



# STRATENOTES

A National Newsletter for SIM Trainers

Volume 3, Issue 9- Summer, 1995

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: **ALERT!!! ALERT!!! ALERT!!!** :  
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## Federal Cuts Threaten Special Education and the KU-CRL

### ACTION NEEDED BY YOU!!!

The U. S. Congress is in the process of almost totally dismantling critical programs that support individuals with disabilities! As a part of the bare-bones appropriations bill that passed the House of Representatives on August 4th, approximately \$162 million in programs for children with disabilities were cut. These cuts, if agreed to by the Senate and President Clinton, would totally eliminate funds for:

- **Professional development** for new teachers, inservice programs, and doctoral training (*this is the area from which the KU-CRL has received funds to develop the SIM Network, support StrateNET, write the trainers' notebooks, support graduate students, etc.*)
- **Innovation and Development** which is the backbone for all research in the education of children with disabilities (*this is the area from*

*which the KU-CRL has received 90% of its research support including all of the support for developing strategic instruction and content enhancement.*)

- **Clearinghouses** including the National Information Center for Children and Youth with Disabilities.
- **Technology Applications** that enable the development of computer applications to enhance the quality of education for individuals with disabilities.
- **Early Childhood Education** including demonstration, outreach, and research activities targeted for infants and their families.

Shortly after Labor Day, the Senate will take action on this appropriations bill. Following agreement between the Senate and the House, the bill will be sent to President Clinton for his signature. **It is imperative that the Senate and the President hear from EACH ONE OF US.** If these proposed cuts go into effect, special education and the KU-CRL, as we know them, will be dramatically changed — this is an extremely pivotal time in our field's history.

Unless there are solid provisions for both personnel preparation and research (innovation and development) the quality of services provided to children will be greatly diminished over time.

**SIM Training Network**



## **FIVE SPECIFIC THINGS FOR EACH OF US TO DO**

### **#1. Write your U.S. Senators and President Clinton**

- a) Express your grave concern about the proposed cuts — especially in light of the positive effects that validated interventions (e.g., the KU-CRL interventions) can have on children. Give examples from your experience.
- b) Tell them that school achievement and ultimate success in life for students with disabilities will be unalterably affected if there is not strong federal support for (1) **professional development** (the mechanism that produces quality teachers), and (2) **innovation and development** (the mechanism that enables new interventions to be created and validated). Remember, professional development and research in the “knowledge machine” that drives the improvement of practice are the keys to effective translation of innovations to children in the classroom. Use examples from your personal experiences in the field that will underscore these points.

- c) Address your letters to:

The Honorable \_\_\_\_\_  
U. S. Senate  
Washington, D. C. 20510  
Telephone: 202-224-3121

President Clinton  
The White House  
Washington, D. C. 20202

### **#2. Write senators in leadership positions**

Send the same letter that you wrote to your own Senators and the President to the following senators:

- Senator Bob Dole, Kansas
- Senator Nancy Kassebaum, Kansas
- Senator Bill Frist, Tennessee
- Senator Tom Harkin, Iowa
- Senator Alan Specter, Pennsylvania

### **#3. Ask three of your colleagues to do the same thing (and for them to ask three of their colleagues to do the same thing, etc., etc., etc.!!!!).**

### **#4. Ask your parents, aunts, uncles, sisters, brothers, children, and anyone you know to do the same thing.**

### **#5. If you have contacts with parent groups or any organization related to special education, ask the leaders of these groups to organize members to communicate their concerns.**

***THE PASSAGE OF A BILL  
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CHILDREN WITH DISABILITIES  
— LET THOSE WHO MAKE THE  
DECISIONS HEAR FROM YOU!!!!***

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## The 1995 National SIM Trainers' Conference

The 1995 National SIM Trainers' Conference in Lawrence was a huge success! Eighty-five SIM Trainers from 26 states attended and participated in numerous sessions focusing on the conference theme: "Making Connections." Dr. David Johnson from the University of Minnesota kicked off the conference with a keynote address that provided a superb model of how actively to involve the audience throughout a presentation. His topic was how to create cooperative organizations within schools and within the SIM Network, and he gave us food for thought about improving our network connections. Participants in the conference logged on to StrateNET (our computerized network bulletin board), attended breakout sessions and cracker-barrel sessions, enjoyed a continental breakfast and poster session as well as a historical presentation about Lawrence and the Eldridge Hotel, and a social at Jean Schumaker's home.

