



STRATENOTES

A National Newsletter for SIM Trainers

Volume 4, Issue 2- October, 1995

Meeting the Challenge of Academic Diversity: Getting to Know Students

Research has shown that general education teachers are aware of the academic diversity among their students and of the need to respond to this diversity. Teachers report, however, that they often do not feel they have the necessary knowledge and skills to plan for the inclusive teaching that would address the learning needs of all students in such academically diverse classes. Another complicating factor is that many teachers lack information about which instructional techniques, activities, and materials have been proved effective with different groups of students. Given these realities, teachers often have mixed feelings about the inclusion of academically diverse groups of students in their classrooms.

The challenge of responding to diversity in secondary content classes extends beyond issues related to mainstreaming special education students. Many teachers argue that students with disabilities frequently are not the only students who need attention in their classes. Teachers report that some students with disabilities have more skills and abilities than students who have not received services from support classes yet who are at-risk for school failure. In fact, the likelihood that teachers will take the time to accommodate the needs of individuals with disabilities is very low if content-area teachers perceive that other students will be ignored or negatively affected. To these teachers, the wide range of academic diversity in their classes represents more of a challenge to implementing inclusive educational practices than the fact that they may have in their classes students with disabilities.

The following definition of academic diversity captures the dimensions of the range of achievement teachers may find among their students in academically diverse classes:

"A class with significant academic diversity is characterized by students achieving in the average, above-average, and below-

average range of academic performance as measured by teacher, school district, or state academic standards. This diversity in performance may be attributed to individual differences among teachers and students in learning needs, culture, gender, life experiences, abilities, skills, language proficiency, beliefs, goals, personal characteristics or orientation, or values."

This definition illustrates the types of differences that teachers may find among their students or between themselves and their students as they approach teaching. The diversity of classroom populations can be represented by the acronym HALO (High Achievers, Average Achievers, Low Achievers, and Others). While these are generally the agreed-upon achievement groups, there are other students within or across these groups who do not fit neatly into achievement-centered categories in the view of many teachers. For example, students may not learn because of cultural differences between themselves and their teachers. In addition, competing values and beliefs within a group may inhibit learning. At times, students may be experiencing emotional stress in their lives due to family or peer problems or may be struggling with physical, sexual, or drug abuse. Finally, students with disabilities may be included in any achievement category at different times. Building good connections between the content and students places pressure on teachers to teach content in ways that are sensitive to individual differences but are broad enough to be used with the group. Teaching content this way will require more thoughtful content planning as well as more class time for helping students learn how to learn.

Successful teaching and use of the routines in the Content Enhancement Series is based on how well teachers can build on the prior knowledge and experiences of students. This means that teachers must know their students. However, a variety of circumstances may make this difficult. First, the life experiences of many students are often significantly different from the life experiences of the teacher. Second, teachers have few opportunities and little time to learn about their students, especially at the secondary level. Third, preservice and inservice efforts to help teachers understand diversity rarely go beyond awareness activities, and most teachers have difficulty



translating this information into alternate teaching methods.

How can teachers begin to address the problem of meeting the diverse needs of their students? Research at the CRL has focused on a three-part response. First, teachers need to be aware of their own biases with regard to teaching as well as aware of the diversity in their classes. Second, teachers need to develop and maintain communication systems in their classes so they can gather information about their students throughout the year. Third, teachers must learn and use teaching methods and procedures that allow them to use information they collect about students to guide student learning.

Awareness of Diversity

There are two actions teachers can take as first steps in responding to academic diversity in a constructive manner. First, teachers must become aware of the personal characteristics, experiences, and biases that influence their teaching in positive and negative ways. For example, the concept of "commensalism" can be taught using "known information" about "running a lemonade stand business." However, using the analogy of "running a lemonade stand business" to introduce students to the concept of "commensalism" may miss the mark if students cannot identify with the experience of "running a lemonade stand business." Actually, the concept of "running a lemonade stand business" is based predominantly on a white, suburban, middle-class experience. While the analogy may be very powerful for students who can identify with the concept, students who cannot identify with this concept might not get the point. Many teachers routinely plan and teach from their own experiences and may not consider referring to experiences that might be more relevant to their students.

The learning activities that teachers choose, the examples and stories they offer students, and the types of interactions they require in class are all affected by a teacher's preferences, beliefs, and learning experiences, all of which may be dramatically different from those of their students. Teachers need to recognize the potential for such a mismatch and understand what can occur when they teach only from their own personal perspectives and experiences. An awareness of this kind of mismatch should encourage teachers to commit their energies to communicating with and getting to know their students to guide and promote learning.

