



STRATENOTES

A National Newsletter for SIM Trainers

Volume 4, Issue 4 - January, 1996

Self-Regulation: A Major Goal of SIM Instruction

A couple of months ago, the KU-CRL invited Dr. Michael Pressley from SUNY-Albany to consult with us regarding a broad array of research, dissemination, and training issues. He is a superb consultant — he always teaches us so much during his visits. During a discussion of the issue of how the CRL might be able to reach more people and to have us better resonate with educators who may not be immediately familiar with our work, Dr. Pressley suggested that we take stock of the language and terminology that we use when we describe what we teach and how we go about the instructional process! In other words, he was saying that some of the words we use can distance us from others and cause them to “close down” before they hear our entire story! He also said that it was important for us to use terms that are currently being used in the literature, especially the literature read by regular educators, since we are wanting to connect more effectively with them.

One of the terms that Mike suggested we add to our repertoire is “self-regulation.” In some respects, the term self-regulation is conceptually similar to what we mean when we use the term “independent learner and performer.” However, there is merit in favoring the use of the term self-regulation for three reasons. First, there is a growing research base on self-regulation that is not nearly as nebulous as the literature on “independence.” Second, self-regulation is being used by regular educators as a valued

student outcome measure. Finally, the way in which self-regulation has been operationalized in the literature holds the promise of increasing the breadth of our understanding of what is really entailed in being an independent learner and performer.

What has the research shown? Formally, self-regulation refers to the degree to which individuals are metacognitively, motivationally, and behaviorally active participants in their own learning process (Zimmerman, 1994). For the past two decades, researchers have been studying the processes through which students become willing and able to assume responsibility for regulating their own behavior. In other words, the search for an explanation of low achievement has been to look beyond the traditional curriculum for answers — to look instead to sources of personal responsibility for learning. Researchers have studied the differences in the personal attributes of students who are successful in school and those who are not. From this research, the following attributes have emerged as characterizing successful students:

- persistent
- resourceful
- effective in time management
- committed to practice and mastery
- set and work toward goals
- planful (i.e., conscious use of strategies and monitoring)
- keep records of performance
- arrange physical and social world to facilitate performance
- set and give rewards to themselves
- self-reactive to performance outcomes
- volitional (i.e., resist distractions and control thoughts)

SIM Training Network



How do SIM interventions stack up on self-regulation? Taken as a whole, SIM is heavily oriented toward self-regulation instruction. There are some strategies, however, that have as their primary focus the teaching and reinforcement of a broad array of self-regulation behaviors. For example, the *Assignment Completion Strategy* has explicitly built each of the attributes listed above into a step or substep of the strategy. Thus, when we systematically teach students to master the *Assignment Completion Strategy*, we accomplish much more than merely having students increase the quantity and quality of assignments that they complete — we increase their abilities to take control of their lives in a much broader sense.

Similarly, an analysis of the *Self-Advocacy Strategy*, the *Test-taking Strategy*, and the *Error Monitoring Strategy* reveals that critical elements of each of these strategies focuses on enhancing the self-regulatory behavior of students. For example, the *Self-Advocacy Strategy* specifically teaches students to set and work toward goals, the *Test-taking Strategy* teaches students to resist distractions and control their thoughts by attributions, and the *Error Monitoring Strategy* teaches students to be self-reactive to performance outcomes by critically analyzing their performance along several different writing dimensions. An analysis of each of the strategies in the Learning Strategies Curriculum considering each of the attributes noted above indicates that one or more of each strategy's steps or substeps are designed to improve the self-regulation abilities of students!

An analysis of the Stages of Acquisition and Generalization also reveals a heavy preponderance of emphasis during the instructional process of getting students to a point of self-regulation. For example, the very deliberate progression of instruction from teacher-to student-mediated instruction during the controlled and advance practice stages of

the instructional process indicates our explicit goal to increase self-regulation. Similarly, the practice of having students set goals (both time and performance), keep their own progress records, and use practice as a means to mastery are important steps in the process. It is also important to arrange deliberate instruction to insure generalization of the strategy and establish confidence in its use in a variety of settings. These factors indicate that an overriding instructional goal of strategy teaching (regarding the content of the various strategy steps and substeps as well as the process of how the strategies are taught through the stages of acquisition and generalization) adds up to a major goal of SIM instruction. This major goal is to create learners who are capable of self-regulating their own behavior in a productive fashion!

