



STRATENOTES

A National Newsletter for SIM Trainers

Volume 4, Issue 7 - April, 1996

Case Discussions Part II: In Case You Wanted More!!*

In last month's Stratenotes, we highlighted how to use cases to help teachers explore issues and identify solutions. In this issue, we are providing you with two more cases about the implementation of learning strategies written by teachers. Guidelines for facilitating case discussions were provided in the March issue. However, as a reminder, we are providing you with a summary of some of the guidelines for enabling case discussions that we presented last month. These guidelines are important to keep in mind as you prepare for and use cases as the basis for discussions in professional development activities.

- (1) Read the case several times or enough times to become thoroughly familiar with the individuals involved and what occurs.
- (2) List some possible "meanings" the case may hold and identify examples or data from the case to support these meanings.
- (3) Consider composition of the group that will discuss the case. What points or meanings might they miss given their backgrounds and experience?
- (4) Plan the discussion, outlining what you view as main points and a meaningful progression of those points. The analysis questions above in # 1 (who, what, etc.) can be good places to start.
- (5) Develop questions that will elicit discussion and emphasize what you think are the important points.

(6) Guide the discussion:

- Elicit the main facts or information about the case.
- Examine the actions of the characters.
- Identify the problems in the case and the probable causes of the problems.
- Identify the solution(s) in the case, and then elicit alternative solutions from participants.
- Help participants identify principles illustrated in the case.
- Elicit the meaning(s) the case holds for participants.
- Consider the sources of diversity and how diversity affects the actions in the case.
- Encourage participants to articulate the values and beliefs that have influenced their views.
- Elicit personal experiences from group members.
- Elicit what participants may have learned from the case—an idea, new way of thinking, practical information.



SIM Training Network



These Cases are Selections From: TEACHERS AS LEARNERS: MAKING A CASE FOR LEARNING STRATEGIES; Compiled by Dr. Juliana Taymans,
Department of Teacher Preparation and Special Education, The George Washington University

Trying Out Something Cooked Up In Kansas **Sharon Smothers**

My name is Sharon Smothers and I've been an educator since 1971. I received my Bachelor of Science degree from Ohio University, and began my teaching career three days after the ink dried from my diploma. My first classroom consisted of 22 junior high students from Cleveland, Ohio who were mildly mentally retarded. That first year nearly drove me into another profession. I knew without a doubt that junior high age students were NOT my forte! I decided to remain in teaching, but transferred to the senior high level.

It was 1980-1985, while teaching at the School of Creative and Performing Arts in Cincinnati, that I had my longest professional interaction with students with learning disabilities. This was the most rewarding period of my teaching career. During this time, I received recognition from the Ohio State Department of Education for being an outstanding teacher. It was then that I decided to further my education in the field of learning disabilities, which led to my move to Washington, DC.

In 1986, I began teaching at Buchanan Secondary Learning Center - a District of Columbia Public School Program for students with severe learning disabilities. While teaching at Buchanan, I learned of a program through The George Washington University offering a Masters degree to teach adolescents with learning disabilities. I eventually enrolled, and this is where I became trained in Learning Strategies as developed by the University of Kansas.

As an educator of students with special needs, I have taught nearly every subject offered at the secondary level. My style of teaching is very animated. I like to have fun in my classroom and consequently, my approach to the subject matter is unique, talkative, hands-on, and repetitive. After over 19 years of success in this mode, I was very skeptical about a "scripted program" method of teaching. Bottom line - I seriously doubted that anything "cooked up" in Kansas would work in my inner-city classroom.

The University of Kansas Learning Strategies require that students reading level be at least at the fourth grade. My experience has shown me that if a student is reading at that level, they will benefit from most any form of instruction. Students with that reading level represented the "cream of the crop" at Buchanan. Aside from the reading level requirement, learning strategies is greatly dependent upon school attendance, an issue for many of the students I taught. If I sound dubious...I was. At first glance, learning strategies seemingly didn't have anything of real worth to help inner-city students.