During the Thursday luncheon, the Gordon R. Alley Partnership Awards were presented to Dr. Ron Wolf, Associate Professor at West Virginia Graduate College, Sutton, West Virginia, Dr. Jerry Chaffin, Professor at the University of Kansas, and Carl Skordahl, Director of Special Education of the Osseo School District, Osseo, Minnesota. The Gordon R. Alley Partnership Award is given each year to individuals who have been long-term partners with the staff of the Center with regard to enhancing the work associated with the Center. Dr. Ron Wolf was recognized for the work he has done in the state of West Virginia with regard to disseminating the SIM. Because of Ron's personal efforts, the state now has a group of enthusiastic certified trainers, and large numbers of teachers have received SIM training. Dr. Jerry Chaffin was recognized for his efforts over the life of the Center with regard to helping the staff stay current technologically. Because of Jerry's counsel, help, and many hours of connecting and fixing computers, the Center is fully computerized, and the Network is "on line" with StrateNET. Carl Skordahl was recognized for the leadership he has exercised in the state of Minnesota and in his district with regard to providing training and ensuring SIM implementation. Over the course of many years, Carl has systematically obtained funding and organized training sessions for many teachers and has spearheaded the effort to have certified trainers within the district. As a result, his district has implemented SIM in the elementary through secondary grades across numerous schools in a coordinated way.

In keeping with the conference theme, "Making Connections," two teams of trainers were given the 1995 SIM Leadership Awards: Rosemary Tralli and Dr. Vicky Day from Connecticut and Anne Millea and JoAnn Graham from Nebraska. Rosemary Tralli is the Special

Education Resource Teacher at Wethersfield High School in Wethersfield, Connecticut. Dr. Vicky Day is Associate Professor at University of Hartford, West Hartford, CT. Rosemary and Vicky have been leaders in the state of Connecticut with regard to initiating the statewide SIM training project. They not only have trained many teachers themselves, they also came to Kansas to become trainers of trainers and have trained new trainers in their state. Anne Millea and JoAnn Graham formerly taught in the Millard Public Schools in Nebraska and are presently retired from teaching and devoting more time to training. Both have devoted countless hours to the success of the SIM teacher training efforts in the state of Nebraska. Our thanks and congratulations are extended to all of the awardees and also to those who nominated them and wrote letters of support.

A great time was had by all at the conference. Perhaps it was best expressed by one of the participants in this person's evaluation. "I feel refreshed and revived. I feel validated and intellectually challenged. I leave feeling great joy in my connections." The KU-CRL staff expresses deep gratitude to all who created such a feeling of "connection."

### Nominating Letters for the Leadership Awards

Below are some excerpts from the nominating letters written for those receiving the 1995 SIM Leadership Awards.

For Anne Millea from Alice Senseney, Teacher Support Cadre Coordinator, Nebraska Department of Education:

"During the past five years, I have depended upon Anne's frequent assistance for sharing update information with other trainers, assisting new trainers as they design initial training sessions, offering feedback on how a new strategy works in the classroom and providing training in locations throughout the state (Scottsbluff, Ogallala, Kearney, Fremont, Lincoln, Valley and Omaha). Anne has served on the advisory group for our Teacher support Cadre and as co-director of a strategies training series for Millard Public Schools. In this past year, she has retired from teaching and pursued her training interests more fully. Her efforts have helped us pioneer new training formats, including distance learning through broadcast capabilities."

For Jo Ann Graham from Alice Senseney, Teacher Support Cadre Coordinator, Nebraska Department of Education:

"Over the last six years, Jo Ann has provided Strategies Intervention Model training for the Nebraska Department of Education many times in Ogallala, Kearney and Lincoln and served on the Teacher support Cadre for three years. In addition she has co-



directed a training program during the current year for Millard Public Schools to both teachers and speech pathologists. Jo Ann regularly participates in strategy updates for trainers both in Nebraska and Kansas. Finally, she implements strategy instruction in her classroom which serves as a demonstration site to many other teachers interested in the model."

