



STRATENOTES

A National Newsletter for SIM Trainers

Volume 5, Issue 2 October, 1996

Clarifying Some Confusing Points!

"I know that you believe you understand what you think I said; but....I'm not sure you realize that what you heard is not what I meant!"
-Anonymous

At the Center for Research on Learning, we fear that we may be guilty of not always being clear in what we say or write. We hope the information below will help clarify some potentially confusing points.

Item #1: Are Content Enhancement Routines a part of SIM? Absolutely ... definitely ... yes ... for sure!! Content Enhancement Routines, like every other instructional procedure developed by the CRL, fits under the SIM umbrella! From the very get-go in 1977, the overriding mission of the CRL was to create solutions that would enable at-risk individuals to deal effectively with the demands placed on them. We knew, however, that we needed to have a framework not only to guide our thinking and research but also to make certain that the outcomes of our research could be tied together into a meaningful whole that related to the problems at-risk students faced. Too much work in education has been fragmented and unrelated. As a result, a critical mass of coordinated instruction has not been made available to students.

We wanted to avoid this trap. Therefore, we created an overarching framework and called it SIM — the Strategies Intervention Model. SIM includes *everything* that has been researched at the CRL. Before beginning any new line of research, we make certain that it will logically and meaningfully fit into SIM. Because we knew that in order to make a difference in the performance of at-risk students we would need to do things that would change *both* the student and the setting, our model had to be sufficiently

broad to account for factors in each of these areas. Hence, the formula that you have seen many times, $B = I \times E$ (where B stands for behavior, I stands for the individual, and E stands for factors in the environment), clearly stands for the idea that improved behavior (e.g., improved learning) is a result of *changing the individual* (e.g., teaching the student learning strategies to make him or her a better learner) as well as *changing the student's environment* (e.g., transforming content with Content Enhancement Routines to make learning easier).

In essence, Content Enhancement Routines are instructional procedures that enable classroom teachers to make good decisions about what content they consider to be critical to emphasize and how they will transform and deliver it to students. Content Enhancement fits within SIM because, when teachers use these procedures, they enable students to better cope with the problems that they face in school.

The confusion on whether Content Enhancement is or is not a part of SIM probably comes from two sources: (1) There is nothing in the name "content enhancement" that references "strategies" *per se*; and (2) the name *Strategies Intervention Model* seems very specifically tied to learning strategies — hence, contributing to the incorrect notion that the only things that fit within SIM are instructional procedures that are directly associated with learning strategies, social skill strategies, or motivation strategies (e.g., the Self-Advocacy Strategy). Let's try to clarify these two misconceptions.

First, the key factor that makes Content Enhancement procedures effective in improving the performance of at-risk students is the application of teaching procedures that would be considered "strategic" by the general education teachers. That is, the instruction of general education teachers is strategic when (a.) they carefully select critical content (i.e., they do not try to *cover* it all but rather they try to select the most crucial information for



students to learn) and (b.) they deliberately change and transform the critical information that they have selected into a form that is easier for all students to understand and remember. Hence, for Content Enhancement to make a difference, teachers need to be very strategic in terms of how they think about what they will teach and how they actually go about teaching students. In short, the work in Content Enhancement is one of the key components of SIM that affects the "E" variable in the $B = I \times E$ formula.

Second, we feel that the name "Strategies Intervention Model" is somewhat limiting and misleading. Therefore, we are going to change the name of the model!!!! (Now that you have just reread those last two sentences a couple of times and picked yourself up from the floor, let us explain what we propose and why.) We are going to call the model the **Strategic Instruction Model**. So, the acronym of the model will still be "SIM" (yes, Virginia, there really is a Santa Claus!). The reasons for the change are the following. First, the name "strategic" is broader than "strategies" — it captures *both* instruction that is aimed at improving students as learners (e.g., learning strategies) as well as the quality of instruction that is delivered in class (e.g., Content Enhancements). Second, the name "instruction" gets to the very core of what we, as educators, are all about — that is, teaching and all of the interactive dynamics with students that the teaching process implies. The name "intervention," on the other hand, implies that the process is more of a one-way street in which the teacher is the active one and the student is the passive one "receiving the intervention." Additionally, we see the term "intervention" as being more of a medical than educational term. Although changing all of our old forms, manuals, and other materials to this new name may take some time, we are going to begin the transition now. Before you know it, we will all be comfortable with the subtle but very significant change.