Our university course professor assigned us to teach the Paraphrasing Strategy, RAP. After searching desperately for a student with a fourth grade reading level. . . I did mention that Buchanan was for students with severe learning disabilities, I found Anthony X. Anthony was 16 years old, VERY sophisticated and STREET WISE. He agreed to give this strategy a try, but he was doubtful. After all, coming to school on a daily basis did not fit into his profile.

I found that preparing for teaching the strategy took a lot of extra time. I had to (1) memorize the script; (2) get the materials together; (3) plan for those other students in the class who were definitely not going to participate.

Anthony was very quick to take note of my change in presentation. He often remarked that I sounded as though I was White. I felt very restricted by the scripted presentation and no matter how long I rehearsed, I could not shake the stiffness of my speech. This is one of the correctable aspects of the learning strategies (with time I would become more familiar and comfortable with my delivery). The most aggravating component of the RAP strategy is the actual paraphrasing. To ask students to put into their own words something that they've just read is extremely difficult. Many inner city students with learning disabilities have a very limited reservoir of vocabulary. Their speech patterns are consistently peppered with the phrase "You know what I'm sayin'." This language base difficulty is not exclusive to inner city LD students; paraphrasing is difficult for most people.

Another frustration with the learning strategy is the lack of assistance or provision for the poor attendance problem which plagues many special needs students at the secondary level. These young people have not had a lot of success in school. They have reached an age where they are easily led into filling their time with activities outside the school and many of these activities are much more profitable! Anthony and I had to complete a lot of work over the phone and at his home. I'm sure the University of Kansas never intended that this strategy be done on a "carry-

out" basis.

Aside from the aforementioned drawbacks, there are some very useful components of the learning strategies. First and foremost, the strategy helped me to become more organized. My laissez-faire method of teaching had been a success before because of the type of student which I had. Most urban learners need a lot of structure, and this begins with the teacher. Second, making the student aware of expectations and the fact that they have the responsibility in the learning process. So often students will say, "You didn't teach me anything", or "You gave me that grade." Learning strategies lets the students keep an account of their own progress and they can see daily results based upon their own input. Student directed learning is a key factor in the success of learning strategies. Last, but certainly not least, modeling behavior is another of the critical skills I've developed as a result of the learning strategies.

The Buchanan Administration got behind the University of Kansas Learning Strategies Program 100%. Two of our teachers went to Kansas to become learning strategies trainers, and the entire staff was offered the opportunity to become proficient in many of the other strategies. This type of support is critical if any strategy is to be a success. The teachers were able to collaborate and benefit from each other's expertise. I became a science teacher for the program. In this role, I helped students generalize strategies in Science class that they were being taught in the English class. We found that for our particular population, two years of instruction in one strategy was necessary for success, and it did work!

As for Anthony X. - we both suffered through my first encounter with learning strategies. Anthony did improve - he began reading for pleasure and enjoying it! I became more organized and added verbal rehearsals to all my presentations. I wound up teaching math that next year, and used RAP in the solving of word problems (Read...Ask which question...Put a number on the sentence!). My bottom line became one where I would give any one's "cooked up" plan a shot, whether they may be from Kansas or Timbuktu!

Teaching Strategies In A Shared Classroom

Sharon Craig

Although this is my tenth year of teaching, it is my third year in special education. I taught elementary school in an Hispanic neighborhood in Chicago for four years and it was there that my interest in special education was piqued. In 1989, I referred 13 of my 33 students for special education screening, causing the realization of the great need, as well as job security, setting, that this field offers. When I moved to Washington, D.C., I found myself in a similar urban setting, needing to retool to meet District of Columbia certification requirements. It seemed the perfect time to pursue a degree in special education.

I enrolled in a master's degree program at The George Washington University. During my teacher preparation, I learned about the Strategies Intervention Model developed by the University of Kansas. During my student teaching experiences, I had the opportunity to implement the paraphrasing (RAP) and word identification (DISSECT) strategies. I feel the strategies give a specific focus and method for teaching students with learning disabilities to empower them to handle mainstream classes, as well as other special education classes.

In the fall of 1993, my job changed from teaching English in a self contained program for students with severe learning disabilities to a resource room teacher at a junior high school. The school where I currently teach is in downtown Washington, D.C., and is surrounded by office buildings and Rock Creek Parkway, a heavily used thoroughfare. There are 625 seventh, eighth, and ninth graders in a school that is so well used that all classrooms are employed every period and teachers new to the school "float" from room to room. The student body is an interesting ethnic mix, with over forty countries represented. The socio-economic status of the students also represents a complete mix.