Second, teachers need accurate information about individual students in their classes so they may be better aware of the diversity they must address as they plan for the learning needs of all students. Some teachers like to gather information from school

records before school starts. This helps them understand the educational histories and abilities of their students. Other teachers like to have their students fill out a questionnaire and respond to questions regarding their lives, families, knowledge, and interests. Still others have their students write autobiographies or construct posters depicting timelines of their lives. Whatever the method chosen, the goal is to gather as much information about students at the beginning of the semester or school year as possible so that a relationship can be built from the very start of a course of study.

Communication with Students

The teacher-planning research conducted by CRL researchers revealed that some teachers get to know their students better than others and that these teachers tend to be most effective with diverse classes. Teachers who know their students well tend to develop formal and informal systems designed to communicate with and get to know their students. These systems often allow teachers to: (a) learn about students on an ongoing basis over the course of the year, (b) collect information that helps them respond to student needs on an ongoing basis, (c) store and retrieve information about students quickly and conveniently - so they do not have to hunt down a counselor each time they need to know something about a student, and (d) exchange information with students in a manner that builds and holds student trust.

Systems developed by teachers were sometimes as simple as distributing and collecting index cards a couple of times a week on which students listed concerns or questions. Some teachers had more complex systems that included conferences and portfolios. Others had students write in journals on a regular basis and responded with written messages to their students.

Over the past year, CRL researchers have experimented with another communication system called **Learning Express-Ways**. Learning Express-Ways is based on giving each student a folder on which preprinted questions prompt students to provide information that might be helpful in understanding their learning needs. The folder includes space for providing the following information:

- On the front of the folder, a grid is provided for the student to write his/her schedule (See Figure 1 on pg 7).
- On the inside first page of the folder, questions prompt the student to provide information about family, work, activities, career/education plans, course expectations, and anything else that the student wants the teacher to know that might promote his or her success in the course (See

Figure 2 on pg 8).

- On the inside second page of the folder, checklists are provided for the student to identify learning preferences in assignments, instruction, grouping, and testing. Checklists are also provided for the student to identify for the teacher strengths and weaknesses in academic and social areas (See Figure 3 on pg 8).
- On the back of the folder, a grid is provided for the student to list goals for addressing problems in the course and for describing plans related to how goals will be attained. However, the grid can be used for other purposes as well.

The folder is distributed at the beginning of the year, and the teacher talks the class through completion of each section of the folder. The teacher spends time describing what types of work they will be doing in the class so that students have a basis for understanding the items in the checklists. For example, group work for a social studies teacher may mean something entirely different when compared to group work for a science teacher. Sometimes a student will be asked to take the folder home and complete it with the help of parents.

Once the folder has been completed by the student, it is collected by the teacher and stored in a locked file cabinet in the classroom. On a regular basis, as determined by the teacher, the teacher returns the folder to the student. For some teachers, the folders may be distributed a couple of times per week; for other teachers, once a week or once every two weeks may be sufficient.

The folders contain a feedback form (See Figure 4 on pg. 9) that provides space for the student to write comments about the class or its content or to provide personal information. Teachers can use the headings provided on the top of the form or create their own headings. A rating scale allows the student to quickly rate learning or an issue the teacher has specified. The form is completed and inserted in the folder by the student, and the folders are collected by the teacher.

As the year progresses, students may become more comfortable about sharing information about themselves with a teacher. Students should be provided with opportunities during the year to reconsider the basic information they have recorded on the folder itself and to change or add any other information they wish to the folder.

When the teacher goes through the folders, he or she writes comments on the feedback form to respond to what each student has written or in response to something that happened in class. Once the teacher becomes accustomed to the folder

system, it can take anywhere from 5 to 30 minutes (depending on the teacher and the class) for a teacher to go through a stack of thirty folders and write a short response on each student's sheet. A teacher with five different classes can distribute the folders to each class on a different day each week and return them the next day. In this manner, a teacher can make a personal contact with 150 students once each week, devoting no more than 30 minutes a day or a couple of hours a week.

The key to the success of the Learning Express-Ways system depends on the teacher's willingness to respond in a constructive manner to student comments. If a student says he/she did not understand something in class, then the teacher must respond to this concern. Once students see that the teacher will respond to their comments, they become more willing to raise concerns and ask questions. As the year progresses, the teacher has a record of teacher-student communication and a quick source of information about the student.

