

Calendar

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

July 17-19, 2000
Strategic Instruction Model
(SIM) Workshop Level I
University of Kansas
Lawrence, Kansas

July 20-22, 2000
Strategic Instruction Model
(SIM) Workshop Level II
University of Kansas
Lawrence, Kansas

(continued on page 2)

During the 1999 International SIM Trainers' Conference, longtime SIM Trainer Jerri Neduchal of Orlando, Florida, shared her knowledge and experience with newer SIM Trainers. Jerri packed her "Process of Presenting Learning Strategies" session full of hints, tips, and activities that provided great ideas for all trainers, regardless of experience level. The session covered every aspect of training, from developing a training outline to options for varying presentation modes to tips for tailoring a training session to fit a time limit. This issue of *Stratenotes* features the first of two articles summarizing Jerri's presentation. This article focuses on the PROCESS of presenting Learning Strategies. The second article will take a close look at how to structure training sessions, using the *Test-Taking Strategy* as an example.

Jerri kicked off the conference session by introducing participants to PROCESS, a mnemonic she developed especially for this occasion. The mnemonic reminds trainers of steps they need to take to ensure a successful outcome to their training efforts:

- Prepare all training materials (manuals, packets, and transparencies)
- Refresh your memory of the specific strategy
- Outline your personal objectives and participant objectives
- Create a training agenda that includes a balance of direct instruction and participant involvement
- Establish your credibility by using personal stories related to strategies
- Solidify the presentation by modeling critical teaching behaviors
- Self-evaluate and sing "hallelujah" when finished

Prepare all training materials (manuals, packets, and transparencies)

This step encompasses the basics of preparing for a training session: ordering manuals, assembling all of your training materials (including your trainer's guide and overheads), and completing participant packets to be distributed during the training. It also includes making sure you have all of these items with you when you arrive to present a training session.

Beyond that, Jerri said, preparation means taking steps to prepare yourself to be a presenter:

1. Prepare to be completely flexible. No matter how carefully you plan every aspect of your session, Jerri said, you will always encounter unexpected glitches and unique situations that must be met with flexibility. Being prepared mentally will make a huge difference in how successful you are in handling the unexpected. ►

PROCESS

Presenting Learning Strategies

*Julie Tollefson, Managing Editor
KU-Center for Research on Learning*

*Jerri Neduchal, SIM Trainer
Orlando, Florida*

More calendar

July 17-21, 2000

Strategic Instruction Model
(SIM) Workshop Content
Enhancement

University of Kansas
Lawrence, Kansas

July 25-28, 2000

Strategic Instruction Model
(SIM) Writing Strategies
Workshop

University of Kansas
Lawrence, Kansas

July 31-August 4, 2000

Workshop for Potential SIM
Content Enhancement Trainers

University of Kansas
Lawrence, Kansas

July 31-Aug. 4, 2000

Workshop for Potential SIM
Learning Strategy Trainers

University of Kansas
Lawrence, Kansas

2. Prepare for the presentation by selecting visuals that highlight the points you want to make. Don't carry too many transparencies with you. Be choosy. Don't overwhelm your audience with too many visuals.
3. Prepare to be sensitive to your audience. Despite thorough preparation and planning, you may need to adjust your training plan to meet differing and unique needs of a specific audience. For example, you may want to deviate from your schedule to assign an activity when you hadn't planned one to recapture participants' lagging attention.
4. Prepare activities for participants to give yourself mental breaks. In addition to helping your audience stay tuned in to your training session, giving participants activities to work on will give you the time you need to plan your next step, to

TIP

While participants work on activities, circulate through the room and listen to their conversations. This will allow you to predict what questions they are likely to ask later so you can be prepared.

prepare for questions you know participants will ask, and to react to situations as they arise. Plan for all kinds of activities, ranging from individual to large group participation. Involving participants in the session also helps bring out the volumes of knowledge represented by the people gathered in the room.