The special education students run the gamut, too. Mildly, moderately, and severely disabled students are in my classes. There are readers who are struggling with phonics and those who are reading at grade-appropriate levels.

There are three other special educators at Washington Junior High School. One, Ms. F., teaches three vision-impaired students. Ms. B. and I share 30 students with learning disabilities. The third special educator, Ms. W., teaches 12 English-as-a-Second Language students who also have learning disabilities. It is with her that my story unfolds.

As a teacher new to Washington Junior High School, I became a "floater" with no room of my own. Ms. W. gave me a cabinet with shelves and a couple of drawers in a file cabinet in a corner of her room, and so I set up shop. I had to adapt my schedule to available classrooms. Periods one and two are for planning and lunch; periods three, four, five, and

seven, I use empty special education classrooms. Ms. W. determined that due to space constraints we had to share a classroom during period six.

Period six had been grouped together by Ms. B., the special education teacher who had been at Washington for several years. She was familiar with the eighth and ninth grade students, and had used the test scores from the previous spring for the seventh graders, along with my description of the word identification strategy, to determine this as the group that would be compatible for DISSECT, the Word Identification Strategy.

When I teach DISSECT, I use a great deal of enthusiasm to get the student motivated and involved. Especially during the Describe (when they learn the steps of the strategy) and the Verbal Rehearsal (when they rehearse the steps of the strategy), steps, vigorous participation is a plus. I tried to whisper with great excitement, but there was no holding back and we became louder and louder. Meanwhile, Ms. W. was across the room, trying to run a class of journal writing, silent reading, and individual assignments. During a conversation with the principal, it was determined that there was no other available classroom in the school. The students' schedules had been rearranged so they could be together for this particular period so they could learn strategies. I did not do a good job of thinking through the entire process of teaching the strategy in a shared space, but merely the student performance aspect of recording readings and answering comprehension questions.

Luckily, the noisy days did not last long and students progressed on to Verbal Rehearsal (done in pairs, with frequent reminders to whisper. As some students completed Verbal Rehearsal and began to record their readings, others continued working with me and in pairs, until all were recording. As they began their tapings, a new shared-classroom management problem became apparent. The students' assignment, in addition to the strategy pieces, was to do recreational reading. I helped them to choose books and we discussed the fact that they would be presenting an oral book report in three to four weeks. I had used this technique previously, when I had an educational assistant. She monitored the students' progress and kept them on task while I gave feedback to individual students and oversaw tapings. Although the students were more mature and mainstream-oriented than those in the self-contained special education program where I had previously taught, they were still kids who liked each other, and keeping them reading quietly while I gave feedback to individuals was nearly impossible.

Because I am so committed to DISSECT and had done a thorough sales job with my special education colleagues, Ms. W. did not want to interfere in the exciting process going on across the room. I felt guilty about interrupting and disrupting her program, yet she seemed very tolerant, and her students learned to put up with our noisiness and business.

I know that I need to plan very carefully before I try again to teach a strategy in a shared space. One solution might be to have only DISSECT students in both groups, with the other teacher leading related activities.

At the end of the advisory, I ended DISSECT instruction. To encourage students to generalize, I had each of them write a card to their mainstream teachers (they each decided which teachers were appropriate) explaining, "I have just finished a word identification strategy called DISSECT. When I am reading in your class and ask for help, please say 'Use DISSECT'." They then signed the cards and I put them in the respective teachers mailboxes. I have had only two teaches, one a reading specialist, ask about the Strategy, but I am continuing to cue these students as we continue our work during second advisory.

There were seven students in the group. Four achieved grade-appropriate practice, and an eighth-grader was going strong on sixth-grade practice. A ninth-grader achieved three years growth, though she did not reach grade-appropriate practice. Some generalization feedback from students: Elizabeth's English teacher told me that her confidence in oral reading has greatly improved and that she sees her use DISSECT during class. Eric reported that he is using DISSECT to improve his spelling in his mainstream science class and has gone from a F to a C on the first test on which he used the strategy. He spelled "exoskeleton" for me! Roger is convinced that he will get better grades next advisory because he is understanding what he reads so much better.