Issue # 2: What are the key differences between learning strategies and Content Enhancement Routines? To help us clarify this point of confusion, let's take a look at the basic differences between a *strategy* (e.g., a learning strategy, a social skill strategy, or a motivational strategy) and a *routine* (e.g., a Content Enhancement Routine). The two lists in the next column point out some important distinctions.



A Strategy
is about how a student
learns independently in
an efficient and
effective way.

A strategy is

- a student's approach to a learning task
- a learning process
- used by a student
- a guide to personal thinking and action
- a guide to planning, execution, and evaluation of performance
- a guide to reflection on the outcomes of a task
- concerned with self-monitoring
- a way to promote independent learning
- often guided by a memory device to help students recall the strategy
- designed to enable students to be strategic in approaching tasks.

A Routine
is about how a teacher
guides a student to
complete a task
successfully.

A routine is

- a teacher's approach to a teaching task
- an instructional process
- used by a teacher with students
- used to guide the thinking and actions of students
- a way to compensate for students' lack of strategies
- a way to prompt students to reflect on outcomes of tasks
- a way to guide interaction with others
- a way to promote interdependent learning of targeted content and processes
- based on a learning device that helps students compensate for the lack of independent strategies
- used to show students how to be more strategic in completing tasks.

The following Content Enhancement Routines have been published: the Concept Anchoring Routine, the Concept Comparison Routine, the Concept Mastery Routine, the Lesson Organizer Routine, and the Unit Organizer Routine. Four more Concept Enhancement



STRATENOTES is published 9 times a year, September through June except December, as part of the Strateworks Trainer's Network by the Center for Research on Learning, 1996-97, cost \$35.00. Permission to reproduce any or all parts of *Stratenotes* to support training activities is hereby given.
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Routines are being prepared for publication: the Clarifying Routine, the Course Organizer Routine, the Quality Assignment Routine, and the Survey Routine (TRIMS).

Issue #3: Why do we need to order materials from both the CRL and from Edge Enterprises?

There are some rather complicated legal reasons with which we will not bore you. The simple answer is, the university has determined that there are certain materials that have resulted from CRL research that can be produced under the auspices of the CRL and there are others that cannot be! When the Center began producing materials more than a decade ago, we looked closely at our publishing options. One was to have several different commercial publishers who were not interested in maintaining the integrity of the products publish any materials that could not be published under the auspices of the CRL. We rejected that option and instead chose to form a company that would work closely with the CRL and be responsive to the needs of the training network. Hence, Edge and the CRL have a long history of sharing the same operating philosophy and of working closely together to support the work of the network.

We regret any inconvenience that the presence of two entities such as this may cause. We are convinced, however, that the degree of inconvenience is minor compared to the magnitude of problems that would exist if the current arrangement were not intact.

Even though the CRL and Edge do work very closely together, they *are*, indeed, separate entities. As such, orders and payments must be kept distinct and processed separately. We do not, in any way, share bookkeeping or inventory records! The following list clarifies which products are available from the CRL and which are available from Edge.

Edge Enterprises

P.O. Box 1304

Lawrence, KS 66044

(913) 749-1473 Fax: (913) 749-0207

Content Enhancement: The Concept Anchoring Routine
 Content Enhancement: The Concept Mastery Routine
 Content Enhancement: The Lesson Organizer Routine
 Content Enhancement: The Unit Organizer Routine
 Content Enhancement: The Concept Comparison Routine
 Content Enhancement: The Quality Assignment Routine (to be published)
 The SCORE Skills: Social Skills for Cooperative Groups
 The Teamwork Strategy
 Sentence Writing Strategy: Student Lessons
 FIRST-Letter Mnemonic Strategy
 Paragraph Writing Strategy: Student Lessons
 Test Taking Strategy
 Assignment Completion Instructor's Manual
 LINCS: The Vocabulary Learning Strategy
 Strategic Math Series

Self-Advocacy Strategy for Education & Transition Planning
 SLANT: A Starter Strategy for Class Participation
 Surface Counseling
 Collaborative Problem Solving
 The Progress Program
 Keys to Success in Social Skill Instruction (video)
 Keys to Success in Learning Strategy Instruction (video)
 Helping Students Master Social Skills (video)