5. Prepare to encounter different styles of learning within your audience. Jerry noted that the key to coping with different learning styles is to prepare a variety of activities, making sure to include auditory and visual components, to involve all participants.
6. Prepare for humor. If you don't have humor, Jerri said, you don't have your audience, either. "Nobody wants to see you stand up in front of them and cry, so your only alternative is to laugh," she said.
7. Prepare to maintain a lively teaching face.

8. Prepare by saying affirmations to yourself. Tell yourself, "I'm ready. Let's do it. I'm going for it." "You have to be your own cheerleader," Jerri said, "especially if you are training by yourself."

Refresh your memory of the specific strategy

Every trainer, regardless of experience level, will benefit from reviewing strategies before training sessions. No matter how many times you've presented a strategy in the past, your presentation will be strengthened if you

TIP

Don't waste people's time. Determine what is really critical for participants to know.

review it again before you present it, Jerri said.

Jerri also warned new trainers that they will be asked to present training sessions on strategies for which they haven't been trained themselves. It is inevitable and will get easier with time, she said. All learning strategies share the same basic structure in their Stages of Acquisition and Generalization and will therefore likely lend themselves to the same basic training outline.

Outline your personal objectives and participant objectives

Jerri recommends developing two sets of objectives for your training sessions: one set for your participants and another just for you. Your participant objectives may be relatively generic,

TIP

Write your participant objectives on chart paper and post it where participants can see it. "I know that PowerPoint is very popular," Jerri said, "but I also know that if you have a PowerPoint presentation and something goes wrong, you're just out of luck."

STRATENOTES is published eight times from September through May and once every summer as part of Strateworks of the International Training Network by the Center for Research on Learning, 1999-2000, cost \$35.00. Permission to reproduce any or all parts of *Stratenotes* to support training activities is hereby given.

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reflecting the fact that you don't always know everything about your audience. You may know your participants are teachers, for example, without knowing what they teach.

Always review participant objectives with your audience. If you distribute the objectives in the form of a handout, have participants pull out the handout and look at it as you go over it. If you provide the handout without explicitly reviewing it, some participants will not be aware of the objectives.

In contrast to your more generic participant objectives, your presenter objectives will be personal and specific. "You need to know what it is you want to accomplish," Jerri said. The following are examples of personal presenter objectives:

- Create a sense of partnership
- Be sure to use critical teaching behaviors

Note that presenter objectives are not affirmations; they are specific actions you plan to take during the training session.

Create a training outline that includes a balance of direct instruction and participant involvement

A training outline is a tool you prepare to guide you through a training session. Although it contains information similar to the session agenda you distribute to participants, it will be more detailed and you are the only one who will see it.

In developing your training

TIP

On your training outline, assign time estimates for each segment of your training sessions. The estimates will help you cover all the information you need to in the time allowed. Do not put the same information on the agenda you distribute to participants. If you do, you'll have to battle the clock for some participants' attention.

outline, consider your target audience. Plan for ways to involve participants in the session, and determine what content you need to present to the people you expect to attend. For example, a group of

TIP

Provide articles or a bibliography of research articles in the handouts you distribute to participants.

administrators will require a different kind of presentation than would teachers who plan to use a strategy in their classrooms. Administrators want to hear about the research on which the strategies are based and the results that have been obtained through strategy use. Teachers, in contrast, want to know how they can incorporate the strategies into their work with students for best results.

Establish your credibility by using personal stories related to strategies

"I must be able to talk about myself."

Jerri drilled this idea into participants multiple times in discussing trainer credibility. Though difficult, the ability to talk about yourself will set the stage by developing and enhancing your credibility, helping you to gain the confidence of your participants at the beginning of the session. You should start by telling participants a little about yourself, Jerri said. Generally speaking, they need to know that you are a teacher, how long you've been teaching, why you became a SIM Trainer, and how strongly you believe in the Strategic Instruction Model. Without taking these introductory steps, your presentation will be weakened by participants who decide from the outset that you've never been in the classroom and that you don't know what you're talking about.

Likewise, Jerri said, if you don't have personal stories related to strategy instruction, you need to get some.

"You can use other stories from other teachers' classrooms, but you must personalize and tell about your experiences using the strategies," Jerri said. "They need to hear that you have been there, done that."