In addition to student achievement, another positive outgrowth of using DISSECT is my colleague's interest in learning the Strategy or having me teach it to others in our program. I'm glad I came to this situation with successful strategy instruction under my belt. For all the disruption the situation caused in my shared classroom, students learned and benefited.

*The CRL would like to thank Mary Vance for her contributions related to "Guiding Case Discussions" and Juliana Taymans for sharing the cases from teachers.

The Stratellite Connection

The Stratellite Connection Program #1 February 1995

The first in the series, this program provides a basic overview of SIM strategies in general, and Reading Comprehension in particular, with examples of applications in various settings and levels from elementary to adult. Time 2:00

Segment Index

- 0:00:12 Program Introduction
- 0:05:45 Keith Lenz: Bringing things to Life through Study Groups
- 0:09:00 Jim Knight: Reading Comprehension via SIM
- 0:21:00 Jean Schumaker: Fitting the Strategies together
- 0:30:30 Joe Fisher: Strategies & Whole Language
- 0:37:50 Barbara Glaeser: Applications in Elementary Classes
- 0:46:15 Karen Lyerla: Applications in Secondary Classes
- 0:55:30 Jean Schumaker: Strategic Involvement for Teachers
- 1:08:30 Keith Lenz: Training the Entire "Package"
- 1:17:00 Don Deshler: Is Special Education At Risk?
- 1:24:00 Matt Abrams & Linda Seybert: Introducing StrateNET
- 1:38:00 Don Deshler: Supported Inclusion
- 1:45:30 David Scanlon: Passing the GED with Strategies
- 1:49:15 Janet Roth: New Products & Special Events
- 1:54:00 Keith Lenz: Taking the Next Step
- 1:58:30 End of Program

The Stratellite Connection Program #2 April 1995

Recognizing that all participants in the training audience have experiences and knowledge to share for the benefit of all, this program focuses on Partnership Learning. Also included is a discussion of Planning for Academic Diversity and a new teaching routine with a student strategy to help students make content area decisions. Time 2:00

Segment Index

- 0:00:00 Program Introduction
- 0:02:34 Jean Schumaker: Welcome & Introductions
- 0:07:30 Keith Lenz: Study Group Process
- 0:12:15 Jim Knight: Partnership Learning
- 0:58:10 Commercial Break
- 1:03:30 Matt Abrams: Getting started on StrateNET
- 1:17:00 Rud Turnbull: IDEA Update & panel discussion
- 1:31:15 Keith Lenz: Planning for Academic Diversity
- 1:47:40 Janis Bulgren: Decision Making
- 1:55:30 Jean Schumaker & Don Deshler: Wrap-up
- 2:00:00 End of Program

The Stratellite Connection Program #3 August/September 1995

Highlights of the 1995 SIM National Update Conference, interviews with trainers on how to involve teachers in workshops, ways to train Concept Anchoring, "right brain" training activities, and affinity exercises are presented. Time 1:06

Segment Index

- 0:00:20 Program Introduction
- 0:01:20 Jean Schumaker: Welcome & Highlights of Summer Conference
- 0:08:30 Interviews: How to get teachers involved in workshops
- 0:22:15 Gail Cheever: Concept Anchoring with Measurement Manny
- 0:43:55 Jerri Neduchal: House of Cards activity
- 0:49:50 Frank Kline: Affinity Exercise
- 0:57:45 Jean Schumaker & Don Deshler: IDEA Update
- 1:03:40 Jean Schumaker: Summary and Wrap-Up
- 1:06:00 End of Program

The Stratellite Connection Program #4 January 1996

Introducing this program, Dr. Michael Pressley discusses the best way to train and inspire teachers to implement strategic instruction. The principles and experiences of some of our successful training partners are presented along with Sentence Writing Strategy testimonials, a Self-Advocacy success story, and teaching ideas in Self-Advocacy and Assignment Completion. Time 1:18