Implications for SIM training.

One of the major challenges we face as SIM trainers is to help people see the forest when they are amidst all the trees! That is, in the middle of a learning strategy training session, it is so easy to get tied up in all the specifics of the strategy and lose sight of some of the overall instructional goals. One of the most helpful things that we can do during a training session is to "push the pause button" periodically and have everyone stand back from the strategy for the purpose of putting it into perspective. That is, have teachers try to understand what we are really teaching students to do on certain strategy steps and what the overall strategy has the potential to



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do. Perhaps we should view improved academic achievement as only an intermediate outcome and only one of several that need to be addressed during instruction. Some of the more significant outcomes relate to a transformation of students in the ways that they think about and approach problems in general. It is also important that we devote a portion(s) of each training session to address such questions as: "When we stand back and think about it, what are the first three steps of this strategy really teaching a student to do?" or "In light of the strategies that we have learned this past year, and given this list of attributes (see above), what elements of self-regulation have we addressed?" "What instructional activities can be carried out independently of the strategy manual to improve the student's abilities in self-regulation?" In short, as trainers, we continually need to draw people's attention to the fact that one of our major instructional goals is to prepare learners who have the capacity to take charge of their learning, their decisions, and what they produce. When this occurs, we move a step closer to developing independent and satisfied learners. Thanks, Mike!

National SIM Trainers Conference

Make your plans to attend the National SIM Trainers Conference in Lawrence, Kansas on June 27, 28, and 29, 1996. The conference hotel will again be at the Eldridge Hotel in downtown Lawrence. If you wish to call for a reservation at this time, contact the hotel at 913-749-5011.

FLORIDA TRAINERS MEET

On January 10th and 11th, approximately one hundred Florida Flamingo trainers flocked together at the Palm Beach Gardens Marriott Hotel under the capable direction of Judy O'Malley for the annual Florida SIM Trainers' Update Conference. At a preconference session on January 9th, Don Deshler and Jean Schumaker instructed the trainers in the newest manual of the Content Enhancement series, The Concept Comparison Routine.

One of the traditions of the conference is to present the Jane Langenback Award which was established in memory of Jane who was one of the original strategies trainers in Florida. This award is presented in recognition of outstanding performance as a SIM Trainer. This year's award was given to Jenny Platt, Cocoa Beach, FL. Congratulations, Jenny.

A number of prizes donated by local businesses were given to the lucky winners. The VCR was won by JoAnn Forcino, Spring Hill, FL. Camille Park, Tallahassee, FL, was the winner of the "Weekend for Two" at the Palm Beach Springs Marriot Hotel. Special "Goody" bags were presented to trainers when they arrived at the Conference. The preparation of these bags along with the collection of appropriate contents was a special project of the Spanish River High School Student Council in Boca Raton, FL.

Many excellent ideas for training and teaching SIM strategies and routines were presented in sessions by Janeen Clinton-Pelser, Micki Caskey, Monica Lambert, Ann Henderson, Mary Frances Luysterburg, Karen D'Avignon, Joan Nejezchleb, Debbie Kerr, Joan Kirshner, Pamme Davis, Jerri Neduchal, Kim Green, John Murnan, Janet Attallah, Katheryn Hammer-Witty, and Debbie Newman. Thanks to all of those who participated to make this a successful conference.

KU-CRL Lodging and Transportation Information Summer Workshops-1996

Several hotels and motels have given us special rates for the workshops this summer. When making reservations at the Eldridge Hotel you **must mention that you are attending the Center for Research on Learning workshops in order to receive these rates.** Prices are quoted for single and double occupancy, and do not include tax.

Christopher's House Bed & Breakfast (913-841-9999) \$59 (Mon -Thurs); \$85-\$95 (Friday & Sat.)
4643 Tennessee Seven rooms are available. Upper prices are for suites with living room and kitchen. Kitchens are in all but two of the rooms.

Days Inn (913-843-9100) \$42 (Mon-Thurs); \$52-\$58 (Fri.-Sat.) 2309 Iowa.

Eldridge Hotel (913-749-5011) \$67-\$88 (June Annual Mtg. -\$72) 701 Massachusetts.

