and Keith Lenz contribute their expertise)
- ★ 2 recent publications from KU-CRL
- ★ Access to the computerized Electronic Network, known as **StrateNET** (trainers will obtain information from the Center and be able to communicate with other trainers to share materials and information with each other.)
- ★ Listing in the National Directory of SIM Trainers
- ★ Access to ordering SIM Materials for workshops

This is your invoice for a 1995-96 STRATEWORKS subscription.

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Zip: _____

Work phone _____

Home phone _____

E-Mail Address: _____

Return the form along with a check for \$35.00 check payable to:

**Strateworks--KU-CRL
3061 Dole Center
Lawrence, KS 66045**

IMPORTANT NOTICE! ! !

This issue of Stratenotes contains your renewal form for the 1995-96 subscription year.

Be an informed and involved SIM Trainer subscribe today!

The University of Kansas
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THE CENTER FOR RESEARCH ON LEARNING
Institute for Research in Learning Disabilities
3061 Dole Center
Lawrence, Kansas 66045

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