

Ideas, information flow at 1999 SIM conference

The 1999 International SIM Trainers' Conference, held July 8-10 in Lawrence, Kansas, drew an energetic and exciting crowd of SIM Trainers from 21 states and three countries. The lively exchange of numerous ideas and mountains of information continued from the opening session on Thursday morning through the very last session on Saturday afternoon. Thursday and Friday mornings both began with fabulous keynote addresses by big names in the learning disability education field: Dr. Barbara Ehren, a SIM Trainer and manager of program services in the School District of Palm Beach County, Florida, and Dr. Naomi Zigmond of the University of Pittsburgh.



Calendar

October 15-16, 1999
Northeast Region Update
Connecticut (Place to be
Announced)

Week of January 4, 2000
SIM Learning Strategies
Workshop for Preservice
Educators

University of Kansas
Lawrence, Kansas

February 4-5, 2000
West Region Update
Tropicana Resort, Las
Vegas, Nevada

February 9-12, 2000
St. John Island SIM
Trainers' Conference
Maho Bay Camps

March 2-4, 2000
Southeast Region Update
Embassy Suites,
Charleston, South
Carolina

Week of May 30, 2000
Pedagogies for Academic
Diversity in Secondary
Schools Workshop
University of Kansas
Lawrence, Kansas

July 6-8, 2000
International SIM Trainers'
Conference
Lawrence, Kansas

Barbara kicked off the conference Thursday with an in-depth look at the relationship between language difficulties and strategies instruction. In her keynote address, "Content Enhancement to Content Literacy: Fostering Adolescent Literacy through SIM," Barbara defined content literacy and discussed statistics and myths related to adolescent literacy. Listening, speaking, reading, and writing are all interrelated, she said, not linear as previously thought. To achieve content literacy, she said, students must develop an underlying language base, which they develop initially through listening and speaking, but which they further develop through reading and writing. Barbara explored different levels of intervention based on her "D3" premise: Different things for Different kids at Different times. The outcome goals of such a program would be two-fold:

1. Students demonstrate appropriate achievement levels on state assessment tests and demonstrate real world content literacy.
2. Teachers employ research-based curriculum, instruction, and assessment practices to promote student achievement and content literacy.

Barbara also led a workshop that continued the discussion of Language-Sensitive SIM begun in the January issue of *Stratenotes*.

Conference notes

This year, 93 people attended the conference from 21 states and three countries (Canada and Hong Kong, in addition to the United States). More participants (18) attended from Kansas than from any other state, with Florida a close second (13) and Iowa and Minnesota tied for third with 11 each.

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One of the scheduled speakers, Fran Clark, Associate Professor at Wichita State University, Wichita, Kansas, was unable to attend the conference because her mother is ill. Our thoughts are with Fran and her mother.

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And our thanks to Barbara Glaeser, Assistant Professor at California State University at Fullerton, for stepping in to fill Fran's spot on the program.

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On Friday, Naomi challenged participants to ask themselves five questions:

1. On balance, am I spending most of my time teaching?
2. When I'm teaching, am I teaching well?
3. When I am teaching, am I teaching the right "stuff"?
4. Am I using empirically validated interventions?
5. Can I demonstrate that my students are learning what I have been teaching?

In her discussion of these five questions during her keynote address, "Instruction of Students with Learning Disabilities: What Matters?" Naomi acknowledged the difficulty of doing it all. "But you can and must," she said, "because it matters."

Naomi also presented a workshop on inclusive services for students with disabilities, focusing on the five components of co-teaching:

1. a shared system of beliefs
2. prerequisite skills
3. collaboration
4. classroom practice
5. administrative support

Look for more about Naomi's presentations in a future issue of *Strategram* and on StrateNet.

A sampling of some of the other terrific sessions

- **Red Hot and New:** Jerri Neduchal, Learning Resource Specialist, FDLRS/Action Resource Center, Orlando, Florida, engaged participants in a variety of activities designed to pump up the energy level in workshops and training sessions. Look for some of Jerri's ideas in future issues of *Strategram* and *Stratenotes*.
- **The Responsible and Responsive Use of Humor in Working with Special Needs Populations:** Larry Bemish, Associate Professor at Eastern Michigan University in Ypsilanti, Monica Harris, Lincoln (Michigan) Schools, Holly Muenchow,

Woodhaven (Michigan) Schools, and Irma Brasseur, KU-CRL, delved into the dos and don'ts related to the uses of humor.