Center for Research on Learning

3061 Dole

University of Kansas

Lawrence, KS 66045

(913) 864-4780 Fax: (913) 864-5728

Error Monitoring Strategy: Instructor's Manual
 Paired Associates Strategy: Instructor's Manual
 Paragraph Writing Strategy: Instructor's Manual
 Paraphrasing Strategy: Instructor's Manual
 Self-Questioning Strategy: Instructor's Manual
 Sentence Writing Strategy: Instructor's Manual
 Visual Imagery Strategy: Instructor's Manual
 Word Identification Strategy: Instructor's Manual
 Enhancing Strategic Instruction: Critical Teaching Behaviors (video)
 Making a Difference: From Those Who know (video)
 Modeling the FIRST-Letter Mnemonic Strategy (video)
 Modeling the Sentence Writing Strategy (video)
 Teaching Younger Students to Master Learning Strategies (video)

Midwest Regional SIM Trainers' Update Meeting

The Midwest Region became the first region to combine session offerings for both large numbers of teachers and trainers during its Oct. 10-12 SIM Trainers' Update Meeting. Bev Colombo and Mary Ellen O'Hare coordinated the ambitious undertaking, which seemed to be a hit with the 51 teachers and 31 trainers who attended. Denise Aiken, Cathleen Duncan, Karen Siebert, and Judy Wollberg, all Learning Strategies trainers from the St. Louis County Special School District, helped Bev and Mary Ellen prepare for the "Gateway to Learning" conference in St. Louis.

KU-CRL staff who attended were Keith Lenz, Jean Schumaker, and Mike Hock. Keith presented the keynote address, discussing methods of keeping in touch with "lost" students. Keith talked about conditions that can contribute to or inhibit the creation of an inclusive classroom learning community. He focused on students who are silenced by what is taught and how it is taught and on how that silence destroys attempts to build community. He emphasized ways the Strategic Instruction Model can be used to capture the spirit of inclusive teaching and break the silence.

Other highlights of the conference included a presentation by David Katims, San Antonio, Texas, of the results of a study he conducted on the Paraphrasing Strategy as taught in general education classes.

Jean Schumaker presented training certificates to Janice Kelly, Wentzville, Mo., and Carol Schatz, Lake St. Louis, Mo., for their completion of the SIM Trainers' requirements. Their mentor is Thurma DeLoach, Wentzville. Also recognized was Martha Gambrell, Lexington, Ky., who was certified in August 1996. Her mentor is Nancy Sander, Prospect, Ky.

SIM teacher Marilyn Smith from Ellisville, Mo., won a free one-year subscription to Strategram, and many other door prizes, including tickets to St. Louis Cardinals games, were distributed throughout the conference.

Trainers who contributed to the success of the conference by giving presentations were Denise Aiken, Cathleen Duncan, Tony Van Reusen, Karen Siebert, Janice Kelly, Sandra Ludwig, Beverly Mommsen, Carol Schatz, Judy Wollberg, Bev Colombo, David Katims, and Mary Ellen O'Hare.

The presentations included information about two new manuals, Paired Associates and Concept Comparison, and about the following manuals planned for publication during the coming year: Clarifying Routine, Survey Routine, and Course Planning Routine.

At this time, the Midwest Region plans to meet next year in conjunction with the Far West Regional Meeting in Las Vegas.

David Katims presents...

During the Oct. 10-12 Midwest Regional SIM Trainers' Update Meeting in St. Louis, David Katims, a SIM Trainer from San Antonio, Texas, presented the results of a study he conducted on the Paraphrasing Strategy as taught in general education classes. The study's purpose was to improve reading comprehension in general education, multilevel reading classes for a group of middle-school students with and without learning disabilities.

David studied 207 seventh-grade students in 10 district-mandated reading classes of 20 or more students per class. Of these students, 25 (12 percent) were identified in school records as having learning disabilities. The classes were divided randomly into experimental and control groups.

Students in the experimental classrooms received 20 minutes of instruction in the Paraphrasing Strategy at the beginning of each of 13 class sessions. The instruction emphasized modeling, elaboration and rehearsal, and practice acquisition.

At the end of the six-week study, students in the control group demonstrated a 2 percent growth in a standardized measure of reading comprehension between the pretest and the posttest, compared to a 10 percent growth among the students in the experimental group. For students identified as having learning

disabilities, control-group students demonstrated 5 percent growth, while students in the experimental group demonstrated 12 percent growth.

David noted that statistically, the difference in improvement among the students with learning disabilities is marginally significant because of the small number of students in the group. However, he said, SIM philosophy emphasizes social and academic improvements, rather than statistical growth.

