



STRATENOTES

A National Newsletter for SIM Trainers

Volume 5, Issue 1 September, 1996

RESPECT: Who's got it and how to get it!

Does special education have respect in the schools? That was the question posed to me as the topic of an article I was to write for CEC, and, as I've pondered it and asked others what they think, I'm convinced that the answer isn't a simple "Yes" or "No." Certainly, I have had the privilege of knowing many special educators who are highly respected within their schools and districts, and they should be! These individuals have earned the respect of their colleagues, administrators, school boards, and communities through their superb efforts on behalf of children with exceptionalities. They have developed special education services for their students that are outstanding examples of what is "special" about special education. Their students are shining examples of the outcomes special education can achieve: individuals who feel good about themselves and have the skills and knowledge to lead meaningful lives in the community.

Unfortunately, respect for special education seems to be tied to the special education program and special educators within a given school and, thus, is not universally enjoyed. The question must then be transformed from "Is special education respected?" to "What are the conditions under which respect can be earned by special educators?" My observations of those special educators who have earned the respect of their school staffs indicate that these individuals share several common characteristics. They are as follows.

They focus on teaching instead of on "fighting fires." Special educators who are esteemed by their colleagues have developed programs that have a clear scope and sequence of instruction tailored to the needs of their students. They focus their efforts on delivering that instruction in intensive ways to their students so that their students can make maximal gains. The overwhelming majority of their time is spent in contact with students as they deliver instruction to those students. They do not waste time making structural changes in students' educational programs (e.g., changing a disruptive student's class schedule); they know that the *real* differences are made in children's lives through high quality

instruction (e.g., teaching social skills to that student).

They focus on ensuring that their students *succeed* in the long run rather than *get by* in the short run. Highly regarded special educators use the framework of the future lives of their students to guide their programming decisions. They teach their students the skills and knowledge that they need to live their lives as independently as possible as adults. They program instruction in such a way as to emphasize student independence, insisting that students do for themselves what they are capable of doing. They avoid using methods and ways of interaction that foster dependence on the part of their students. For example, teachers of students with learning disabilities do not tutor students on content so that they can pass the next test, nor do they read tests to their students. They teach students how to study for tests and take tests by themselves so that they can independently prepare for and take any test that they might encounter throughout their lives. In other words, they hold high expectations for their students and communicate and teach according to those expectations.

They use empirically and socially validated methods, curricula, and programs. As respected special educators deliver instruction to their students, they use materials and procedures that have been shown, through research, to be effective for the kinds of students they serve. They do not waste precious instructional time on methods that have no empirical foundation. Instead, they are critical consumers of curriculum materials and methods, and they choose only those products that can be used to create *socially significant* progress in their students. For example, they choose programs that help students learn the skills to earn Bs instead of Fs in general education classes rather than choosing programs that produce minimal gains of a few percentage points. They do not discard programs that are working well in order to substitute the latest educational "fad." They do not get sucked in by the latest myth being espoused within the special education field.

They arrange situations where children can succeed rather than fail. Highly esteemed special educators place children in settings and situations that offer a high probability of success for



those children. They do not place them in situations where they might be viewed by themselves or others as failures and/or where they might be rejected by their same-age peers. They make prior arrangements for the success of children through instruction and other types of intervention. For example, if they are planning to place a child with autism in a general education classroom where cooperative group structures are in use, they take time to teach that child (and possibly others who will be in the child's group) the basic social skills necessary for successful group participation.

They understand the demands faced by general educators and respect those educators' efforts. Clearly, mutual respect is a critical foundation for working partnerships within schools. Special educators who enjoy the respect of their colleagues also respect those colleagues. They understand the enormous pressures that all educators face today, and they avoid making recommendations or demands on their colleagues that fly in the face of those pressures. For example, they do not ask general education teachers who teach 150 students per day to spend an hour every day planning for or modifying instruction for one student or filling out paperwork that those teachers consider meaningless. They understand what general educators can accomplish within the context of their classes and the numbers and types of students who are enrolled in those classes, and they tailor their recommendations to fit those circumstances. They respect and celebrate general educators' knowledge, skills, and expertise, and they believe in their interest in helping children learn.

They work in partnership with other educators on behalf of the students they serve. Respected special educators see themselves as partners with the other educators who serve their students. They dialogue and work with their colleagues to produce the best possible educational programs and outcomes for those students. They share their expertise in ways that do not offend their colleagues and promote win/win outcomes for all involved.