Halcyon House (913-841-0314) \$45-\$85. 1000 Ohio Bed & Breakfast. Price reflects single and double room rates. Lower prices include sharing a bath. Call early as only eight rooms are available.

Holiday Inn Holldome (913-841-7077) You must call for current rates. They should range from \$89 depending on the date. 200 McDonald Drive

Ramada Inn (913-842-7030) \$54-\$62. 2222 W. 6th.

Travelodge Motel (913-842-5100) \$33-\$39. Five dollars for each additional adult. 801 Iowa.

Westminster Inn (913-841-8410) Rates vary from \$38-\$56 depending on the number of people in the room and bed size. 2525 W. 6th St.

TRANSPORTATION

Plan to fly into Kansas City's Mid-continent International Airport. Some travel agents will want to send you to Topeka, but transportation from the Kansas City Airport to Lawrence is much easier. The Kansas City Airport is approximately a one hour drive from Lawrence. You may want to rent a car or use the transportation service described below.

If you are driving from the airport to Lawrence, take I-435 directed to Topeka and then I-70 west. Leave the turnpike at the east Lawrence exit if you are staying at the Eldridge Hotel, Christopher's House, or the Halcyon House. For other places, the west exit is more convenient.

The **A-1 City Cab Airport Shuttle Service** (call 1 800-736-1090 or 913-842-2432 for reservations) is one way to travel between the MCI airport and Lawrence. **You must make reservations at least forty-eight hours in advance.** The cost is \$19 one way and \$38 round trip. They make trips every 1 hour to 1 1/2 hours beginning at 8:10 a.m. The last regular airport departure time is 11:00 p.m. They will not wait for you past that time. **Be sure to mention the Center in order to get these rates.**

Rick's Airport Service (In Kansas, 1-800-444-8239; outside of Kansas, 1-800-331-6796) provides door to door service twenty-four hours a day. The charge for one person is \$45 dollars one way. Any additional rider is \$5. This may be a good alternative if you are traveling in a group or during irregular hours.

Within the city of Lawrence, taxicabs are available. The pick-up fee is \$1.70. Each additional mile is \$1.40. A-1 City Cab phone number is 913-842-2432.

SIM TRAINING OPPORTUNITIES IN 1996

May 29-June 1, 1996 (Wednesday-Saturday)	PEDAGOGIES FOR DIVERSITY-INCLUSIVE TEACHING IN THE SECONDARY SCHOOL SETTING WORKSHOP University of Kansas; Lawrence, Kansas	\$420
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The workshop is designed for university/college teachers who are providing teacher education programs at the college level. The purpose of this training is to help teacher educators infuse into preservice programs methods that will effectively respond to the challenges of academic diversity found in general education middle and high school classroom settings. Teams of individuals from the same institution are encouraged to apply as are individuals or teams of faculty representing a variety of secondary content areas and special education. Twenty-five participants will be selected from the pool of applicants. Applications are due by February 15, 1996.

July 16-20, 1996 (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 at least five of the strategies: *PARAPHRASING*, *SENTENCE WRITING*, *VISUAL IMAGERY*, *SELF ADVOCACY*, *PAIRED ASSOCIATES*, *SLANT*, and *TEST TAKING* along with one *CONTENT ENHANCEMENT* Routine. Registration is due by May 1, 1996.

July 16-20, 1996 (Tuesday-Saturday)	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 STRATEGY*. At the advanced training session, classroom teachers will be trained in at least five strategies: *PARAPHRASING*, *PAIRED ASSOCIATES*, *ERROR MONITORING*, *WORD IDENTIFICATION*, *VISUAL IMAGERY*, *TEST TAKING*, and *PARAGRAPH WRITING* along with some *CONTENT ENHANCEMENT* Routines. Registration is due by May 1, 1996.

July 29-August 2, 1996 (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, a set of requirements must be met after the week of training. Applications are due by April 12, 1996.

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.

What's New in SIM Manuals?

The fifth manual of the Content Enhancement Series, The Concept Comparison Routine, (\$ 8.00) is now available through Edge Enterprises (913- 749-1473). Paired Associates is at the printer and the price will be around \$15.00. The latter manual will be available from KU-CRL sometime this spring. New manuals are available at the Regional Meetings and at the National Conference in June in Kansas. A trainer will receive a 40% discount for one personal copy.