"I feel comfortable in saying that, overall, for the experimental group, there was a social and academic benefit to the study," David said, "and when we cut the deck thinly, pull out the kids with learning disabilities, again I'm comfortable in saying that there was a social or academic benefit as a result of exposure to the program."

David's article, "Teaching Middle School Students With and Without Learning Disabilities to RAP Their Way to Better Reading Comprehension," written with Sandra Harris, is under consideration for publication. It can be obtained from David at the University of Texas-San Antonio, College of Social and Behavioral Sciences, San Antonio, TX, 78249-0654.

News About Trainers

During the second week in October, Connie Gentle and Jerri Neduchal spent several days at the KU-CRL developing and writing plans and materials for the Content Enhancement Trainers' Workshop. They will be working during this school year on the materials and are planning to pilot the first CE Trainers' Workshop sometime next spring or summer in Orlando, Florida.

Barbara Epperson reports that she, Rebecca Martinez, and Don Collins have organized a three-day workshop for general education teachers in the Houston, Texas, School District. The three days will be spread over a period of three months. The first day will be for teaching the Sentence Writing Strategy to teachers. After four weeks, the second day will be used to train teachers in the Paragraph Writing Strategy. Six weeks to two months later, a day on the various aspects of the State of Texas State Assessments will be offered. General education teachers have responded with much enthusiasm, and the enrollment had to be limited to 50 teachers. We wish Barbara, Rebecca, and Don much success as they accept the challenges offered.

Connie Gentle shared plans for a very successful "Advanced Training in Strategies/Routines" workshop that she and her team of trainers in Orlando, FL., organized and conducted on October 8. Teachers who have completed six or more strategy trainings were targeted for this workshop. Teachers were able to

choose from a smorgasbord of the latest SIM strategies and routines. Among those offered were Assignment Completion, Self Questioning, Visual Imagery, LINCS, Self-Advocacy, and an Introduction to the Content Enhancement Routines. Connie reports that during the closing session, all workshop participants received a copy of the lead article in the September issue of *Stratenotes* (Vol #5, Issue 1), titled "RESPECT; Who's Got It and How to Get It."

Pedagogies for Diversity in Secondary Schools

The third annual Pedagogies for Diversity workshop will be May 28-31, 1997, at the University of Kansas in Lawrence, KS.

The workshop is designed for college and university faculty members who prepare individuals to teach middle- and high-school general education classes. Participants will be immersed in the Pedagogies for Diversity in Secondary Schools preservice curriculum developed to turn research findings into tools for teachers.

PDSS consists of five units: Creating a Successful Learning Community, Knowing Myself and My Students to Guide Learning, Planning for Academic Diversity, Enhancing Content Learning, and Teaching Students How to Learn. Workshop participants will develop plans for implementing PDSS components in their preservice courses.

For more information about the workshop, contact Gwen Flynn at the Center for Research on Learning, 3061 Dole, University of Kansas, Lawrence, KS 66045, (913) 864-0625. Gwen may be contacted through StrateNet or by e-mail at gwen@eagle.cc.ukans.edu.

The *Stratellite Connection* Update

Stratellite Connection, part of a package of communication methods available to trainers and KU-CRL staff, offers a videotape series as a basis for continuing learning activities.

Five taped programs are available to groups and individuals interested in discussing SIM information, completing exercises, and creating adaptations.

Production of program 6 has been delayed. Unfortunately, we are unable to project a completion date at this time.

Contact the KU-CRL office for more information.

SIM Leadership Award

Now is the time to nominate an outstanding certified inservice trainer or a preservice trainer for the SIM Leadership Award. This award recognizes

individuals who have shown exceptional Strategic Instruction Model leadership by helping educators become strategic teachers and, as a result, students become strategic learners.

Nominees should be active members in the SIM Network who regularly attend update training sessions; subscribe to *Strateworks*; share knowledge with other members of the network through *Strategram*, trainer reports, StrateNet, or presentations at national, regional, or state conferences; and participate in such SIM opportunities as regional committees, preservice studies, or *Stratellite Connection* study groups.

We ask that nominations be made verbally or in writing by March 1, 1997, to Janet Roth at KU-CRL, 3061 Dole Center, Lawrence, KS 66045, (913) 864-4780. Janet may be reached electronically through StrateNet or through Internet e-mail at jroth@quest.sped.ukans.edu. Be sure to include your name and a reason you are nominating the person.