Segment Index

- 0:00:25 Start of Program
- 0:01:40 Michael Pressley
- 0:08:55 Training Partners
- 0:31:05 Sentence Writing Testimonials
- 0:41:20 Self-Advocacy Success Story
- 0:53:10 Teaching Ideas: Self-Advocacy
- 1:11:55 Teaching Idea: Assignment Completion
- 1:17:30 End of Program

"Reaching for the Stars"

June 27, 28, 29, 1996
National SIM Trainers'
Conference



Ideas to Encourage Implementation by Teachers after the Training Workshop

In the Open Forum of StateNET, various questions have been asked in the last two months. One question was: A new trainer is concerned because teachers enjoy coming to the workshops but are not implementing what they have learned. What are some ways to encourage teachers to implement the strategies after the workshop is over? The following answers were received. Please send your ideas via StateNET or through the mail to KU-CRL.

Idea from Susan Woodruff, Muskegon, MI

I've had the same problem. If you give a large training (15-20 teachers) it is hard to know how many implement. If it is within a school district where there are expectations for implementation you've got a lot better chance. I'm not sure what position your new trainer is in, but I am finding that when I spend time directly with teachers demonstrating and implementing a strategy with them with REAL kids in a REAL situation, implementation is guaranteed. We had a new resource teacher last year. I told her I would work with her the first time she implemented strategies. It was a resource reading class, and we did several of the strategies together. This is a sure fire way to ensure implementation. I've already made a commitment to a teacher for next year who is going to teach the academic strategies class. She will be responsible for teaching LINC'S, Test-Taking, First Letter Mnemonics, and Paired Associates. It also helps me stay in touch with kids and helps me keep up my skills as a strategies teacher. In this way, I also feel that I have more credibility with the staff. They see that I also "practice what I preach."

I realize I am in a position which allows me to do this. I've found it works the best for our district and our high school. My supervisor has even freed me up a little bit more for next year, so that I can do more of this. I am a teacher consultant in our high school. It's sort of like being the "jack of all trades." And believe me, very often I feel I am master of none as the old saying goes! I do a little bit of everything. However, Strategies is my favorite. I feel so strongly about the benefits of the strategies for students.



Idea from Mary Frances Luysterburg, FL

One of the things we have always done in this county is to provide the teachers with a class set of (8-10) training papers for each student. We have found that if teachers have this they are much more likely to implement more readily. Also keep in contact with the person and ask for the implementation plan before they leave training or within one week of training.

Idea from Jim Knight, Toronto, Ontario

One idea that pops into my mind is that she could spread the training over time, and then have the teachers report back on how their implementation went. In this way, the training would be driven by their implementation.

Second, the trainer could have the teachers pick the strategy based on their real-life concerns. Then, they could also spend time during the training session problem-solving about the ways they would implement the strategy. I've got lots of ideas about this, so I'd be happy to write more.

Message from Keith Lenz, KU-CRL

I hope others have ideas on this one!!! It would be helpful to know what has been tried. How much time is spent brainstorming solutions to implementation problems? What kind of discussion occurs when teachers return for follow-up workshops? What proof of implementation do they bring? Maybe more practice in the workshop should be provided to build confidence in the teacher. Have the participants practice "describing" to each other. Is there administrative support?

My question is whether the problems that are being encountered are there even after all of the support information in the inservice trainer's notebook has been tapped? If so, then we need to know more about the situation. That's what comes to me right now, how about you???????

IN MEMORIAM

WE ARE SAD TO REPORT THE DEATH OF DR. LARRY LITTLE, SHIPPENSBURG STATE UNIVERSITY, SHIPPENSBURG, PENNSYLVANIA. LARRY WAS A MEMBER OF THE PRESERVICE WORKSHOP AT THE UNIVERSITY OF KANSAS IN JANUARY OF 1989.