They are life-long learners. Special educators who have earned the esteem of their colleagues understand that the fields of education and special education are continually changing, new methods are continually being developed, and the only way to keep abreast of the "latest" is to be students themselves. They seriously engage themselves in the process of learning about and trying out new methods. They also are critical evaluators of how well new methods work and the kinds of gains that can be achieved through their use.

They are self-evaluators. Respected special educators take a hard look at the outcomes they are achieving. They compare the gains their students make against standards that have been determined as acceptable for those students. When programs are not working and students are not making gains, they look for and try new ways of teaching that will work better and that will help them achieve the desired outcomes.

In summary, respect *can* be earned by special educators in their schools. The mind set required of those educators is one that focuses on research-based instruction, successful long-term outcomes for students, meaningful partnership with other educators, and life-long learning.

PRESENTERS AT THE 1996 NATIONAL SIM CONFERENCE

Thank you to the following persons who presented at the breakout sessions and/or the poster session or facilitated other sessions at the 1996 National SIM Trainers' Conference.

Janis Bulgren
Dan Boudah
Gail Cheever
Fran Clark
Bev Columbo
Vicky Day
Don Deshler
Joe Fisher
Gwen Flynn
Connie Gentle
Barbara Glaeser
Alice Henley
Ann Hoffman
Lesley Jeko
Brenda Kissam
Frank Kline
Sean Lancaster
Keith Lenz
Paula Mehochko
Barbara Millikan

Vicky Mitchell
Tatiana Nasser
Jerri Neduchal
Judy O'Malley
Michael Pressley
Joyce Rademacher
Shari Schindele
Jean Schumaker
Kim Short
Linda Seybert
Carla Soronen
Cathy Spriggs
Conn Thomas
Luanne Todd
Rosemary Tralli
Sue Vernon
Tony Van Reusen
Scott Van Zuiden
Becky Wetzel
Mary Whitaker



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Contributors: Donald D. Deshler, Jean B. Schumaker, B. Keith Lenz, Janet B. Roth
Editor: Belinda Conrad

Peggy Showalter Retires from KU-CRL

Peggy Showalter has been the "den mother" in the front office of the KU-CRL since February 1978. On August 9, 1996, she officially retired. We want to thank her for all she has contributed to the SIM Network and the KU-CRL. Not only is she very skillful and efficient in her work, she has provided a wonderful friendly atmosphere and found ways to meet the needs of the staff members and the many persons coming to the CRL in person or via phone. We wish her much happiness as she continues to use her numerous talents to serve others. If you would like to submit a card to be included in a book of retirement messages to be given to Peggy, it is still not too late. Send it to Jean Schumaker at the KU-CRL.

*****SIM LEADERSHIP AWARDS*****

As explained in the last issue of Stratenotes, this award is for individuals who have shown leadership within the SIM Network by helping educators become strategic teachers and, as a result, students to become strategic learners. The honorees are also active members and contributors to the SIM Network. Last month three of the winners (Gail Cheever, Janet Jones, and Shari Shindele) were featured in Stratenotes. Joe Rogan and Kim Short, the other two winners of the 1996 SIM Leadership Awards, have made the following contributions.

Joe Rogan

One of the first teacher educators to be trained at the University of Kansas, Joe Rogan from College Misericordia, Dallas, PA, has been a SIM Trainer since the mid eighties. He has provided training to many middle and high school teachers, students preparing to be teachers, and other educators and college professionals. With state funding, he introduced SIM and Learning Strategies via a three-year state-wide "informational" effort to 25 of the state's 29 intermediate units, which led to numerous days of more intensive training in approximately fifty individual school districts. Also, he established (with state funds) nine college/high school partnerships where the College Misericordia's "recipe" (i.e., Regular education + Learning Strategies + Accommodations + Awareness Activities = Success for Secondary Students with Learning Disabilities)!

Joe has trained all of the "detention/prison" teachers and most of the "service providers" in colleges that provide services for students with disabilities in Pennsylvania. Since the mid '80's, he

has provided training in Learning Strategies to all incoming Misericordia college freshmen with learning disabilities via the Alternative Learners' Project of which he is the Director. He has written numerous journal articles on Learning Strategies (e.g. Preventing School Failure).

