

## **K**eynote speaker brings wealth of experience, research to talk

Naomi Zigmond of the University of Pittsburgh will be the keynote speaker at this summer's National SIM Trainers' Conference.

Using personal experiences and research evidence, Naomi will explore the critical features of appropriate and effective instruction for students with learning disabilities in her talk, "Instruction of Students with Learning Disabilities: What Matters?" The presentation will include a discussion of issues of who should deliver instruction to students with LD, where that instruction should take place, what should be taught, and how that instruction should be structured.

Naomi is chair of the Department of Instruction and Learning and professor of education in the Special Education Program at the University of Pittsburgh. She also is a guest lecturer at many university, professional, and community meetings throughout the United States and Canada and is a consultant to many local education agencies on learning disabilities programs and special projects. For many years, she was editor of *Exceptional Children Journal*.

Naomi's initial research focused on the neurological and psychological mechanisms underlying the reading difficulties of students diagnosed as having learning disabilities. For more than 20 years, however, Naomi has investigated issues related to the delivery of a "sensible" education for students with disabilities. She has been particularly concerned with developing and testing models of service delivery for students with learning disabilities.

Two strands run throughout Naomi's research: The first is related to the educational needs of students in secondary schools, and the second is related to the needs of students in elementary schools. Her research has ranged through such topics as the role of the "consulting teacher," school survival skills, appropriate school behaviors, drop-out patterns among students with disabilities, mainstreaming at the elementary level, improvements to pull-out special education programs, the feasibility of full inclusion at the elementary level, and issues facing children who have chronic medical problems.

Naomi will present the keynote address and a special workshop on Thursday, July 8, during the National SIM Trainers' Conference in Lawrence, Kansas. We hope you will plan to attend.

*See page 2 for more information about the 1999 National SIM Trainers' Conference.*

### **Calendar**

May 25-29, 1999  
Pedagogies for Academic  
Diversity in Secondary  
Schools Workshop for  
Preservice Educators  
Lawrence, Kansas

July 8-10, 1999  
National SIM Trainers'  
Conference  
Holidome  
Lawrence, Kansas

July 19-21, 1999  
Strategic Instruction Model  
(SIM) Workshop Level I  
Lawrence, Kansas

July 19-23, 1999  
Strategic Instruction Model  
(SIM) Workshop Content  
Enhancement  
Lawrence, Kansas

July 22-24, 1999  
Strategic Instruction Model  
(SIM) Workshop Level II  
Lawrence, Kansas

July 26-30, 1999  
Strategic Instruction Model  
Writing Strategies  
Workshop  
Lawrence, Kansas

August 2-6, 1999  
Workshop for Potential  
SIM Content  
Enhancement Trainers  
Lawrence, Kansas

August 2-6, 1999  
Workshop for Potential  
SIM Learning Strategies  
Trainers  
Lawrence, Kansas

## Trainer news

- **Kim Toebe** of Ballwin, Missouri, was transferred to a different high school within a special school district this past year.
- **Susan Woodruff** of Muskegon, Michigan, helped plan and organize a four-day, statewide conference involving 63 teachers and administrators from across the state of Michigan.
- **Micki Caskey** of Portland, Oregon, moved from Florida to Oregon to accept a position at Portland State University as an assistant professor in the Graduate School of Education's Curriculum and Instruction Department. She is teaching and supervising preservice teachers in the Graduate Teacher Education Program as well as other courses for graduate students.
- **Louise Cameron** of Sheffield, Iowa, has been appointed lead consultant in her Area Education Agency's Special Education Division.

Send your news to Julie Tollefson at the Center for Research on Learning, 3061 Dole, Lawrence, KS 66045 or e-mail Julie at [jtollefson@ukans.edu](mailto:jtollefson@ukans.edu).

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# National conference details

The 1999 National SIM Trainers' Conference will be July 8-10 at the Holidome in Lawrence. This year's theme is "Strategies for the 21st."

The sessions on new manuals most likely to be presented are the following:

- *Cooperative Problem Solving Strategies*
- *The Inspect Strategy*, by Charlie Hughes, for using spell checkers
- *The Proficiency in Sentence Writing Strategy*

In addition, manuals that have been published during this past year (*Course Organizer, Recall Enhancement, Framing, Fundamentals of Sentence Writing, Quality Assignment, and Practicing the Storage Strand Strategies*) will be covered in conference sessions.