- **The Process of Presenting: Course Organizer:** Keith Lenz, KU-CRL, spent an afternoon presenting the *Course Organizer Routine* to participants who played the roles of teachers at a training session.
- **How to Set Up Action Research Studies:** Don Deshler, KU-CRL, described the process of setting up action research studies and reminded participants that Center staff would value the opportunity to work with the teams involved in these studies.
- **The Process of Presenting: Learning Strategies:** Jerri Neduchal offered newer trainers outstanding advice for structuring learning strategy training. Look for more information in a future issue of *Stratenotes*.
- **Building in Prerequisite Skills for DISSECT:** Joan Nejezchleb, Educational Consultant, Austin, Texas, involved participants in word play as she demonstrated Pick Up Phonics, a method for helping students develop word identification skills.
- **Use of Writing Strategies with K-5 Students:** Kelli Gustafson, Resource Specialist, Woodman Elementary School, Wichita, Kansas, and Jim Knight, KU-CRL, shared their experiences in setting up writing programs in two elementary schools using the *Fundamentals* and *Proficiency in the Sentence Writing Strategy* programs.
- **Use of Stories in Professional Development:** Jim Knight and Sue Woodruff, Teacher Consultant, Muskegon (Michigan) High School, guided participants in thinking about life experiences they can turn into stories to illustrate and emphasize points during training sessions and workshops.

CRL

Outstanding individuals honored

Each year, the Center for Research on Learning honors people for supporting our work in ways that enable us to reach our goals. This year, we recognized 10 outstanding individuals and one entire school.

SIM Leadership Award

This award recognizes individuals who have shown exceptional leadership by helping educators become strategic teachers and, as a result, students become strategic learners and who have been leaders in the SIM Network.

- **Beverly Colombo and Mary Ellen O'Hare**, Instructional Facilitators, and **Judy Wollberg**, Administrator, Special School District, Town and Country, Missouri. This team has trained more than 1,000 teachers, developed elementary strategies, and served as mentors for several new trainers. They are regional SIM leaders and have made many presentations about SIM.
- **Alice Henley**, Consultant, SERC, Middletown, Connecticut. Alice coordinates SIM training and activities in Connecticut for 25 trainers. She is a study group leader and a regional leader and has contributed to StrateNet, *Strategram*, and Stratellite Connection videotapes. She is in the process of establishing SIM demonstration sites in her state.
- **Sue Woodruff**, Teacher Consultant, Muskegon (Michigan) High School. Sue, who has contributed to *Strategram* and given many SIM presentations, is a lead contributor to StrateNet. She is also a study group leader and was the impetus for the Michigan Association of Learning Disability Educators to sponsor statewide SIM training.
- **Ann Valus**, Educational Consultant, Mississippi Bend Area Education Agency No. 9, Bettendorf, Iowa. Ann has

Gordon R. Alley Partnership Award

This award acknowledges the outstanding contributions of individuals for their work in enabling the University of Kansas Center for Research on Learning to fulfill its mission.

- **Carmen Cantrell**, an inclusion facilitator in the Shawnee Mission School District. Carmen has participated in several of the Center's research studies and has been one of the lead demonstration teachers in our training videos for the International SIM Training Network. The videos have significantly contributed to the ability of others to understand the process of teaching.
- **T.L. Lowe**, coordinator of special education services at Muskegon (Michigan) High School and past president of the Michigan Association for Learning Disability Educators (MALDE). As president of MALDE, T.L. led the organization to support a statewide effort to increase the number of SIM Trainers in Michigan. He also was instrumental in integrating the Strategic Instruction Model throughout Muskegon High School.
- **Randy Weseman**, associate superintendent of schools in Lawrence, Kansas. Randy has fostered a partnership environment within Lawrence schools that has allowed the Center to conduct numerous, meaningful educational research studies. We would not have been able to accomplish as much as we have without his support.

attended all but two national conferences and has been a contributor to *Strategram*. She served as mentor for six new trainers and was instrumental in obtaining a grant to support two new trainers, trips to the national conference for three trainers, and training for a large group of teachers. She is a leader of SIM Trainers in her area. Ann was unable to attend and will be honored during next year's conference.

SIM Administrative Leadership Award

This award recognizes a member of the International SIM Trainers' Network who serves in an administrative position in a school or school district and who has exhibited outstanding leadership and contributions in promoting SIM and other research-based practices.

- **Peg Wolff**, Principal, Minocqua-Hazelhurst-Lake Tomahawk Elementary School, Minocqua,

Wisconsin. Peg said in a recent interview with a Wisconsin newspaper that her real strength lies in SIM and in implementing strategies in the classroom. She has trained more than 500 teachers, is a regional SIM leader, and has made numerous presentations about SIM at conferences.