The purpose of the communication system is to help teachers learn about students. As teachers construct stories and analogies and provide examples to promote learning, they should use the concerns, experiences, and goals of students as a starting point. To do this, teachers must become committed to learning about their students on an ongoing basis as a framework for making planning decisions.

Copies of the Learning Express-Ways folder and a brief explanation of how it could be used were distributed at the National SIM Trainer's Conference last July. Trainers were asked to provide feedback, and a few trainers are experimenting with it in their districts. While copies of the folders are no longer available, the feedback from teachers and trainers will be collected this February, and the folder will be revised. Copies of the revised folder will be available for trainers who attend the 1996 National Trainer's Conference in Lawrence at the end of June.

Pedagogies for Diversity

The information gained from students when a communications system is implemented should lead to different ways of teaching. Teachers must also be prepared to use a variety of specific teaching routines and to teach a variety of learning strategies to respond to student needs. Hopefully, the use of a system such as Learning Express-Ways will provide the background information needed for responding to student diversity and for implementing many of the interventions in the Strategies Intervention Model in the regular classroom setting.

NORTHEAST REGIONAL MEETING IN WEST VIRGINIA

The 2nd Annual Northeast Regional SIM Conference was held at the Glade Springs Resort in West Virginia on October 5-7. Dr. Ron Wolf served as Chairperson of the conference. There were approximately 50 Trainers in attendance from the Northeast Region. Every SIM Trainer in the state of West Virginia (30) was there — 100%!!!! Real highlights of the conference were the outstanding poster sessions by Pam Cooper, Tama Daniel, Carolyn Hayes, Molly Edelen, June Hudnall, Dale Jarusek, Sue Pelts, Lynn Smith, and Joyce Tedder. These sessions featured fabulous posters used to motivate students (e.g., a cute little ant named S. L. Ant, with a great personality who was used to teach SLANT to primary-aged children), videos depicting key parts of each of the strategies that are given to parents to inform them of strategy work being done and to enlist their support for their children; and a menu entitled "SIMway" (a take off on Subway Sandwiches) for teaching students different parts of the Sentence Writing Strategy.

Sessions presented by SIM Trainers included an innovative county-wide accountability system for promoting SIM implementation (by Major Simms, Jr.); reports on the implementation of SIM on a regional basis (by Ron Cyrus, Kathy Walker, and Jim Smiley); Teacher Decision Making (by Ron Wolf); and Teaching Math Strategically.

Some of the most special moments occurred during the awards and recognitions luncheon in which Ron Wolf received the Gordon R. Alley Partnership Award and several SIM Trainers received their certificates. On Friday afternoon everyone relaxed for a couple of hours on the beautiful grounds of the resort — some played golf, some fished, and about ten went horseback riding! The evening was topped off with a delicious barbecue by the pool. The second annual NE Conference built on the strength of the one held last year in Connecticut — a great tradition is in the making in the Northeast!!

TIDBITS from TRAINERS

A very special perk for the members of the CRL staff is hearing reports from members of the SIM Network regarding their training activities. We wish to share some of this information with the readers of *StrateNotes*.

From Jean Piazza, Cody, Wyoming, who was teaching an extension course to teachers for the University of Wyoming comes the following news: "The people involved were very enthusiastic and several immediately began implementing the strategies. One of the teachers in particular is in her first year after not teaching for 15+ years and has the 'Welcome Back Kotter Class.' She immediately began implementing SCORE, and it was amazing to see the change in the entire class."

Rosemary Tralli, Connecticut, reports that she was giving a workshop to a group of teachers when one of the participants offered her two tickets to see the Pope in New York. Rosemary would have had to cancel a SIM training session and she felt that the strategy training was more important than seeing the Pope. That is dedication on Rosemary's part. Should we be concerned about her?

From Eva Mitchener, South Carolina, we have this message: "The teachers at Summit Parkway are using the Unit Organizer, Lesson Organizer, and Concept Mastery Routines with great success. They have reported that the students love knowing "where they are going" in their courses. My students make a point of telling me what we should be doing next. Please note that the entire faculty and administration at Summit Parkway participated in learning about the Test-Taking Strategy. The plan is for every student (1,440) at Summit Parkway to be able to use the strategy."

Newsletters that trainers have written and produced are a wonderful way to share the many things happening with the SIM in the various school districts around the nation. Sue Woodruff and Maureen Johnson, Michigan, have started publishing a newsletter, "For Your SIMformation," this fall for the Muskegon Public Schools. In the first edition, there is a report of what happened at their August training and what opportunities are available for teachers in the coming months. They produced an attractive and succinct one page publication for their first edition. Teachers, most likely, were appreciative of the style and the information.