Regional Meeting News

It's time to register for both the North Central and the Far West SIM Trainers' update meetings. A registration form appears in this issue of *Stratenotes*; when registering, be sure to indicate which meeting you plan to attend.

The Far West Regional meeting will take place February 21-22, 1997, at the Imperial Palace in Las Vegas. The conference fee of \$90 covers the cost of a social, luncheon, and registration. Rooms at the Imperial Palace are \$89 plus an 8 percent tax for single or double occupancy. An additional person adds a charge of \$15 plus 8 percent tax. To reserve a room at the Imperial Palace, call (800) 351-7400 before January 21, 1997. Please indicate that you are with the Western Regional Strategies Group.

The North Central Regional meeting also takes place February 21-22, 1997. The Palmer House in Chicago will be the site of the meeting, which coincides with the Learning Disabilities Association Conference. Participants who attend this SIM update meeting are encouraged to register to attend the LDA meetings as well.

The registration fee for the North Central Regional SIM Trainers' Update Meeting is \$60. The fee covers registration packets and materials but does not include any meals. For information about room rates, call the Palmer House at (312) 726-7500. When you call, request information about reservations for the Learning Disabilities Association Conference.

To register for the LDA meetings, contact the LDA office by writing to 4156 Library Road, Pittsburgh, PA, 15234, or by calling (412) 344-1515. Registration is \$110 for LDA members or \$135 for nonmembers.

All SIM Trainers are welcome to attend any regional update meeting.

SIM Training Opportunities in 1997

May 28-31, 1997 (Wednesday-Saturday)	Pedagogies for Diversity-Inclusive Teaching in the Secondary School Setting Workshop University of Kansas Lawrence, Kansas	\$420
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This workshop is designed for university and 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 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, 1997.

July 22-26, 1997 (Tuesday-Saturday)	Strategic Instruction Model Workshop-Level I University of Kansas Lawrence, KS	\$395
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Teachers who have had no training in SIM or perhaps have been trained in only one or two strategies will benefit from this week. During the five days of training, teachers will become prepared to implement an Overview of Content Enhancement, one Content Enhancement Routine, and the following strategies: SLANT, Paraphrasing, Sentence Writing, Word Identification, Self Advocacy, and FIRST-Letter Mnemonics. Registration is due by May 2, 1997.

July 22-26, 1997 (Tuesday-Saturday)	Strategic Instruction Model Workshop-Level II University of Kansas Lawrence, Kansas	\$395
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This workshop will provide training for classroom teachers who already have been trained in SIM procedures and have taught some of the strategies. At this advanced training session, teachers will have a choice of strategies and routines from which to select. Participants may choose to enroll in the Writing Strategies (Sentence Writing, Error Monitoring, Paragraph Writing, etc.), Reading Strategies (Paraphrasing, Dissect, Visual Imagery, Self-Questioning), or the Content Enhancement Routines (Concept Mastery, Anchoring, and Comparison; Lesson, Unit, and Course Organizer; Survey, Clarifying, or Quality Assignment); or a combination of several types of routines and strategies. As a part of the registration process, teachers will make their selections and submit these with their completed registration form and payment for the workshop. Registration is due by May 2, 1997.

July 28-August 1, 1997 (Monday-Friday)	Workshop for Potential SIM Trainers University of Kansas Lawrence, Kansas	\$510
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Participants in this workshop will be selected through an application process. Individuals who have been trained in the strategies and have implemented strategy instruction will be trained to be potential trainers. 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. To become a certified trainer, a set of requirements must be met after the week of training. Applications are due by April 11, 1997.

Training Fee: Training fees cover the cost of materials provided with the training. Participants will be responsible for their own transportation, housing, and meals.

Applications or registration forms for training at the University of Kansas are available from Janet Roth, Training Coordinator, 3061 Dole Center, Lawrence, KS 66045, (913) 864-4780.

Registration Form

Far West Regional Meeting
February 21-22, 1997
Imperial Palace
Las Vegas, Nevada
\$90

North Central Regional Meeting
February 21-22, 1997
Palmer House
Chicago, IL
\$60

☐ Far West Region (\$90)

☐ North Central Region (\$60)

(Important! Please select which meeting you want to attend.)

Name: _____

Title: _____

Work Address: _____

Phone: _____

Home Address: _____

Phone: _____

Social Security Number: _____

(Required by federal tax laws)

Total Amount Enclosed: \$ _____

(Credit cards not accepted)

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