Trainers who plan to attend the conference may make specific requests. These requests should be made now, while we are planning the program.

## Skits

In past years, we've seen some very creative skits during the conference social. We're planning again this year to showcase your dramatic efforts. Let us know if you would like to perform during this year's social.

## Kaleidoscope and poster sessions

The conference will feature the return of our popular kaleidoscope session. This new way of sharing and exchanging information proved to be a hit with 1998 conference participants.

The kaleidoscope session is designed to allow more people to trade ideas, tips, and successes. Participants move through several stations, hearing three-minute presentations at each one.

The kaleidoscope presentations complement the traditional poster

session. If you have an idea that doesn't lend itself well to a traditional poster, consider presenting it during the kaleidoscope session. Please also be

thinking of ideas you can present in the traditional poster format.

## Conference reservations

Rooms are available at the Lawrence Holidome for

\$65 per night plus 10.9 percent tax. Reservations may be made with the hotel by calling (785) 841-7077, ext. 8902. Please specify that you are with the National SIM Trainers' Conference to ensure special group rates. A block of rooms will be held for SIM Trainers until June 1, 1999. After that, reservations will be taken on a space-available basis only, and the hotel cannot guarantee the special rate.

## Registration fees

All three days: \$100

Two days: \$80

One day: \$55

Your three-day conference registration fee includes the following:

- Friday lunch
- snacks at the Thursday social
- Saturday continental breakfast
- training materials

One- or two-day registration fees cover training materials and special events occurring on the days for which you are registered.

## More information

More information about the conference, including a call for presentations and registration form, was published in the January issue of *Stratenotes*. If you missed that issue, call the Center at (785) 864-4780 for more information.



# Comparing the concept routines

Gail L. Cheever, SIM  
Trainer and Learning  
Specialist from Trophy  
Club, Texas

When training the concept routines of the Content Enhancement Series, I lead with the *Concept Mastery Routine* early in the series, then present the *Concept Anchoring* and *Concept Comparison* routines in tandem in a later workshop. As a modeling activity, I guide the teachers in comparing the critical features of the *Anchoring* and *Comparison* routines (Figure 1). Since the teachers already have been introduced to Concept Mastery and are presumably using it, I then give them the assignment of comparing all three concept routines. I provide the blank three-column Comparison Diagram as a worksheet and assign it as homework to be completed and brought to the next follow-up session. I encourage them to work individually and with other teachers on their team to complete the task back at their school sites. At the next session, I first have them compare their individual diagrams in small groups, then I have them work with me to generate a diagram that reflects an example of our best thinking (Figure 2 on page 4). This outlines how the activities are integrated into the training sequence:

1. Train the *Concept Mastery Routine*
2. Train *Concept Anchoring* and *Concept Comparison* routines  
I usually introduce the *Anchoring Routine* with the