Joe sees Learning Strategies as the missing, albeit critically necessary, element in school programs and has successfully lobbied the state school board and others to rewrite its curriculum regulations to require schools to teach students how to learn. His enthusiasm for SIM has helped to produce Pennsylvania's Preparation for Adult Life Program and its "secondary support initiative." He has coordinated annual meetings of college service providers in Pennsylvania and worked with them (directly and indirectly) to help develop an enthusiasm for Learning Strategies. As a result of his encouragement, some have come to KU to increase their own knowledge of SIM.

At College Misericordia (where he is Director of Education) "Teachers 2000", an effort to completely redesign their teacher education program, has been launched. Teaching their future teachers to be able to teach their students to learn will be a key element of the new and hopefully "model" program.

In one of the support letters for Joe Rogan, Claire Miller, Assistant Principal at Seneca Valley Junior High, wrote "Although only a small group (of our staff) had Dr. Rogan's training, it had major reverberations within our building and now many of us carry out the business of teaching, keeping in mind the commonly held belief that all students can learn, given the tools and opportunities for success. Dr. Rogan has helped to translate this belief into action at Seneca Valley Junior High."

Kim Short

Receiving training as a Learning Strategies Trainer through North Carolina Department of Public Instruction in 1989, Kim Short, Wake County Public School System, has brought knowledge, energy, and creativity to her training that has been noted by teachers, administrators, and other educators. Nationally recognized in the SIM Network, Kim is known for her famous "COPS" Rap which has been shown on videotape and published in Vol. 2, Issue #1 of Strategram.

In 1992 she left the elementary classroom to serve the Wake County Public School System as a Learning Strategies Trainer for 2-1/2 years. In that time, over 100 Learning Strategies related workshops were conducted. For 1-1/2 years of that training, half of the enrollment at all LS workshops included regular education teachers. She provided in-class support for the training teachers. Model lessons in learning strategies were taught at least once a month.

She coordinated in-class Error Monitoring lessons as her alias "Sheriff Short" to introduce the COPS sub-strategy. These lessons were often coordinated with individual school's police officers who taught drug resistance programs. The officers were included in the lesson and would later require the students to "COPS" any work done within a lesson they taught. She created and published a SIM related newsletter, "Jayhawk Talk," for LS teachers in her district. Kim developed an extensive supplemental activities/materials file to be used by the Learning Strategies teachers. As a part of a training series, the National Training Network in Greensboro, NC filmed Kim teaching a Strategic Math workshop and she coordinated the filming of other LS teachers for NTN. Continually spreading the message about SIM, she wrote Learning Strategies into the curriculum offered by North Carolina State University at their "Challenge and Champions" summer camp for rising 5th-8th graders.

She looks for opportunities to continue training and spreading the word about SIM. Three other counties in North Carolina have benefited from her training, as also have graduate classes at NC State University. Last summer she promoted, designed and taught a Learning Strategies special topics graduate class at NCSU for the first time that it has been offered. An excellent ambassador for SIM via America On-line, Kim actively answers messages on the special education message board by referring teachers to SIM. Kim supports the SIM Network by submitting ideas from teachers to Strategram on a regular basis as well as having written for Strategram herself. She attends National SIM Trainers' Conferences and Southeast Region Update Meetings as much as possible and has willingly presented training sessions at the national meetings.

Cecil Mercer, co-author of the Math Series, describes her as an extraordinary trainer who stands out. "Her knowledge of the Strategy Intervention Model is impressive, and her skills as a trainer are remarkable. Kim's insights and creative abilities enable her to train in ways that excite participants to implement. During the field testing of the Strategic Math Series, she provided numerous suggestions for improving the feedback routine and the word problems. Kim's suggestions clearly indicated her extensive understanding of strategic instruction principles and the needs of teachers who implement them." At the 1994 National SIM Trainers' Conference when the new manuals of the Math Series were introduced, Cecil was unable to attend and suggested that Kim be asked to train the participants. He wrote that "Her session was outstanding and generated much enthusiasm among the participants. The videotape of that session continues to be used for training."

NOMINATE A SIM TRAINER

Now is the time to be thinking of trainers that you would like to nominate to be presented the 1997 SIM Leadership Award at the National SIM Trainers' Conference in July. Janet Roth at the KU-CRL will be receiving nominations during the school year. All you need to do is to submit the name of the trainer and a reason for why you think this person deserves the award. In the spring of 1997, five to ten persons will be selected from the pool of nominees as semi-finalists. Support letters and information will then be collected for each of the persons so that a national committee can determine the persons to be honored. Send your nomination to Janet Roth, KU-CRL, 3061 Dole Center, Lawrence, KS 66045.