Solidify the presentation by modeling critical teaching behaviors

A critical teaching behavior is an approach or skill that makes teaching any kind of lesson more effective, more rewarding, and more satisfying. The Center for Research on Learning has produced a video describing these behaviors:

- Giving rationales
- Communicating expectations
- Involving students
- Providing feedback

The video, *"Enhancing Strategies Instruction: Critical Teaching Behaviors,"* is available for \$25 from the Center. To purchase a copy, contact the Center at 864-0617.

Self-evaluate and sing "hallelujah" when finished

The final step is to evaluate and sing "hallelujah" because you have successfully completed your training session. And, Jerri assured the less-experienced trainers in the room, it gets easier every time.

...

Jerri Neduchal was a high school teacher who taught Learning Strategies in her integrated English classroom. After teaching Learning Strategies for a couple of years, she was asked to become a SIM Trainer. She found the training very intense and, initially, she said, she wanted to drop out. But she stuck with it and, "You can't shut me up now about SIM," she says. Jerri is now a staunch advocate of the Strategic Instruction Model in her work as a Learning Resource Specialist with FDLRS/Action Resource Center in Florida.

2000 REGISTRATION FORM
WEST Region SIM Trainers' Conference
February 4 and 5, 2000

Las Vegas TROPICANA, Las Vegas, NV
3801 Las Vegas Blvd South
1-800-634-4000 (Room Reservations)

Room reservations

The room rate for Sunday through Thursday nights is \$49 per night, single or double occupancy, plus the Clark County Room Tax (9 percent). The rate for Friday and Saturday nights is \$109, single or double occupancy, plus tax. Room reservations will be accepted through 5 p.m. (PST) January 14, 2000. After that date, the unused room block will be released and all reservations will be accepted on a space-available basis.

Attendees may make reservations by calling the toll-free number direct at (800) 634-4000 and identifying the name of the meeting as **The West Region SIM Trainers' Conference** and the group code as **SWSIMOO**. Using this code will ensure that you receive the group rate. At the time the reservation is made, you will be required to guarantee with payment for the first night's room and tax, using a major credit card or by sending a check or money order. The credit card charge will be processed immediately. No refunds will be issued if the reservation is cancelled less than 48 hours before arrival.

New manuals

New manuals that have been published recently: *InSPECT*, *THINK*, *LEARN*, and *BUILD*. In addition, the *Proficiency in the Sentence Writing Strategy* replaces the original *Sentence Writing Strategy* manual.

Manuals that were new a year ago: *Framing Routine*, *Quality Assignment Routine*, *Fundamentals in the Sentence Writing Strategy*, *Course Organizer Routine*, and *Recall Enhancement Routine*.

Name: _____

Address: _____

Position _____

School/Agency _____

Home Telephone: () _____

e-mail address _____

Work Telephone: () _____

Social Security Number: _____

Make check or P. O. payable in full to:

University of Kansas Center for Research on Learning

By December 15, 1999, send to:

University of Kansas Center for Research on Learning
Attn: Janet Roth
3061 Dole Center
Lawrence, KS 66045

For registration postmarked after December 15, 1999, add a \$10 late fee.

If your institution is paying your bill and is not able to meet this deadline, please send us the completed registration form by December 15 and indicate that payment will follow. A late fee will not be charged in this case.

Amount Enclosed:

Registration	\$100.00
Late Fee	\$ 10.00
Total	_____

For anyone who registers after January 22, 2000, meals may not be available unless we have other cancellations. Conference payments to the hotel must be made in advance of the conference. **Refunds to persons who have paid and are not able to attend may not be made unless other persons assume the reservation.**

Manuals on which I would like to receive training. (See list of new manuals at left.) Please write your choices below.