**For Rosemary Tralli and Vicky Day from Ann Hoffman and Conn Thomas:**

"Rosemary has taught Special Education for 20 years. She began teaching the strategies in 1987 and has been a SIM Trainer since 1989. Vicky began teaching the strategies in 1985 and has been a trainer since 1986. Rosemary and Vicky have not only trained in their schools but were instrumental in initiating the SERC statewide SIM training project. Both have devoted countless hours beyond their teaching day to provide expertise and leadership in this ongoing project. According to Marianne Kirner, SERC Director, "without question the commitment, spirit, and expertise of Vicky and Rosemary has contributed to the overall success of the Connecticut Strategies Intervention Program."

While they are certainly seen as an outstanding team, what is most impressive to us is their devotion to the integrity of the SIM project. Rosemary and Vicky have devoted many hours behind the scenes organizing materials, sharing ideas, mentoring new trainers, and providing leadership through their expertise to the statewide project. While both demonstrate great expertise in the Strategies Intervention Model, they are constantly seeking further knowledge to update their skills."

**Thank You to the Following Persons for Presenting Breakout Sessions and/or Poster Sessions at the National Conference:**

Larry Bemish  
Joe Crank  
Gail Cheever  
Fran Clark  
Jo Ann Graham  
Judy Greene  
Alice Henley

Marty Hougen  
David Johnson  
Janet Jones  
Frank Kline  
Donna Michals  
Barbara Millikan  
Anne Millea

Eva Mitchener  
Jerri Neduchal  
Judy O'Malley  
Jean Piazza  
Shari Schindele  
Tony Van Reusen  
Sue Vernon

**Thanks also to the KU-CRL Staff members who presented at the conference.**

## **How many awards can one guy get in a year?**

Dr. Cecil Mercer, a SIM Trainer and co-author of the *Strategic Math Series*, gets the award this year for most awards in a year!! Cecil is a Professor in the Department of Special Education at the University of Florida. In addition to contributing to the Network in so many ways over the years (being the graduate advisor of many to-be Network members and contributors such as Charlie Hughes author of the *Test-taking Strategy* and *Assignment Completion Strategy*, Susan Miller his co-author on the *Strategic Math Series*, being an active SIM Trainer himself, speaking at Network meetings, receiving the 1992 Gordon R. Alley Partnership Award from the KU-CRL, etc., etc.), Cecil has been busy elsewhere as well. In the past year, he first received the Teacher Improvement Program Award from the University of Florida. Next, he was awarded the Teacher of the Year Award for the College of Education at the University of Kansas. Additionally, he was selected as one of four finalists from a group of 100 nominees for the Distinguished Professor Award at the University of Florida. Surely, someone who gets this many teaching awards in one year must be doing something right as a teacher! We celebrate your success, Cecil, and wish you many more! For those who wish to congratulate Cecil, send cards to: Dr. Cecil Mercer, Department of Special Education, G315 Norman Hall, PO Box 117050, Gainesville, Florida, 32611-7050.

## **Other News to Celebrate**

The 1993 award winning article by Drs. Barbara Duchardt, Don Deshler, and Jean Schumaker entitled, "A Strategic Intervention for Enabling Students with Learning Disabilities to Identify And Change Their Ineffective Beliefs" was recently (and finally!) published in *Learning Disability Quarterly*. It appears in Volume 18 in the 1995 summer issue. Congratulations, Barb, Don, & Jean!

Dr. Dan Boudah, Assistant Professor at Texas A & M University, recently heard that he has received a research grant award for three years from the Office of Special Education Projects. The grant is to study the ways teachers and researchers can collaborate to co-construct interventions for the classroom. This is the first major grant for which Dan has applied, so receiving it is a definite feather in his cap. We're all happy for you, Dan!! Congratulations.