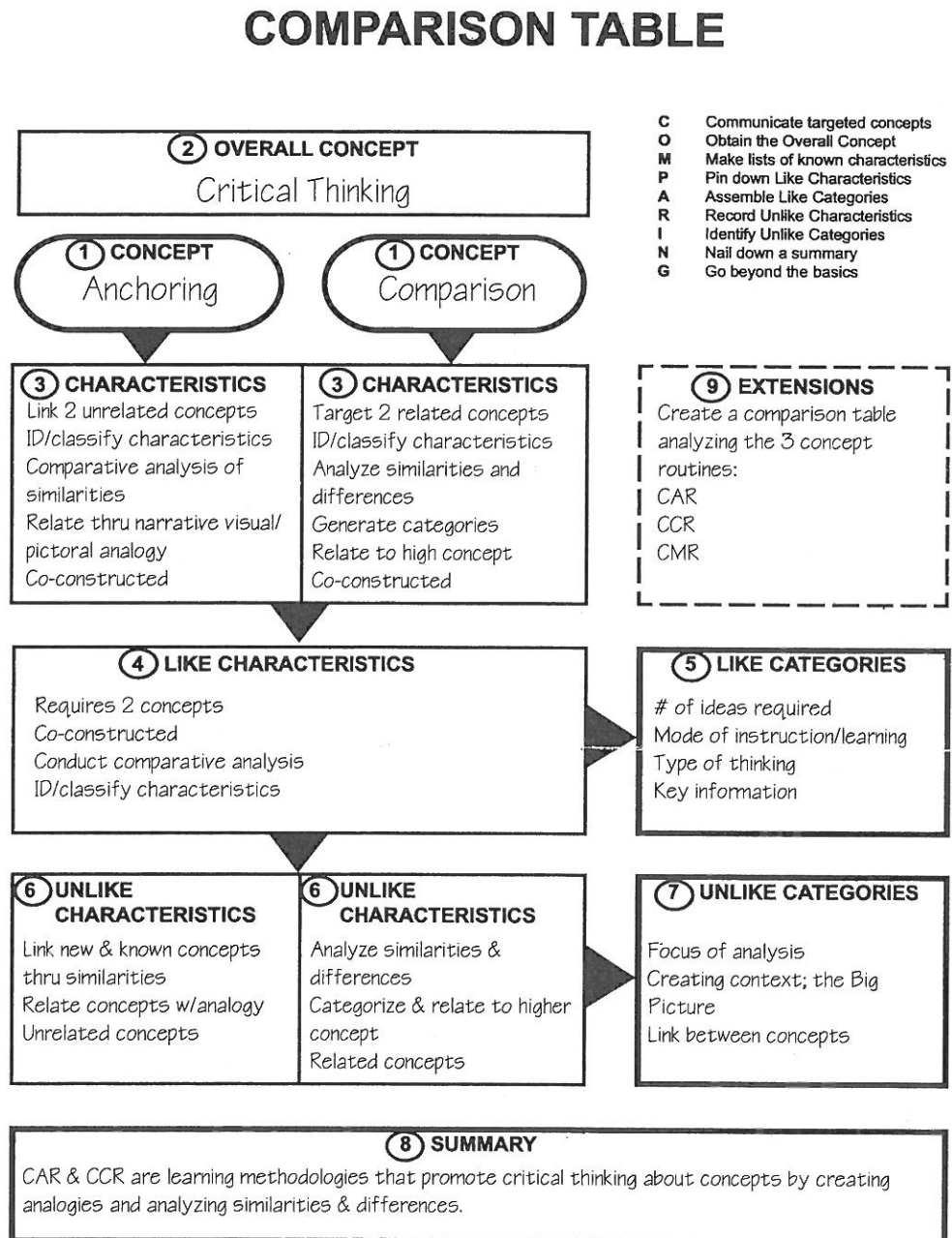


Figure 1

"Manny the Mannequin" Activity  
(see *Stratellite Connection*  
Program #3, August/September  
1995).

At the end of the session after training each routine, enhance the understanding of both routines by guiding the group through a comparison of *Anchoring* and *Comparison*.

**Homework Assignment:** Use

the provided three-column Comparison Diagram to compare all three concept routines. You may work individually and with your team to complete this task. Each person is to bring a completed diagram to the next CE training session.

3. Follow-Up Session  
Designate small groups for

Continued on page 8

## COMPARISON TABLE

	Overall Concept Critical Thinking	
Concept Diagramming	Concept Anchoring	Concept Comparison
<b>Characteristics</b> Co-constructed diagram Targets 1 concept ID/classify characteristics Conduct comparative analysis of examples & non-examples Construct a definition Relate to a larger concept	<b>Characteristics</b> Co-constructed diagram Targets 2 unrelated concepts ID/classify characteristics Conduct comparative analysis of similar characteristics Summarize link between the new concept & a familiar concept Relate thru narrative or visual/pictorial anchor	<b>Characteristics</b> Co-constructed diagram Targets 2+ related concepts ID/classify characteristics Conduct comparative analysis of similar & different characteristics Synthesize characteristics into categories Relate to larger concept