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Editor: Eleanor Nelson

STRATENEWS is the name of the newsletter that Melissa Clarke, Mary Wiesen, Diane Litton, and Sue Jorgensen from Cedar Falls, Iowa, have produced to publish their very intensive and exciting SIM schedule with many options for teachers this year. In addition, the trainers included a report on their trip to the National SIM Conference, the ALERT regarding federal cut-backs, new strategies information, information on Content Enhancement, and sample objectives and goals for their new IEP format.

Staff members at the KU-CRL appreciate receiving copies of newsletters and are willing to share the ideas with other trainers.

MIDWEST REGIONAL MEETING IN CLIVE, IOWA

Forty-two SIM Trainers and Potential Trainers attended the Midwest Regional SIM Trainers' Conference at the Inn at University in Clive, Iowa, October 12 and 13. In addition to a few trainers from other states, the Iowa trainers turned out in full force to receive update information on the newest manuals. Jean Schumaker, Tony Van Reusen, Mike Hock, and Ann Hoffman provided the program sessions which included workshops on Surface Counseling, Self Advocacy, Assignment Completion, Paired Associates and Content Enhancement.

A special thank you goes to Fran Long who very capably provided the audio/visual equipment and help with registration and to Melissa Clark, Diane Litton, Gail Orcutt, Susan Jorgensen, and Mary Wiesen for assisting at the resource table in selling manuals. Also we'd like to thank Fran Clark for handling the preregistration and Tony Van Reusen and Jim Reese for making the initial arrangements for the meeting.

At the opening session, participants were given the opportunity to interact and discuss their concerns, successes, and what they value about their relationship with the SIM Network and the CRL. Concerns raised were: ways to get more people involved with SIM, ways to coordinate SIM efforts with regular education initiatives, the need to pilot more strategies at the regional level and share results with followup using trainer teams, need for more trainers in some districts, the lack of coordination and direction within some districts, SIM training doesn't count toward certification, and the regions cover too large of an area.

Successes reported by SIM Trainers included: well-received programs in general education settings, a successful, week-long Content Enhancement training session and ongoing implementation of strategy instruction spanning 12 years in some schools.

Items valued about the trainers' relationships with

the SIM Network and the KU-CRL were: on-going training related to new strategies, the solid research base for SIM, the items provided with Strateworks such as Strategram and Stratenotes, ongoing opportunities for professional involvement and growth, the success of Content Enhancement in schools, networking, the personal nature of the communication systems and support from KU staff, the quality of information and materials, getting research reports and information quickly, the easy access and availability of KU folks, regional meetings, and the National SIM Trainers' meeting in July.

Training issues discussed by the trainers included: awareness of SIM at the state level, the lack of time for training (teacher release and trainer planning), ways to enlist support from those in "power," the need for more Preservice SIM training at the university level, the "just give me the book" mentality expressed by some teachers, sensitizing teachers to dependency issues involving their students, feedback and follow-up, the lack of time to prepare, train, and follow-up, ways to get the word out, financing training sessions, ways to deal with a lot of material at one time, possible burn out of the staff at the KU-CRL, using the model in inclusive settings, and trainer support groups.

In discussing what needs to happen first regarding the major training issues, trainers suggested: problem solving on the part of teachers and trainers is needed to pull it all together; SIM needs to be supported at the state level; and current trainers need to have a unified front.

The next Midwest Regional Meeting will be held in St. Louis under the direction of Beverly Colombo.

CRL WORKSHOP NEWS

The Initial and Advanced Workshops for training classroom teachers to teach SIM strategies and routines will be held at the University of Kansas in Lawrence on July 16 through 20, 1996, Tuesday through Saturday. Registration forms for these workshops can be obtained from Janet Roth at the Center.

The Potential SIM Trainers workshop will be held on July 29 through August 2, 1996, Monday through Friday. Contact Janet Roth for the application that needs to be completed and returned by April 12, 1996. If you need new trainers in your area, encourage someone of your choice who has been teaching strategies to get the materials and begin putting the needed information together. A video-tape, two letters of recommendation, and two student folders need to be submitted along with the application. Be sure the person has the directions for applying right away.