## Study Groups are Now Forming

In order to fulfill our grant commitments and continue on our journey of "Making Connections," we need many new study groups to form during the 1995-96 year. Twenty-seven study groups were formed last year, and they have reported exciting results. The information below describes study groups and how to organize a group. After reviewing the information, please consider whether you would like to be a member of a study group. If you would like to participate, fill in the form on page 6. We will work with you to help you become a study group member. Remember, if you have no other trainers in your area, you can become a study group member through StrateNET and communicate with a study buddy through your computer.

### Study Group Guidelines

#### Group Membership

The content for the broadcasts and study groups is designed primarily for individuals who have attended a trainers' workshop and for those who work with these individuals. Ideally, a study group will be composed of Network Trainers and master strategy teachers who work with these Network Trainers in a training capacity. However, others may wish to be involved. For example, a key administrator, school board member, staff developer, or parent may wish to be part of a study group. Everyone simply needs to understand that the broadcasts will be targeted for Trainers; other concerns might not be addressed. You may wish to invite guests who are interested in the specific topics of a broadcast.

#### Group Size

A study group will be defined as two or more people who work together to study strategic instruction. Ideally, a study group will have 4-7 members, large enough to promote discussion and the exchange of ideas but small enough that everyone can participate. If you have more than seven persons, you may wish to meet at the same time in the same place but break into smaller groups for discussion. Try to be creative as you think of members for your group. If you don't have anyone in your vicinity, you may want to meet over the phone for 15 minutes with someone whom you have met at national or regional conferences. If you wish to be in a study group but don't have anyone to be with, complete the form and we will try to find a spot for you.

#### Group Leadership and Meetings

Leadership of the group may be shared or rotated each meeting. However, KU-CRL needs one person to be the contact person who will hopefully continue in this capacity over several years. The responsibilities of leading the group include communicating with group members, arranging meeting times and places, preparing an agenda for meetings, helping members gain access to materials needed for the meeting, and leading discussions. Someone needs to keep records of topics discussed to return to KU-CRL. The initial leader will recruit members for the group, arrange a time and place for the first meeting, and start the first meeting.

At the first meeting, the group will need to decide how often they will meet. Our hope is that each study group will meet once a month, but we realize how busy everyone is. Each study group should plan to meet at least one time for each broadcast.

#### Stratellite "Broadcasts"????

Study group leaders and members at the National SIM Trainers' Conference indicated overwhelmingly that they were not watching the Stratellite broadcasts at the time that they were broadcast. For the most part, they were videotaping the broadcasts and watching them at a time most convenient for the group to meet. Since the costs of transmitting the signal nationally have doubled in the last year, KU-CRL staff members have decided that the broadcasts will be videotaped, and videotapes will be mailed to study group members as well as study group leaders. Those who are not participating in a study group but who would like to receive the videotape can request that it be sent to them as well. Also after discussions with the study group leaders, the KU-CRL staff decided that future "broadcasts" will be one hour instead of two hours long in order to better accommodate the needs of study group participants.

The next "broadcast" will be completed at the end of August and will be mailed as soon as videotapes can be produced. The theme of this "broadcast" will be "Methods for actively involving workshop participants in training sessions." Featured will be several "tried and true" methods for actively involving teachers. If you would like to receive a videotape, please let us know on the form on page 6.

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

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

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

- ☐ I will form a study group. Listed below are the persons who will be in it.
- ☐ I would like to be a member of a Study Group but I do not have anyone to meet with.
- ☐ Although I cannot participate in a Study Group, please send a copy of the video tapes.

## **STUDY GROUP FORM**

<u><b>CONTACT PERSON</b></u>
Name: _____
Address: _____ _____
Phone: _____
Position: _____

<b>Place and Time of Initial Meeting (Optional)</b>

Participant Name	Address	Phone #	Position (Trainer, Master Teacher, Administrator)

Please return form to: Janet Roth, 3061 Dole Center, Lawrence, KS 66045

**We hope you will plan to attend one of the five regional meetings. You will be receiving information about the meeting in your region. However, if for some reason you desire to attend one or more of the update training sessions in the other regions, you need to contact the person in charge of that region to register for the meeting of your choice.**

### PLANS FOR REGIONAL UPDATES

Regional leaders have been making plans for update training sessions in each of the regions. Plans for these meetings are at various stages for the five regions. **Reserve money now to attend one of the meetings.** Overall information which you may need to help you make plans to attend one of the sessions is given below.