What's New In StrateNET & Where to Look

Look in **NEWS** to find:

Planning for Individualization in the Regular Secondary Classroom

This research report is the result of a study in which the perceptions and expectations that learning center teachers and regular education teachers have of each other were explored.

Also, we have the following folders in **NEWS** :

StrateNet Info: general information about StrateNet.

Training Info: information related to training including order forms.

Stratellite Connection: information about Stratellite Connection.

CRL Pubs: CRL papers, publications, speeches, monographs and lists of the like.

Materials and Methods: useful ideas and suggestions for SIM training.

The **Conferences** folder now has only one Conference called **Open Forum** to which you can post ideas and suggestions and get a bulletin board-like activity started.

HOT OFF THE PRESS

Recently, Teaching Adolescents with Learning Disabilities: Strategies and Methods by Donald D. Deshler, Edwin S. Ellis, and B. Keith Lenz was published by Love Publishing Company. The first edition was titled, Teaching the Learning Disabled Adolescent: Strategies and Methods and was coauthored by Gordon Alley and Donald Deshler.

Another new publication just out is Teaching Learning Strategies to Adolescents and Adults with Learning Disabilities written by Keith Lenz, Ed Ellis, & David Scanlon. This book is published by ProEd, Austin, Texas.

Thank you to these persons for their valuable contributions.

A report on the North Central Regional Trainers' Meeting will appear in the February issue of Stratnotes.

1995/96 CALENDAR OF EVENTS

February 23 & 24, 1996, Imperial Palace, Las Vegas, NV, *Farwest Regional Update Meeting*

March 1 & 2, 1996, Sheraton-Charleston Hotel, Charleston, SC, *Southeast Regional Update Meeting*

June 27, 28, & 29, 1996, Lawrence, KS, *National SIM Conference*

July 16-20, 1996, Initial Training Workshop University of Kansas
July 16-20, 1996, Advanced Training Workshop University of Kansas

July 29 - August 2, 1996, Potential SIM Trainers' Workshop University of Kansas

STRATELLITE CONNECTION #4

The most recent video production from KU-CRL will soon be available. We are ordering 200 copies of this video tape to be sent free of charge to those who request one. Persons in current active study groups will receive a copy. Once the free 200 tapes have been dispersed, other copies will be available for \$15.

To request one of the free copies, contact Janet Roth through StrateNET or leave a message with Peggy, Janice or Eleanor through the front office at (913) 864-4780. Be sure to give the address to which you wish this to be mailed. If you wish to request one of the video tapes by mail, complete the form below and mail it to Stratellite Connection, KU-CRL, 3061 Dole Center, Lawrence, KS 66045. Anyone receiving the free video is asked to complete the evaluation form sent with the video tape and to return the form to KU-CRL.

The Stratellite Connection #4 Program Content

Thoughts from Michael Pressley
"HOW TO" from Training Partners
Sentence Writing Strategy Testimonials
A Successful Program using the Self Advocacy
Strategy
Teaching Ideas

STRATELLITE CONNECTION STUDY GROUP LEADERS

We have received study group reports regarding the Stratellite Connection video from the following leaders: Helen Barrier, Katherine Ferro, Connie Gentle, Alice Henley, Judy O'Malley, and Dee Penning. Thank you to these people. We hope to receive more evaluations and reports from other study groups. It is not too late to meet and discuss the September program. Data for the grant is dependent on these reports. We very much appreciate your feedback.

Study group materials for the January *Stratellite Connection #4* Video will soon be sent to the contact persons.

How to Use the Stratellite Connection #4 Video

For those of you who train teachers to use Sentence Writing or Self Advocacy, you will want to see the most recent video. You will be able to use parts of this video to show administrators and teachers the value of these strategies. The testimonials and the teaching ideas presented in the latter part of the video are excellent and will be wonderful tools in training.

FORM TO REQUEST COPY OF VIDEO TAPE

Please send me a copy of the Stratellite Connection Videotape #4.

Name: _____

Day Phone: _____

Address: _____

If all the free videos have been distributed, I am willing to pay \$15.00 for a copy. Yes No

Complete this form and mail to **Stratellite Connection**, the KU-CRL, 3061 Dole Center, Lawrence, KS 66045.

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 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 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

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CENTER FOR RESEARCH ON LEARNING

Institute for Research in Learning Disabilities

3061 Dole Center

Lawrence, Kansas 66045

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