WELCOME TO NANCY BURTON

Last month we listed the names of the new Potential Trainers who attended the Potential Trainers' Workshop in July and August, 1996, and one name was inadvertently omitted. Please add to your list the name of Nancy Burton from Athens, West Virginia. Nancy presently teaches 7th and 8th grade English and two Basic Skills (Remediation) Classes. She enjoys working with LD and Low Achieving students and pursued a master's degree in SPED with a focus on SLD. She has presented several workshops for her county in an effort to bridge the gap between SPED and General Education teachers. We are glad Nancy has joined the SIM Network and wish her well as she travels along the path to certification.

Useful Articles

The following articles are ones that inservice trainers might find helpful in providing information for districts with which you work or that preservice trainers might use in classes that you teach.

"Searching for Validated Inclusive Practices: A Review of the Literature" by Joseph B. Fisher, Jean B. Schumaker, and Donald D. Deshler. Focus on Exceptional Children, Volume 28, Number 4, December, 1995, pages 1-20.

"Secondary Education and Beyond: Providing Opportunities for Students with Learning Disabilities" by Brenda K. Oas, Jean B. Schumaker, and Donald D. Deshler. Published by Learning Disabilities Association of America, 4156 Library Road, Pittsburgh, Pennsylvania 15234 in March, 1995.

"The Strategies Intervention Model: A Model for Supported Inclusion at the Secondary Level" by Rosemary Tralli, Beverly Colombo, and Donald D. Deshler. Remedial and Special Education, Volume 17, Number 4, July, 1996, pages 204-216.

Use of The Paraphrasing Strategy

Last summer, Crystal Thompson, the sixth grade teacher, and I attended the Learning Strategies Workshop on the Paraphrasing Strategy. Afterwards, we decided that our sixth grade students would improve their comprehension of subject matter if we implemented this strategy together. We felt the best way to use it effectively would be by using the framework of station rotation on a daily basis.

There were five groups and five stations. During one of the stations, I guided the students throughout the science curriculum using the paraphrasing strategy. This involves three steps: 1. Read a paragraph. 2. Ask yourself "What were the main idea and details?" 3. Put the main idea and details into your own words.

At first, objects and pictures were used to get the students tuned into the main idea and details. Then passages from books and reading games were used to improve these skills. Students were then taught the three steps of paraphrasing, called **R.A.P.** These skills were used with the science curriculum.

The students could read science information to determine the main idea and details from each chapter. I typed this information which became their study guide for that chapter. They used the study guide to write questions for the science test and to prepare for the test. Crystal and I then selected the questions for the test. On the day before the test, the students participated in a game activity, such as Jeopardy, to help review the science information.

This strategy helped the students to focus on the important parts of the information that they had read, and the small group structure had fostered an active discussion and participation by all students. This process of **R.A.P.** positively impacted the students' comprehension in other academic areas, too, including writing activities.

If you have questions or would like further information, call Crystal Thompson or Cindy Alexander at the McLean-Waynesville Grade School at (309) 874-3342.

Written by Cindy Alexander, Cross-Categorical Resource Teacher, McLean-Waynesville Elem., Olympia, IL

Submitted by: Katherine B. Ferro and Mary Petrucha, Decatur, IL

Reports from Trainers

Joyce Tedder, Princeton, WV, reports that she trained several staffs of teachers that were exceptionally responsive to her training sessions this summer. They are changing to block scheduling for this year and see a need to vary their instruction. They very much appreciated the course and unit organizers because the organizers are perfect to help them get

ready for changes in presentation of content.

In a session on the Course Planning Routine, Lisa York and Sandra Perry of Wheaton, IL report that they instructed a group of teachers who develop the curriculum for the education program of a Juvenile Detention Facility. The staff was very receptive and find the routine to be very helpful.

Sue Woodruff, SIM trainer in Muskegon, MI, has created a poster illustrating the Word Identification Strategy. Copies will be *strategically* placed in each classroom throughout Muskegon High School to help students remember to **DISSECT** while reading: Discover the context, Isolate the prefix, Separate the suffix, Say the stem, Examine the stem, Check with someone, and Try the dictionary. Many students have learned the strategy, and the use of the poster is one way to help students generalize the Word ID strategy and help them become effective readers.