Region 1—North East Region (CT, DE, DC, ME, MA, MD, NH, NJ, NY, PA, RI, VT, WV, New Brunswick, Newfoundland, Nova Scotia, Quebec)	October 5, 6, & 7, 1995 Glade Springs Resort Daniels, WV	Contact person: Ron Wolf, (304)765-2814(W) (304)349-2470 (H) West Virginia Graduate School %Braxton County Schools 111 N. Hill Rd. Sutton, WV26601
Region 2— South East Region (AL, FL, GA, LA, MS, NC, SC, TN, VA, Puerto Rico)	March 1 & 2, 1996 Charleston, SC	Contact person: Jerri Neduchal, (407) 849-3500 FDLRS, 434 N. Tampa Ave Orlando, FL 32809
Region 3—North Central Region (IL, IN, KY, MI, MN, ND, OH, SD, WI, Manitoba, Ontario)	Tentative, January 12 & 13 , 1996 Minneapolis, MN	Contact person: Sharl SchIndele, (612)569-7600 9902 93rd Ave, North Maple Groove, MN 55369
Regionl 4—Midwest Region (AR, IA, KS, MO, NE, OK, TX)	October 12 & 13, 1995 The Inn at University, Clive, IA (Suburb of DesMoines)	Contact persons: Fran Clark, (316) 689-3322 Wichita State Universtiy College of Ed. Box 28 Wichita, KS 67260-0028 or Tony Van Reusen, (210) 691-5433 6345 Rustling Way San Antonio, TX 78249
Region 5—Far West (AK, AZ, CA, CO, HI, ID, MT, NV, NM, OR, UT, WA, WY, Alberta, British Columbia, Saskatchewan, Yukon, Northwest Territories)	February 9 & 10, 1996 Las Vegas, NV	Contact persons: Joe Crank, (702) 739-3205 University of Nevada-Las Vegas School of Education, Las Vegas NV, 89154 or Barbara Millikan, or (503) 284-6140 ( Home #) 3018 NE 38th Ave. Portland, OR 97212



# Translating KU-CRL Research to Practice

The overriding goal of the KU-CRL is to improve the quality of education available to at-risk students. Accordingly, the KU-CRL is firmly committed to translating its research into practice. Since its inception in 1977, this has been done by: (1) incorporating research findings into KU courses that prepare future teachers; (2) teaming with public schools to update teachers on KU-CRL innovations; (3) preparing "hands-on" instructional materials and procedures for teachers. The following is a partial listing of some of the products that have been produced by the KU-CRL. These products have been incorporated into KU undergraduate and graduate courses and have been used by thousands of teachers throughout the world.

## Learning Strategies Curriculum

*Paraphrasing*  
*Word Identification*  
*Visual Imagery*  
*Self-Questioning*  
*First Letter Mnemonics*  
*The SLANT Strategy*

*LINCS*  
*Sentence Writing*  
*Error Monitoring*  
*Paragraph Writing*  
*Test-taking*

## Math Strategy Curriculum

*Addition Facts 0-9*  
*Addition Facts 10-18*  
*Subtraction Facts 0-9*  
*Subtraction Facts 10-18*

*Multiplication Facts 0-81*  
*Division Facts 0-81*  
*Place Value*

## Social Skills, Problem Solving, and Teaming Products

*Social Skills for Daily Living*  
*SCORE Skills for Cooperative Groups*  
*The Teamwork Strategy*

*ASSET: A Social Skills Program for Adolescents*  
*Collaborative Problem Solving*  
*The Progress Program*  
*The Self-Advocacy Strategy*

## Content Enhancement Series

*The Lesson Planning Routine*  
*The Concept Mastery Routine*

*The Unit Planning Routine*  
*The Concept Anchoring Routine*

## Teacher and Trainer Support Tools

Strategram (teacher newsletter published 6 times annually)  
StrateNET (KU-CRL computer network linking trainers in North America)

Stratenotes (trainer newsletter published 9 times annually)  
Stratellite (downlink satellite broadcasts presented 3 times annually)  
Library of 10 video/filmstrip productions