SIM Impact Award

This award recognizes schools or school systems that have incorporated many components of the Strategic Instruction Model throughout major segments of their entire school or school system.

- **Summit School, Sharyl Kennedy**, Dundee, Illinois. Under Sharyl's leadership, the Strategic Instruction Model has been implemented throughout Summit School, touching the lives of many students. The school, which now has 120 students, was founded in 1968 by a group of parents who saw the need for a school for children with learning disabilities.

Not-quite-as-new manuals

The conference also offered sessions on the following manuals, which have been published in the last two years:

- The **Framing Routine**, written by Ed Ellis and presented by Gail Cheever, Learning Specialist, Roanoke, Texas.
- The **Recall Enhancement Routine**, written by Jean Schumaker, Janis Bulgren, Don Deshler, and Keith Lenz and presented by Janis Bulgren, KU-CRL.
- **Practicing the Storage Strand Strategies**, written and presented by Janis Bulgren.
- The **Quality Assignment Routine**, written by Joyce Rademacher, Don Deshler, Jean Schumaker, and Keith Lenz and presented by Jean Schumaker, KU-CRL.

See ordering information on page 5.

Sentence Writing

The *Sentence Writing Strategy Instructor's Manual* and *Student Lessons Manual* have been revised along with the Trainer's Packet of overhead masters. These revisions became necessary after the publication of the *Fundamentals in the Sentence Writing Strategy* program, an instructional program that can be used to teach students the prerequisite skills for writing simple sentences and skills related to writing simple sentences. The revisions were specifically targeted at coordinating the two programs so that the transition between the two programs would be seamless. Additionally, the instructor's manual needed to be updated to correspond to the names of the new stages of acquisition and generalization. Finally, many revisions were made in response to suggestions from trainers and teachers.

The revisions began with changing the title of the program to *Proficiency in the Sentence Writing Strategy*. This new title reflects the idea that in the *Fundamentals* program, students learn the fundamental skills related to writing simple sentences, and in the *Proficiency* program, students learn skills that enable them to be really proficient sentence writers. In other words, in the *Fundamentals* program, students learn the basic building blocks for a sentence. Once these have been mastered, students progress to the *Proficiency* program to learn a variety of ways that they can use these building blocks to create a number of different sentence types.

Other revisions in the original *Sentence Writing Strategy Instructor's Manual* include the following:

1. The "steps" have been changed to "stages." Step 1 is now Stage 1, Step 2 is now Stage 2, and so forth.
2. The names of the stages have been updated. For example, "Pretest and

New manuals presented during the conference

• InSPECT

- THINK, LEARN, and BUILD
- Proficiency in Sentence Writing
- Course Organizer Routine

(See ordering information on page 5.)

Obtain Commitment" is now "Pretest and Make Commitments," "Verbal Rehearsal" is now "Verbal Practice," and "Grade-Appropriate Practice" is now "Advanced Practice."

3. The name of the "S" step in "PENS" has been changed to "Search and Check." All of the text has been changed to correspond to this change.
4. All of the instructions have been modified so that teachers will teach students to write an "S" above each subject (instead of underlining the subject with one line) and a "V" above each verb or complete verb (instead of underlining the verb with two lines). (See examples on page 8.)
5. To simplify the vocabulary load for language-deficient students, the word "predicate" has been deleted. Teachers are given permission, in a footnote, to use that word if they prefer.
6. A description of elaborated feedback has been added to the Controlled Practice Stage in the Simple Sentences section of the book.
7. An Adaptation Phase has been added to the Generalization Stage. Thus, there are now four phases in the Generalization Stage: Orientation, Activation, Adaptation, and Maintenance.
8. All of the horizontal cue cards have been revised to be vertical cue cards.
9. All of the cue cards, progress charts, and other materials have been

revised to correspond to the new names of the stages, the new "S" step, and other changes in the text.

10. All of the page numbers have changed.

Changes that have been made in the student lessons manual correspond to the changes that have been made in the instructor's manual. Other changes are as follows:

1. All of the instructions at the top of the lesson pages have been revised to correspond to the change in the name of the "S" step.
2. Subjects are to be identified with the letter "S" written above the word.
3. Verbs are to be identified with the letter "V" written above them. A bracket is used to show the combination of a helping verb(s) and a verb, with only one "V" written above the bracket. (See examples on page 8.)
4. Sentences that have caused students

difficulties have been revised.