Concept Diagramming	Concept Anchoring	Concept Comparison	Like Categories
<b>Like Characteristics</b>			Methodology Key information Type of thinking
Co-constructed diagram ID/classify char. Conduct comparative analysis	Co-constructed diagram ID/classify char. Conduct comparative analysis	Co-constructed diagram ID/classify char. Conduct comparative analysis	
<b>Unlike Characteristics</b>			<b>Unlike Categories</b>
Targets 1 concept Analyze examples & non-examples Construct a definition Relate to a larger concept	Targets 2 unrelated concepts Compare similar char. Summarize link between the new concept & familiar concept Relate thru narrative or visual/pictorial anchor	Targets 2+ related concepts Compare/contrast similar and different char. Synthesize char. into categories Relate to a larger concept	# of concepts Focus of analysis Creating context; the Big Picture Transforming info Creating relationships
<b>Summary</b>			<b>Extensions</b>

# Using 'CPR' in Content Enhancement Training

Connie Gentle, SIM  
Trainer, Orange County  
Public Schools, Orlando,  
Florida

"CPR," or Controlled Practice Reinforcer, is a partially completed diagram or table to be used in training.

When training a specific routine, CPRs have proven to be an effective tool in helping participants to understand the routine and make a quicker transition to creating their own device.

## Concept Mastery Routine

When training this routine, the trainer introduces a blank diagram to the group, pointing out the various sections. With no further training, the participants receive the CPR. The task of this CPR is to place all of the key words in an appropriate place on the diagram.

## Concept Anchoring Routine

When training this routine, the trainer introduces a blank table. Next, the trainer models the device as if instructing a class. Then, the trainer gives the CPR to the participants. In table groups, they are to determine a known concept that has shared characteristics of the new concept, *Cooperative Learning Group*, and complete the table.

## Comparison Routine

When training this routine, the trainer introduces a blank table. The trainer leads the group through completing the *Ways to do Work* CPR. In pairs, participants complete the *Vertebrates* CPR.

## CONCEPT DIAGRAM

### ③ Key Words

warm-blooded  
bird  
can fly  
bat  
has hair  
mammal  
snake  
human  
walks on 4 legs  
alligator  
cold-blooded  
vertebrate  
walks on 2 legs  
whale  
nurse young  
shark  
swims in water  
elephant  
moves on the ground