2000 SIM Directory Information Sheet

Date: _____

Name: _____

Home Address: _____

Primary Employment Site: _____

Title of Position _____

Work Address: _____

Preferred Mailing Address: _____ Home _____ Work

E-mail Address: _____

Fax Number: _____

Check the professional categories that describe you:

- _____ college/university professor
- _____ full-time staff developer
- _____ high school teacher
- _____ junior high school teacher
- _____ middle school teacher
- _____ elementary teacher
- _____ administrator
- _____ post-secondary teacher of students with learning disabilities
- _____ general education teacher
- _____ special education teacher
- _____ independent trainer
- _____ other

Check all of the following categories that apply to you as a SIM Trainer:

- _____ Certified Inservice Trainer
- _____ Preservice Trainer (university/college teacher)
- _____ Potential Trainer (working on requirements to become a certified inservice trainer)
- _____ other

Check the category or categories that best describe the school districts in which you are the most comfortable or experienced in providing training:

- _____ inner city _____ rural
- _____ suburban _____ other

Indicate the student populations with which you are most familiar:

- _____ ESL _____ TMR
- _____ EMR _____ At Risk
- _____ LD _____ Adults
- _____ ADD _____ Other
- _____ BD

Continued on next page

Check the strategies and routines in which you feel that you are an expert and are willing to advise others.

- | | |
|---|---|
| <input type="checkbox"/> 1. Collaborative Problem Solving | <input type="checkbox"/> 20. Concept Anchoring Routine |
| <input type="checkbox"/> 2. Concept Mastery Routine | <input type="checkbox"/> 21. Unit Organizer Routine |
| <input type="checkbox"/> 3. Self-Advocacy | <input type="checkbox"/> 22. Self-Questioning |
| <input type="checkbox"/> 4. Error-Monitoring | <input type="checkbox"/> 23. Assignment Completion |
| <input type="checkbox"/> 5. FIRST-Letter Mnemonic | <input type="checkbox"/> 24. Concept Comparison |
| <input type="checkbox"/> 6. Lesson Organizer Routine | <input type="checkbox"/> 25. Surface Counseling |
| <input type="checkbox"/> 7. LINC'S | <input type="checkbox"/> 26. Paired Associates |
| <input type="checkbox"/> 8. Math Strategies | <input type="checkbox"/> 27. Clarifying Routine |
| <input type="checkbox"/> 9. Paragraph Writing | <input type="checkbox"/> 28. Survey Routine |
| <input type="checkbox"/> 10. Paraphrasing | <input type="checkbox"/> 29. Theme Writing |
| <input type="checkbox"/> 11. Progress Program | <input type="checkbox"/> 30. Course Organizer Routine |
| <input type="checkbox"/> 12. SCORE | <input type="checkbox"/> 31. Framing Routine |
| <input type="checkbox"/> 13. Sentence Writing | <input type="checkbox"/> 32. Recall Enhancement Routine |
| <input type="checkbox"/> 14. SLANT | <input type="checkbox"/> 33. Quality Assignment Routine |
| <input type="checkbox"/> 15. Social Skills | <input type="checkbox"/> 34. InSPECT |
| <input type="checkbox"/> 16. Teamwork | <input type="checkbox"/> 35. THINK |
| <input type="checkbox"/> 17. Test-Taking | <input type="checkbox"/> 36. LEARN |
| <input type="checkbox"/> 18. Visual Imagery | <input type="checkbox"/> 37. BUILD |
| <input type="checkbox"/> 19. Word Identification | <input type="checkbox"/> Other |

What are your main areas of interest related to SIM?

About how many teachers do you train annually?
(KU-CRL may use this information for writing grants.)

Comments/Questions:

Please complete and return to the KU-Center for Research on Learning, 3061 Dole, Lawrence, KS 66045. Return by January 5, 2000, to be included in StateDirectory 2000.

Jeanne Bauwens to speak at national conference

We are pleased to announce that Dr. Jeanne Bauwens, professor in the College of Education at Boise State University in Idaho, will be the keynote speaker during the 2000 International SIM Trainers' Conference.

On July 7, Jeanne will deliver her keynote address, "The Key is We!" She also will present a break-out session, "Tools and Techniques to Accommodate All Learners," describing six universal tools to accommodate all learners and numerous techniques for planning and teaching a diverse group of learners within general education classrooms.

