

SIM™ NEWSLETTER

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New SIM Overview Podcast



Audio Created using NotebookLM AI software,
Image created with Adobe Express AI Image generator

SIM Virtual Professional Learning for Educators

Self-paced PD courses on Canvas, with follow-up virtual coaching session:

- [Cross-Curricular Argumentation Routine](#)
- [Framing Routine](#)
- [Fundamentals of Paraphrasing and Summarizing Strategy](#)
- [The Paragraph Writing Strategy](#)
- [Possible Selves Strategy \(1st or 2nd edition\)](#)
- [Sentence Writing Strategies \(Fundamentals and Proficiency\)](#)
- [Unit Organizer Routine](#)

[Request Customized SIM Professional Learning](#)

Resources and Tools

SIM Alignment with Other Practices

Crosswalks between SIM and other commonly used instructional practices.

HLP & SIM Crosswalk, 2024

This crosswalk was updated to respond to the 2024 updated and revised *High-Leverage Practices for Students with Disabilities (2nd edition)*, to assist educators in understanding the relationship between the High-Leverage Practices for Students with Disabilities (HLPs) and the elements and processes used when implementing the Strategic Instruction Model (SIM™).

SIM Videos

- [Fundamentals in Sentence Writing Strategy](#)
- [Proficiency in Sentence Writing Strategy](#)
- [Paragraph Writing Strategy](#)
- [SIM Overview Video](#)

SIM Manual Updates

Both the *Fundamentals and Proficiency in the Sentence Writing Strategies Instructor's Manuals* have been revised and are available in the KUCRL Store.



We've been submitting Xtreme Reading for State Reading Approved Programs Lists and it is now on the approved list for Florida and Ohio. In Virginia it is pending next steps and in Massachusetts it will be up for review next year.

Interested in learning about
SIM Reading Programs?

<https://sim.ku.edu/sim-reading-programs>



FREE SIM Professional Learning Micro-credential as part of PD.

SIM Professional Learning (PL) Micro-credentials are now part of the initial PD experience for anyone who attends and completes a SIM PD Session and fills out the evidence for their micro-credential badge. Join the SIM PL Badges on Badgelist:

- [SIM-Content-Enhancement Credentials](#) or
- [SIM-Learning-Strategies Credentials](#)

SIM Brochures

SIM Brochures with current data and the What's, Why's and How's of SIM.

The [2024 Xtreme Reading Sampler](#) is now available!

SIM Story Corps

Candid conversations about what's really important in the field of education: students, connections, hope, success.

CHECK OUT THE KUCRL ONLINE STORE

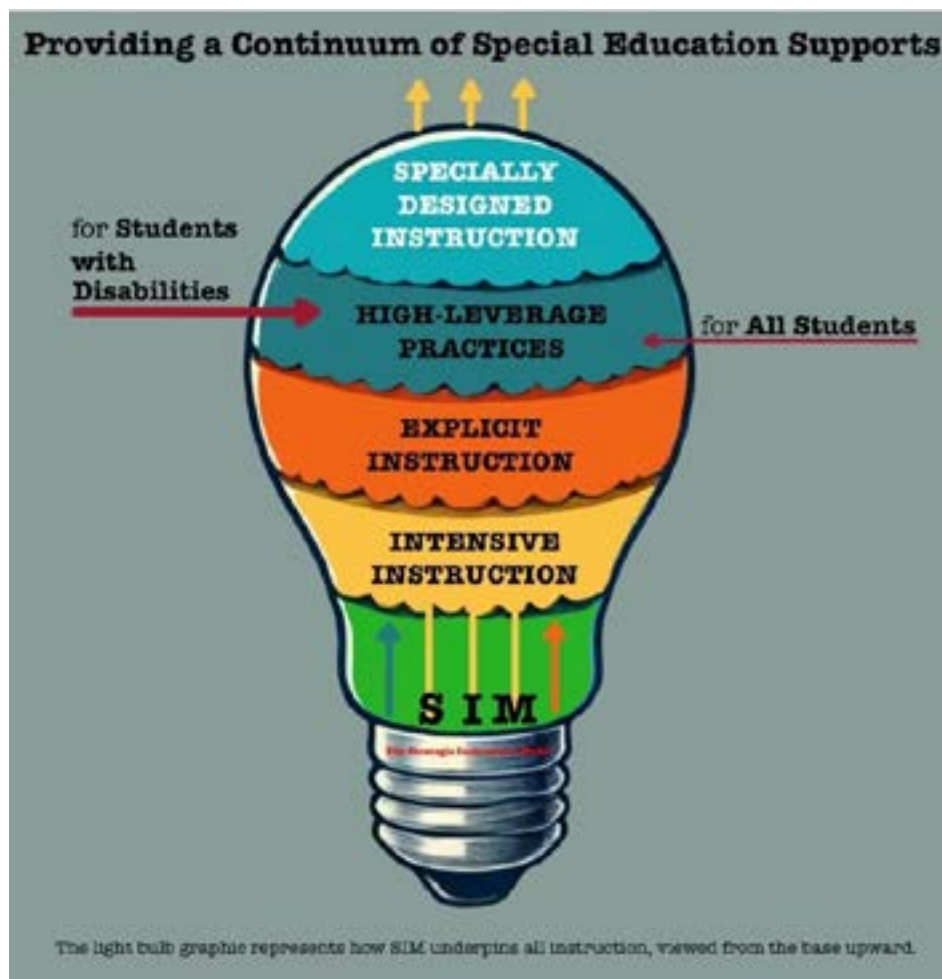


[Click here for links to printable order forms](#)