- ① CONVEY CONCEPT
- ② OFFER OVERALL CONCEPT
- ③ NOTE KEY WORDS
- ④ CLASSIFY CHARACTERISTICS

①	②
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### Always Present


### Sometimes Present

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~~~~~
~~~~~

### Never Present

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- ⑤ EXPLORE EXAMPLES

### Examples:


### Nonexamples:


duckbill  
platypus

- ⑥ PRACTICE WITH NEW EXAMPLE
- ⑦ TIE DOWN A DEFINITION

A mammal is a warm-blooded vertebrate that has hair and nurses its young



## Anchoring Table

③  
Known  
Information

② Known Concept		① New Concept <i>cooperative learning group</i>
④ Characteristics of Known Concept	⑥ Characteristics Shared	⑤ Characteristics of New Concept <i>2 or more students working in a group</i>
→		← <i>complete a lab, project, or assignment</i>
→		← <i>write, research, brainstorm, compute</i>
→		← <i>learn, get a good grade</i>
→		
→		

⑦ Understanding of the New Concept:

ANCHORS  
Linking Steps:

1 Announce  
the New Concept

2 Name Known  
Concept

3 Collect Known  
Information

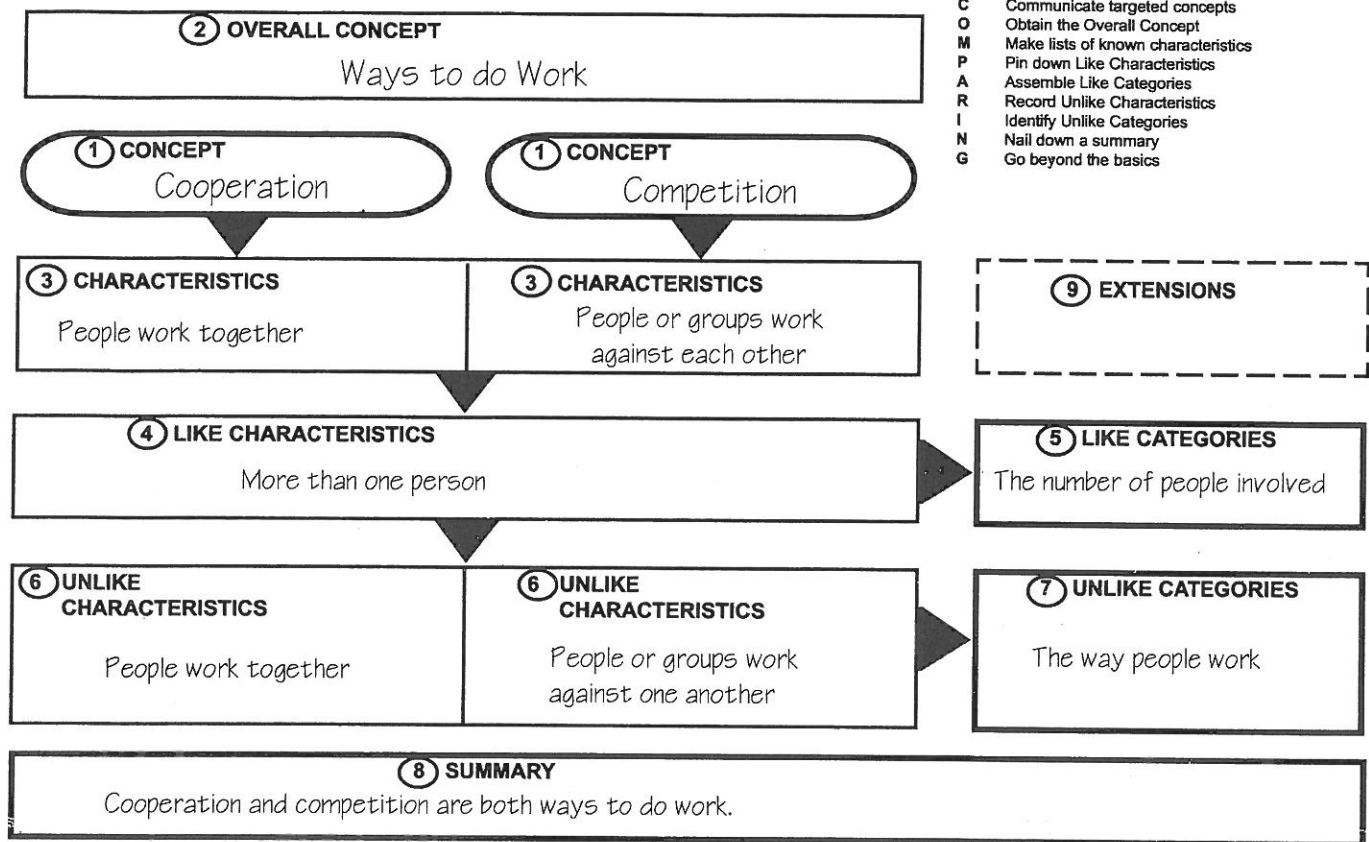
4 Highlight  
Characteristics  
of Known Concept

5 Observe  
Characteristics  
of New Concept

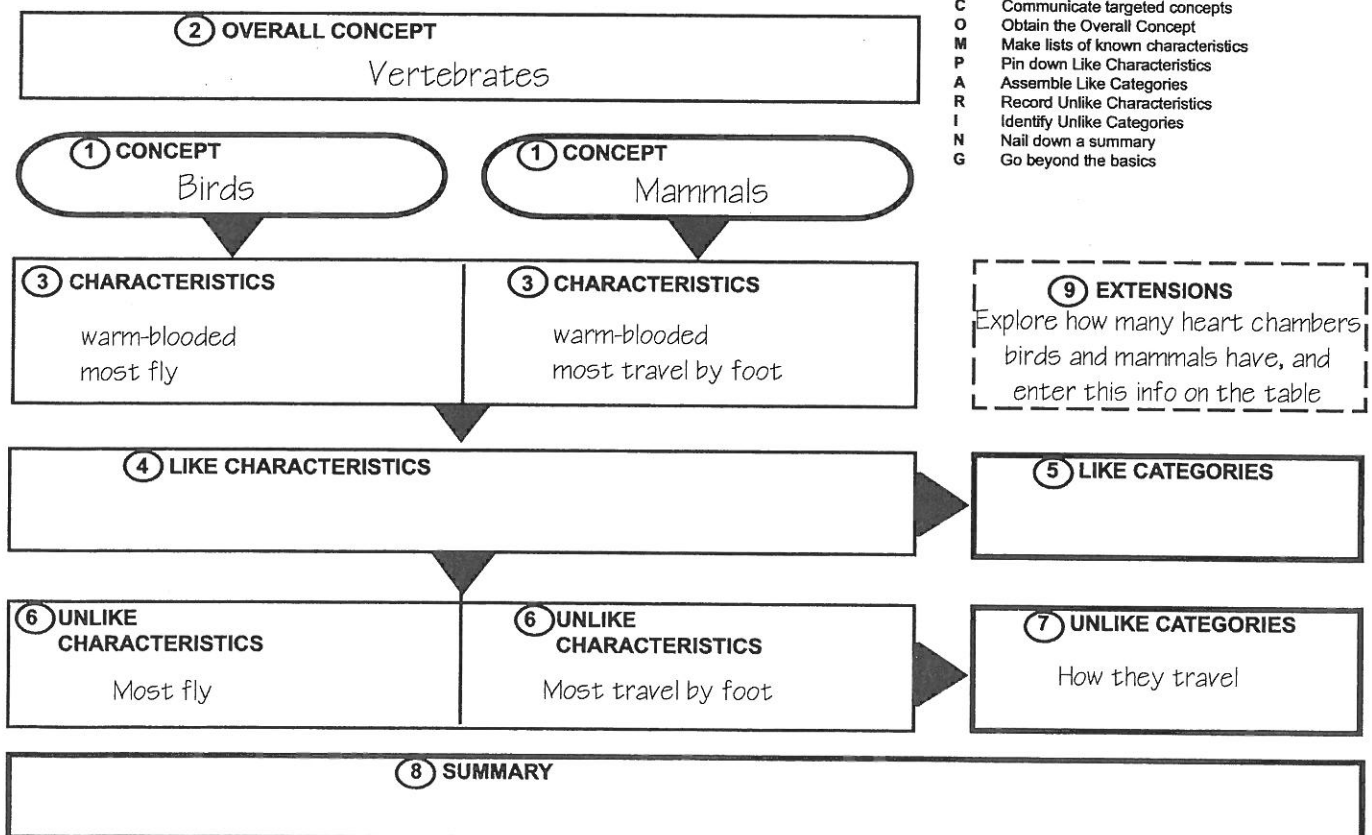
6 Reveal  
Characteristics  
Shared

7 State Understanding  
of New Concept

## COMPARISON TABLE



## COMPARISON TABLE



## Comparing routines

(Continued from page 3)

sharing completed diagrams  
Guide the teachers through the  
process of generating a diagram  
that reflects the thinking of the  
group.

I find that this process helps  
teachers integrate what they are  
learning about three distinct concept  
routines so that they can more  
effectively determine which routine  