5. Simpler words have been substituted for complex words.

Naturally, the trainer's packet has been revised to correspond to all of the above described revisions. Additionally, scoring exercises have been created for all four sentence types using the new lesson pages, and answer keys have been added for all the exercises.

Since all these changes have been made, we highly recommend that trainers familiarize themselves with the new materials before scheduling a training session on the *Sentence Writing Strategy*. Using the old overheads and referring to the old page numbers in a training session just does **not** work, as you might imagine. Nevertheless, take heart! Teachers love the new two-level program, and both teachers and students are learning about the *Sentence Writing Strategy* in relatively painless ways compared to the "old days."

THINK, LEARN, BUILD

The *THINK*, *LEARN*, and *BUILD Strategies* are the latest additions to the Cooperative Thinking Strategies Series. The series has been developed to enable teachers to teach students how to complete cooperative thinking tasks. The *THINK Strategy* enables students to solve problems as a team. The *LEARN Strategy* enables students to learn information together. The *BUILD Strategy* enables students to resolve controversial issues together. These strategies, along with the SCORE Skills and the Teamwork Strategy, can be used by students to meet standards related to higher-order thinking and teamwork. The program as a whole can be used to create inclusive educational environments.

Of these new strategies, the *THINK Strategy* manual, written by Sue Vernon, Don Deshler, and Jean Schumaker, has been published. We plan to complete the series by fall 1999.

The *THINK Strategy* is used by students working together in teams to

systematically solve problems in different content areas. Through instruction in the *THINK Strategy*, students learn how to analyze and identify a problem, examine what's been done in the past, brainstorm new solutions, discuss advantages and disadvantages of new solutions, choose the best solution, devise a plan to implement the solution, and process how the group worked together. Each letter in THINK corresponds to the first letter of a step of the strategy:

- Take apart the problem
- Hunt for solutions
- Identify the best solution
- Note the plan
- Keep your SCORE.

The manual includes several problem situations to be used as the basis for initial practice of these steps. Once students master the strategy, teachers are encouraged to create problem situations that are especially relevant to their students.

Ordering info

Edge Enterprises

The following manuals are available from Edge Enterprises:

- *Course Organizer Routine*, \$10
- *Framing Routine*, \$8
- *InSPECT Strategy*, \$12
- *Practicing the Storage Strand Strategies*, \$8
- *Proficiency in the Sentence Writing Strategy: Student Lessons*, \$11
- *Quality Assignment Routine*, \$8
- *THINK Strategy*, \$12

Contact Edge Enterprises at PO Box 1304, Lawrence, KS 66044

Phone: (785) 749-1473

Fax: (785) 749-0207

Center for Research on Learning

The following manuals are available from the Center for Research on Learning:

- *Course Organizer Routine Trainer's Guide*, \$4.90
- *Framing Routine Trainer's Guide*, \$7
- *InSPECT Strategy Trainer's Guide*, \$4.90
- *Practicing the Storage Strand Strategies Trainer's Guide*, \$4.60
- *Proficiency in the Sentence Writing Strategy: Instructor's Manual*, \$17
- *Proficiency in the Sentence Writing Strategy Trainer's Guide*, \$15.00
- *Quality Assignment Routine Trainer's Guide*, \$7.60
- *Recall Enhancement Routine*, \$8
- *THINK Strategy Trainer's Guide*, \$5.30

Contact the Center at 3061 Dole Center, Lawrence, KS, 66045

Phone: (785) 864-0617

Fax: (785) 864-5728

As always, each trainer is entitled to a 40 percent discount on one personal copy of each new manual.

Information on CD

Participants at this year's international conference carried home with them all of the overheads, handouts, and supporting materials for every one of the Content Enhancement Routine training packets. And it all fit in a pocket.

The Center for Research on Learning, in response to numerous requests from SIM Trainers, this year began the process of converting overheads from all of our training packets to PowerPoint presentations. Thus far, we have completed the packets for the Content Enhancement Routines. We compiled all of these materials onto a single CD-ROM and distributed it to conference participants to test.

We hope trainers will use the presentations and provide feedback to help us improve them. We believe the benefits of having the training packets on CD include

- the ability to customize presentations and individual slides to meet specific training needs
- a reduced load in your briefcases because you can now leave stacks of overheads at home.

We are now working to convert the Learning Strategies training packets. Once we have completed and tested the packets, SIM Trainers will be able to purchase personal copies to enhance their training efforts. Stay tuned to *Stratenotes* and *StrateNet* to learn more about the CDs. We will make an announcement when the CDs are available for purchase.