NEWS FROM THE REGIONS

The **Far West Region** SIM Trainers' Meeting convened in Las Vegas, Nevada, on February 23 and 24 at the Imperial Hotel. Co-leaders Barbara Millikan, Lake Oswego, Oregon, and Joe Crank, Las Vegas, Nevada, once again executed an exciting conference for the more than fifty SIM trainers and associates who attended the Second Annual Conference. Trainers were updated with presentations on Paired Associates and Concept Comparison by Jean Schumaker, KU-CRL; Surface Counseling by author Joe Crank, UNLV; Assignment Completion and Preservice Training by Don Deshler, KU-CRL; the Strategic Math Series by author Susan Miller Peterson, UNLV; and The Unit Organizer by Cathy Spriggs, Modesto, CA. Also Cathy and Gail Cheever, Bakersfield, CA, shared their excellent ideas in a session on their knowledge of Content Enhancement. In another special session, Carla Soronen, Calabasas, CA, and Becky Wetzel, Simi Valley, CA, spoke of their experiences and showed how they conduct workshops on Content Enhancement. A different perspective for trainers was added with the presentation by Dave Moynahan, Buena Park, CA, on "Adapting the Sentence Writing Strategy for ESL." In the most recent Strategram, he has written the lead article on this significant timely topic. Our thanks go to all who contributed to make this conference one in which the participants reported that they made great connections. Next year's regional meeting is planned for February 21 and 22, 1997, in Las Vegas. Plan to attend.

Approximately forty SIM trainers and teachers accepted the cordial invitation of Jerilyn Neduchal to attend the Second Annual **Southeastern Region** SIM Trainers' Update in Charleston, South Carolina, at the charming Sheraton Hotel on March 1 and 2, 1996. The Poster Session, "Southeast SIM on Parade," was a wonderful way to begin the conference providing participants an opportunity to meet and interact with others sharing common interests. Thanks to the states of Virginia, North Carolina, and Florida for providing meaningful presentations. In the Opening Session, Jerri shared a few important items about the Content Enhancement Overview on "How to Make It Your Own." She emphasized that it is okay to use the portions needed and not use every single transparency. During the rest of the conference, Don Deshler presented explanations of the new routines and strategies. Jerri Neduchal provided activities used to train some of the routines and strategies. Lib Baker, Kinston, North Carolina, led the SIM Swap Shop Session. The participants were

extremely grateful to Jerri for all of the expert leadership, her wonderful sense of humor, and the carefully planned and executed conference. She in turn asked that Don Deshler be recognized and thanked as well as the other trainers, Lib Baker, Bonnie Burch, Mary Featherstone, Sheri Fiskum, Eva Mitchener, and Janet Taylor, who helped to facilitate the conference. In the final analysis of the conference, Pandora King wrote, "This was wonderful—just what I needed for "renewed energy" for training." Trainers should mark their calendars for the next Southeastern Region SIM Trainers' Meeting on February 28 and March 1, 1997, in Charleston, South Carolina. Make plans to attend.

Congratulations

Congratulations to Rosemary Tralli and Wethersfield High School, Wethersfield, CT, for the national recognition in which the school was recently selected as one of the Blue Ribbon Schools in the nation. When Rosemary nominated the school, she emphasized its extensive use of the SIM strategies. Rosemary and her principal will travel to Washington, D.C. in May for a ceremony at the White House. Are there any other trainers who are teaching at one of the chosen schools? Please let us know. We would like to recognize you.

REMINDER

Register for the National SIM Trainers' Update Conference by May 15, 1996, in order to avoid paying the late registration fee. Registration forms are in the February and March Stratenotes. If you have misplaced your issue, contact the CRL office (913) 864-4780 to receive a form. If you have training ideas you are willing to share, sign up for the Poster Session for Friday morning, June 28, 1996.



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1996 CALENDAR OF EVENTS

June 27, 28, & 29, 1996; *National SIM Trainers' Conference*, Lawrence, KS.
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
October 11 & 12, 1996; Midwest Region SIM Trainers' Update Meeting, St. Louis, MO
February 21 & 22, 1997; Far West Region SIM Trainers' Update Meeting, Las Vegas, NV
February 28 and March 1, 1997; Southeastern Region SIM Trainers' Update Meeting,
Charleston, SC

***Reminder- -**

Each trainer is asked to attend a Regional, State, or National Trainers' Update Meeting every two years. At this time, there is an opportunity to attend the June National SIM Conference.

Note: Due to the increase in shipping rates, our minimum shipping charge will now be \$4.00 rather than \$3.00.

University of Kansas

STRATENOTES

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