best suits their purpose and develop  
an effective visual device. Modeling  
the *Comparison Routine* with difficult  
concepts the teachers themselves are  
grappling with casts them in the role  
of students experiencing the power of  
strategic instruction firsthand and  
provides them with a vivid example

of teaching both critical content and  
information processing.

Finally, I would like to say that the  
examples I am sharing with you are  
simply the maps that I have created  
to use when modeling the  
comparison routine for teachers.  
Each time that I do this activity with  
a group of teachers, the result of the  
interaction is a bit different, and so I  
have several variations of each  
diagram, each a bit different and  
distinctive yet none perfect. I hope  
you will rework them to reflect your  
thinking and use the activity to  
enhance the learning of teachers in  
your Content Enhancement  
workshops.

## New workshop offered

The Center for Research on  
Learning will offer a new Strategic  
Instruction Model Writing  
Strategies Workshop in July. This  
workshop is designed to provide  
the tools necessary for teachers in  
general education settings to  
incorporate the SIM writing  
curriculum into their courses.  
Participants will receive training in  
the *Sentence Writing*, *Paragraph  
Writing*, *Error Monitoring*, and  
*Theme Writing* strategies as well as  
the *Course Organizer* and *Unit  
Organizer* routines. The sessions  
are designed to be relevant for  
instructors at almost all levels  
(grade 3 to post-secondary). The  
workshop will be July 26-30 at the  
University of Kansas in Lawrence.

FIRST CLASS

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