STUDY GROUPS

If you are the contact person for your study group, please see that the group meets after viewing the recent videotape which was mailed in September and October to the members of all groups. Also be sure that each person completes the evaluation forms and that the forms are returned to Janet Roth at the KU-CRL. The videotapes are possible because of funding from a federal grant. We need the evaluation forms to be completed for the research being conducted as part of that grant. You are very important to us in completing the research. We thank you for all your extra effort. You are invaluable to us.

NEW MANUALS

The Assignment Completion Instructor's Manual and the Quality Quest Planner are available from Edge Enterprises, 913-749-1473. The set costs \$17.00. Extra Quality Quest Planners are available for \$4.00. A trainer may order one personal set of the Instructor's manual and planner for a total cost of \$10.20 plus \$4.00 shipping. The Assignment Completion Strategy Trainer's Guide can be purchased from the KU-CRL for \$9.00.

Stratellite Connection

Plans for the next three videotapes are being made. We will be sending one out in January; the second will be ready in April; and the third will be produced in August.

Congratulations

Dr. Dan Boudah was this year's recipient of the CLD Outstanding Research Award at the annual CLD conference in Chicago, Illinois. Dan is currently an Assistant Professor at Texas A & M University in College Station, Texas. He completed his doctoral training at the University of Kansas under the guidance of Don Deshler, Jean Schumaker, and Keith Lenz. The research he submitted for the award was his dissertation study on collaborative teaching where two teachers engage in instruction together to create a strategic learning environment in a main-stream class in which students with disabilities have been included.

Dr. Gary O. Seabaugh was recently honored by the University of Missouri Alumni Association. He was presented one of the Alumni Achievement Awards in recognition of his outstanding accomplishments. Gary is the Director of The Plaza Academy, a private school in Kansas City, Missouri which serves at-risk students. He was recognized for the incredible service he has provided the Kansas City community with regard to working with troubled youth and their families. Gary is a Ph.D. graduate of the University of Kansas and did several research projects at the KU-CRL when he was a graduate student. Jean Schumaker was his advisor.

What's New In StrateNET & Where to Look

Look in **NEWS** to find:

StrateNET Information
Training Information

Initial & Advanced Workshop Information
Potential Trainer Workshop Application &
Directions

Requirements to Become a Trainer
Stratellite Connection Information
Strategram Order Form
Strategram Index for 1988-95
New List of Available Publications
StrateWorks Subscription Renewal Form
SIM General Information Packet

Look in **Conferences** to find:

Learning Strategies:
Assignment Completion Training Ideas
Paired Associates Training Ideas

Content Enhancement
Content Enhancement Training Ideas

Other Strategies and Materials
Surface Counseling Training Ideas

1

Schedule

	1st Hour	2nd Hour	3rd Hour	4th Hour	5th Hour	6th Hour	7th Hour	After School
Mon	Biology Health	Algebra Algebra 2	U.S. History World Gea.	French 1 French 2	Am Lit. Comp 1	Study Hall Study Hall	Phys. Ed. Choir	Softball Track
Tue	Biology Health	Algebra Algebra 2	U.S. History World Gea.	French 1 French 2	Am Lit. Comp 1	Study Hall Study Hall	Phys. Ed. Choir	Softball Track
Wed	Biology Health	Algebra Algebra 2	U.S. History World Gea.	French 1 French 2	Am Lit. Comp 1	Study Hall Study Hall	Phys. Ed. Choir	Softball Track
Thu	Biology Health	Algebra Algebra 2	U.S. History World Gea.	French 1 French 2	Am Lit. Comp 1	Study Hall Study Hall	Phys. Ed. Choir	Softball Track
Fri	Biology Health	Algebra Algebra 2	U.S. History World Gea.	French 1 French 2	Am Lit. Comp 1	Study Hall Study Hall	Phys. Ed. Choir	Softball Track
Sat								
Sun								

2

Person to Contact in Case of Emergency:

Home: Kitty Evans or Casey Keller
4321 Summerfield Circle
Pittsburgh, PA 45012
(414) 555-1212

Work: Casey Keller
Town-Talk Bread
9876 W. 59th Street
Pittsburgh, PA 45032
(414) 555-7878

Kitty Evans
St. Clair Hospital
76 Old Ox Road
St. Clair, PA 45044
(414) 555-8900

3



Figure 1

Personal Interests

Complete the following sections with information you are comfortable sharing

Family

With whom do you live and what is their relation?