InSPECT Strategy

The *InSPECT Strategy*, written by David B. McNaughton and Charles A. Hughes, has been developed to assist students in detecting and correcting spelling errors in written work through the use of a computer-based spellchecker. It also can be adapted for use with hand-held spellcheckers.

Students who learn to use the *InSPECT Strategy* understand the importance of producing written work that is free of spelling errors and can effectively proofread and correct their own work.

Because writing is a communication skill critical for academic and vocational success, students who struggle with its basic mechanics find the large number of spelling errors in their written work to be a barrier to successful communication. Others who read their work may view them as

- "lazy" for not detecting and correcting "obvious" spelling errors
- "slow learners" for not having mastered the spelling of a basic vocabulary
- inappropriate candidates for higher education

The steps of the *InSPECT Strategy* cue students to make effective use of their reading skills, their spelling knowledge, and a computer-based spellchecker to detect and correct the majority of spelling errors in their written work. The following are the steps:

- In your document:
- Start the spellchecker
- Pick the correct suggestion
- Estimate the correct spelling
- Correct additional errors
- Transfer your corrections

Three instructional goals are associated with teaching students to use *InSPECT*:

- To help students understand how reducing the number of spelling errors in their written work will improve their ability to communicate effectively in writing.
- To increase the number of spelling errors detected and corrected by students while proofreading.
- To decrease the number of spelling errors in the final draft of students' written work.

Coming soon on StrateNet

- Naomi Zigmond's keynote presentation from the 1999 International SIM Trainers' Conference
- Strategy study guides developed by Terry Slockett Freese, a SIM Trainer and teacher from Neosho, Missouri
- PowerPoint Basics, helpful hints for customizing PowerPoint presentations for use during training sessions or workshops
- More archival material for the SIM Library.

Course Organizer

The new *Course Organizer Routine* answers the following critical questions:

- How do you select and share performance options?
- How do you create a course notebook, bulletin board, and portfolio?
- How do you develop and share content and process standards?

This new version of the *Course Organizer Routine* has a different look from earlier versions and includes additional components that should be addressed when launching a new course. The routine spends much more time focusing on the process of setting up community within the classroom.

Strateworks renewal

This is the last issue of *Stratenotes* for the 1998-1999 year, and that means it's time to renew your *Strateworks* membership. To ensure you remain an active member of the International SIM Trainers' Network, take a moment to fill out the form below and mail your check for \$35 to KU-CRL.

Benefits of membership

- *Stratenotes*, a newsletter for SIM Trainers published nine times a year
- *Strategram*, a newsletter for SIM teachers published six times a year
- *StrateDirectory*, a listing of members of the International SIM Trainers' Network
- *StratePubs*, two articles focusing on issues of interest to SIM Trainers
- *StrateNet*, an electronic means of keeping in touch with members of the Center for Research on Learning and the International SIM Trainers' Network
- *Stratellite Connection*, a series of videotapes promoting continuing education in Strategic Instruction Model skills

Poster, Kaleidoscope sessions

The international conference poster session, once again, attracted a variety of informative and fun poster presentations, ranging from learning strategies in the regular classroom and successes with SIM to the Self-Advocacy Strategy on CD-ROM to a beautiful display of photographs, slides, and other memorabilia from the first St. John's Update Conference.

For the second year, the conference also offered a "Kaleidoscope" session at which participants had the opportunity to attend minisessions covering a variety of SIM topics. Participants rotated through several 10-minute presentations during the early morning breakfast session.

Many of the ideas presented during the poster and kaleidoscope sessions will appear in future issues of *Stratenotes* and *Strategram*.

Strateworks Renewal 1999-2000

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Mail completed form and your payment of \$35 to KU-CRL, 3061 Dole, Lawrence, KS 66045.

www.ku-crl.org

Don't forget to visit the Center for Research on Learning Web site.

Sentence Writing examples

The revisions to the Sentence Writing Strategy call for teachers to teach students to write an "S" above each subject (instead of underlining the subject with one line) and "V" above each verb or complete verb (instead of underlining the verb with two lines). The examples on this page illustrate how students should handle some of the complicated situations they may encounter when the parts of a verb are separated by other words.

Complete verb marked by brackets:

S V
The old man was walking.

S V
The old man should have walked.

Complete verb, separated by other words, marked by arrows:

V
 ↙ ↘
S S
Are you walking?

V
 ↙ ↘
S S
The old man was not walking.

V
 ↙ ↘ ↘
S S S
The old man should not have walked.

FIRST CLASS

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