REGISTRATION FOR THE REGIONAL MEETINGS

Remember to register and attend the Midwest Regional Update Meeting at the Holiday Inn (St. Louis Airport/Oakland Park) in St. Louis on October 10, 11, and 12, 1996. Bev Columbo and Mary Ellen O'Hare are the Coordinators of this meeting. If you want to attend and have not registered, please contact either Bev or Mary Ellen (314) 569-8259 or 8429.

Plan to attend the Northeast Regional Update Meeting in Rensselaerville, NY on November 8 and 9. The Registration fee includes four meals, one night's lodging and the costs of materials. Ed Pieper is in charge of this meeting. Contact Ed (518) 454-5123 (work) and (518) 283-3538 (home) for information about the conference and the area. Contact Janet Roth (913)-864-4780 for information about Registration.

Look What's Happening in Nebraska

The Nebraska Department of Education at The University of Nebraska-Lincoln is holding a four part teleconference on the Content Enhancement aspect of The Strategic Instruction Model for teachers in Nebraska. The first session is Thursday, October 24 with the broadcast from 10-12 CST and activities at the facilitated sites in Grand Island, Scotts Bluff, and Lincoln from 10-1. The topic of this session is The Content Enhancement Overview and The Concept Mastery Routine and will feature Don Deshler. All Nebraska upper elementary, middle and high school classroom teachers and resource specialists are welcome at the facilitated sites. It is also possible to down link the presentation via NEB*SAT II to participate in the live broadcast or to record the program for delayed viewing.

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We are very excited about all the new research and the new technology we are involved in at the Center.

1996-97 CALENDAR OF EVENTS

**October 11 & 12, 1996- Midwest Region
SIM Trainers' Update Meeting, St. Louis,
MO.**

**Contact Persons: Bev Columbo or
Mary Ellen O'Hare, (314) 569-8259 or
569-8429.**

**November 8-9, 1996- Northeast Region
SIM Trainers' Update Meeting,
Rensselaerville, NY. Contact Person:
Ed Pieper, (518) 454-5123 (5267).**

**February 21-22, 1997- Far West Region
SIM Trainers' Update Meeting, Las
Vegas, NV.**

**February 21-22, 1997- North Central
Region SIM Trainers' Update Meeting in
conjunction with LDA, Chicago, IL.**

**February 27, 28 & March 1, 1997-
Southeastern Region SIM Trainers'
Update Meeting, Charleston, SC.**

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POST-TRAINING REPORT FORM -- SIM Training

Trainer: _____

Date of Training (Month, Day, & Year): _____

Training Site:

District/Organization: _____

Address: _____

City, State, Zip Code: _____

Content of Training (Check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Overview(s) | <input type="checkbox"/> SLANT |
| <input type="checkbox"/> Assignment Completion | <input type="checkbox"/> Social Skills for Daily Living |
| <input type="checkbox"/> Error Monitoring (WRITER) | <input type="checkbox"/> Surface Counseling |
| <input type="checkbox"/> FIRST-Letter Mnemonic | <input type="checkbox"/> Test-Taking (PIRATES) |
| <input type="checkbox"/> LINC'S | <input type="checkbox"/> Visual Imagery |
| <input type="checkbox"/> Math Skills _____ | <input type="checkbox"/> Word Identification (DISSECT) |
| <input type="checkbox"/> Paired Associates | <input type="checkbox"/> Content Enhancement Overview |
| <input type="checkbox"/> Paragraph Writing (Scribe) | <input type="checkbox"/> Concept Anchoring |
| <input type="checkbox"/> Paraphrasing (RAP) | <input type="checkbox"/> Concept Comparison |
| <input type="checkbox"/> SCORE | <input type="checkbox"/> Concept Mastery |
| <input type="checkbox"/> Self-Advocacy (I PLAN) | <input type="checkbox"/> Lesson Organizer |
| <input type="checkbox"/> Self-Questioning | <input type="checkbox"/> Unit Organizer |
| <input type="checkbox"/> Sentence Writing | <input type="checkbox"/> Other _____ |

Number Trained: Teachers: _____ Supervisors: _____

Others: _____

Contact Person: Name _____

Address _____

City, State, _____

Phone: _____

Follow-up Training Planned (Content & Dates)

Your own evaluation of this training session

Other Comments

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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 Volume 5-Issue #1

CENTER FOR RESEARCH ON LEARNING

Institute for Research in Learning Disabilities

3061 Dole Center

Lawrence, Kansas 66045

FIRST CLASS