Kitty Evans (Mother) Gavin Evans (Older Brother)
 Casey Keller (Step Father)
 Jan Evans (Older Brother)

Work

If you work, where? Lifeguard at Elk Clair Community Recreation Center

How many hours a week? 8 Hours (Saturdays 9am 'til 1pm and Sundays noon 'til 4 pm)

Activities

In what activities are you involved? Presently, I participate on the girls' JV softball and track teams. In the summer I'm on a swim team. Also, I'm on the school dance committee.

In what other activities would you like to be involved? I'd like to be a member of a ski club but, unlike other local schools, our school doesn't have one. Also, I'd like to be an office or library aid.

Education/Career

How do you plan to continue your education? I want to go to college!

In what career do you hope to work someday? I'd like to be either a physical therapist or possibly an occupational therapist.

Outcomes

What do you expect to learn here? I'm not really sure; I know that I'll be required to read a lot of books and poems by American authors.

What would you like to learn here? I'd like to learn about how women and children lived throughout the history of the United States. Also, I would like to determine if it's better to live in America today or years ago.

Is there anything about you that a teacher should know to help you be more successful learning? I learn best when teachers tell stories to get a message across. Also, I like it when teachers change activities during a class period. I have a hard time paying attention; this helps me focus.

If you were the teacher, what 3 things would you want to do or include? I would never give group grades. (Generally, I do most of the work, and everyone else gets credit.) If my students have to read a lot of books, either before or after reading them we'd watch them on video. On tests, I'd never have my students memorize a bunch of names, dates, and places from the story.

Figure 2

Learning Preferences

2

Put + by the three you like the MOST and 0 by the three you like the LEAST

Assignment Preferences

+ Written Reports
 0 Oral Reports
 0 Lab Projects
 + Media Projects
 0 Worksheets
 + Discussion
 0 Other:

Grouping Preferences

+ Whole Group
 0 Cooperative Group
 0 Small Group
 0 Peer Tutor
 + Teacher Tutor
 + Independent
 0 Other:

Instructional Preferences

0 Lecture/Notes
 + Discussion
 + Films/Videos
 + Computer
 0 Textbook
 0 Worksheet
 0 Lab Work
 0 Observation
 0 Other:

Testing Preferences

0 Short Answer
 + Matching
 + Multiple Choice
 0 True-False
 0 Oral
 + Open Book
 0 Essay
 0 Take Home
 0 Other:

Strengths and Weaknesses

3

Put + by your STRENGTHS and 0 by your WEAKNESSES

Academic

0 Learning from lecture
 + Understanding what is read
 0 Expressing myself orally
 0 Expressing myself in writing
 + Spelling words
 0 Taking notes
 0 Remembering information
 + Performing calculations
 + Organizing notebooks/work
 0 Completing work on time
 0 Other: Reading Aloud

Social

0 Working in groups
 0 Working independently
 0 Seeking help
 + Offering help
 + Respecting others
 + Working out problems
 0 Talking with teachers
 + Talking with peers
 + Participating during class
 0 Staying on task
 0 Other:

Figure 3

		Reply
Date:	<div> <div>not useful</div> <div>very useful</div> <div> 01234567 </div> </div>	
Date:	<div> <div>not useful</div> <div>very useful</div> <div> 01234567 </div> </div>	
Date:	<div> <div>not useful</div> <div>very useful</div> <div> 01234567 </div> </div>	
Date:	<div> <div>not useful</div> <div>very useful</div> <div> 01234567 </div> </div>	
Date:	<div> <div>not useful</div> <div>very useful</div> <div> 01234567 </div> </div>	

Figure 4

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. **Reserve money now to attend one of the meetings.** Information which you may need to help you make plans to attend one of the sessions is given below.

Region 2— South East Region

(AL, FL, GA, LA, MS, NC, SC, TN, VA, Puerto Rico)

March 1 & 2, 1996 Sheraton-
Charleston Hotel,
Charleston, SC

Contact person:

Jerri Neduchal,
(407) 849-3500 ext. 5703
FDLRS, 434 N. Tampa Ave
Orlando, FL 32809

Region 3—North Central Region

(IL, IN, KY, MI, MN, ND, OH, SD, WI, Manitoba, Ontario)

January 26 & 27, 1996
Hotel Sofitel,
Minneapolis, MN

Contact person:

Sharl Schindele, (612)569-7600
9902 93rd Ave, North
Maple Groove, MN 55369

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 23 & 24, 1996
Imperial Palace,
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

University of Kansas

STRATENOTES

CENTER FOR RESEARCH ON LEARNING

Institute for Research in Learning Disabilities

3061 Dole Center

Lawrence, Kansas 66045

FIRST CLASS