Jeanne is a seasoned educator who has been in the profession almost 30 years. She has taught in both general and special education, has conducted seminars or keynotes in more than 45 states, and has worked abroad as well. Jeanne co-authored *Cooperative Teaching: Rebuilding the Schoolhouse to Include All* and has written numerous articles on this subject as well as instructional techniques. She was recently featured in the *Harvard Education Review* and is in the process of completing a toolbox of ideas on ways in which to accommodate all students more effectively.



Jeanne Bauwens

CRL seeking "exemplary" high schools for research study

As a part of a large, recently funded, five-year research project, the CRL is interested in studying high schools that have a history of implementing several Learning Strategies and Content Enhancement Routines from the Strategic Instruction Model that are producing exemplary results. If you know of or have access to any such high schools, please contact Janet Roth at (785) 864-4780.

Correction

In the last issue of *Stratenotes*, we inadvertently listed some information regarding Potential SIM Trainers incorrectly. Jan Herringer and Lalitha Ramanujan are Learning Strategies Potential Trainers. Also, Rebecca Shultz is from Kansas. We apologize for our errors.

Award nomination information

Council of Administrators of Special Education, a division of the Council for Exceptional Children

The **CASE Outstanding Administrator of Special Education Award** was instituted to recognize individuals who have made significant professional contributions to leadership behavior and field practice in the administration of programs for students with disabilities or who are gifted. Nominees for this award must have had 10 years experience in the field of special education.

The **Harrie M. Selznick-Distinguished Service Award** was instituted to recognize individuals who have been career-long leaders in the administration of special education programs. The intended recipients of the award are individuals who have made significant contributions to the field over extended professional careers. The Selznick Award is the highest

CASE honor, and it is accompanied by a cash award.

All CASE members are eligible for the awards, as are residents of Canada and the United States who are not CASE members but who are or have been

- administrators, directors, supervisors, or coordinators of programs, schools, or classes or special education for exceptional children
- faculty for the preparation of administrators of special education

The nomination deadline is January 1, 2000. Nominations must be submitted by CASE members or a CASE subdivision. Nominations should be sent to the Chair of the Professional Development Committee, Dr. Brenda Heiman, at 9300 Macallan NE, Albuquerque, NM 87109. To obtain a nomination form, contact CASE at (800) 585-1753.

(See page 8 for more award information.)

**www.
ku-crl.
org**

Visit the Center
for Research
on Learning
Web site
today

Division for Learning Disabilities, Council for Exceptional Children

The purpose of the **Allyn & Bacon/DLD Award for Exemplary LD Program** is to foster recognition of exemplary schools or programs serving students with learning disabilities. Nominations may be self-initiated, proposed by any DLD member, any DLD subdivision, or the DLD executive board.

Nomination Format/Information:

- Name and tax ID number of nominee
- Address and phone number(s) of nominee
- Name and DLD/CEC member number of nominator
- Address & phone number(s) of nominator
- One-page description of school or program
- One-page synopsis of contribution as it relates to
 1. developing and implementing a high-quality program
 2. improving service delivery

through school change, innovative teaching/programming, or community action

- Three letters of support highlighting the reason(s) for the nomination (Note: Two letters must be from professionals)

Recognizing that outstanding contributions can come from any areas of endeavor, the **Jeannette E. Fleischner Award for Outstanding Contribution to the Field of LD** can honor those who advance the field of learning disabilities through direct services, policy development, community service, research, or organizational leadership. Nominations may be made by any DLD member, any DLD subdivision, or the DLD executive board.

Nomination Format/Information (samples can be found on the DLD Web site):

- Name, address, phone number(s), and tax ID number of nominee

- Curriculum vitae of nominee
- Name and DLD/CEC member number of nominator
- Address and phone number(s) of nominator
- A description of how the nominee has influenced learning disabilities through any of the following: enhancing knowledge, influencing policy, shaping research, encouraging community involvement, enhancing awareness, or improving service delivery through teacher training, assessment, curriculum, instruction, or research.
- Three letters of support highlighting the reason(s) for the nomination (Note: Two letters must be from professionals)

Send nominations for either of the DLD awards to Susan Simmons, Membership Services, CEC, 1920 Association Drive, Reston, VA 20191-1589. Nominations are due by January 15, 2000.