Providing a Continuum of Special Education Supports By Dana McCaleb, SIM Professional Development Leader (VA)

In "Big Ideas in Special Education: Specially Designed Instruction, High-leverage Practices, Explicit Instruction, and Intensive Instruction," the authors (2017) support educators' understanding the relationships and hierarchies among key special education concepts. They include a visual guide (i.e., nested structure of special education terms) to illustrate how special education terms interconnect to support effective educational support for students with disabilities. The Strategic Instruction Model (SIM) provides a foundation for instruction, beginning with targeted interventions and strengthening less intensive levels of support throughout the continuum. SIM, a comprehensive approach to adolescent literacy, includes evidence-based instructional tools and interventions to help students succeed. The light bulb graphic, in Figure 1, represents how SIM underpins all instruction, viewed from the base upward.

Figure 1.



Note: Adapted from "Big Ideas in Special Education: Specially Designed Instruction, High-leverage Practices, Explicit Instruction, and Intensive Instruction," by P. J. Riccomini, S. Morano, and C. A. Hughes, 2017, *Teaching Exceptional Children*, 50(1), p. 22. Adapted with permission.

SIM Learning Strategies (LS) provide intensive instruction through targeted, systematic, evidence-based practices designed to address the specific learning skills of students needing additional support to achieve academic success. SIM LS begin with a pretest to identify students' strengths and areas of need. The pretest provides educators with valuable information to target and customize instruction. Based on the pretest data, students and teachers develop specific learning goals. SIM LS offer step-by-step guidance,

(continued from p.3)

modeling, and structured practice opportunities to help students develop essential skills and concepts. They includes ongoing progress monitoring and data analysis to assess student growth and adjust instruction accordingly. Educators assess student performance, analyze data, and make informed decisions about instructional support to ensure progress toward learning goals.

Explicit instruction is the foundation of SIM through clear, specific, and measurable learning objectives. SIM provides structured lesson plans, instructional scripts, and teaching routines and strategies, emphasizing clear, systematic teaching of specific skills or concepts. With all Content Enhancement Routines (CER) and LS, the educator describes to the students what they are expected to learn and be able to do by the end of the lesson, unit, course, or strategy. Modeling and think-aloud are critical components of SIM LS. During the modeling stage, the educator demonstrates how to perform the strategy steps while verbally “thinking aloud,” allowing students to observe the cognitive processes and overt behaviors associated with the skill or strategy. With guided support, students then engage in guided practice to apply the new skill or strategy. The teacher offers prompts, cues, and feedback to help students apply the skill correctly. Gradually, as students become more proficient, they move from guided to independent practice, applying the skill independently. Providing timely and specific feedback to students during explicit instruction is another component of SIM. Educators using SIM closely monitor students’ understanding and progress, providing corrective feedback to address misunderstandings, errors, or areas of difficulty. This feedback loop supports continual learning and improvement. SIM recognizes that students have diverse learning needs and may need different levels of support during explicit instruction to master the content.

SIM provides a comprehensive framework, instructional strategies, and routines that align with high-leverage practices in special and general education. High-Leverage Practices (HLPs) emphasize collaboration between general and special educators and other professionals to design and implement effective instruction. Using CER and LS supports student success by analyzing student data to identify areas of strength and areas for improvement. SIM CER and LS align with HLPs for Students with Disabilities and HLPs for All Students to promote student success by providing a framework that supports educators in effectively meeting the needs of students with disabilities and their nondisabled peers while promoting their academic and social-emotional growth.

Specially Designed Instruction (SDI) can be provided through SIM by offering educators a flexible framework of evidence-based LS and CERs aligned with HLPs for Students with Disabilities and HLPs for All Students to support the diverse needs of students, including those with disabilities. SIM promotes explicit, scaffolded instruction with clear, step-by-step explanations and repeated practice to master academic content, which is particularly beneficial for students with disabilities in accessing the grade-level curriculum and achieving educational success. Educators gradually reduce support by scaffolding instruction as students become more proficient, promoting independence and self-regulation. SIM emphasizes the importance of ongoing assessment and progress monitoring to inform instructional decision-making and ensure progress toward learning goals. Educators can provide targeted interventions and support to address individual needs and maximize learning outcomes by collecting data on student performance and adjusting instruction accordingly. SIM helps ensure that all students have access to high-quality instruction that meets their needs and fosters academic success.

Educators can enhance their instructional practices by integrating intensive and explicit instruction with HLPs to provide SDI to deliver and significantly improve outcomes for students with disabilities. SIM provides evidence-based CERs and LS to offer a continuum of special education instruction tailored to the diverse needs of students, particularly those with disabilities.

Note: This article was originally published in StrateNotes Vol. 33, No. 1 | Sept./Oct. 2024

Podcasts and Publications

Recent Podcasts from the SIM Network:

- [Listen to the Sep 15th podcast: Making the Science of Reading Stick with SIM Director, Dr. Jocelyn Washburn.](#) Part of the Be Podcast Network and Reading Is Fundamental (RIF)'s spotlight on children's literacy for National Literacy Month.
- [Connective Literacies with Dr. Jocelyn Washburn and Dr. Suzanne Myers - Journal of Adolescent & Adult Literacy Podcast](#) - Explores what connective literacies are and what the Connective Literacies Framework is, what we can learn from adolescents and their experiences and perceptions toward technology use in the classroom, and how educators can help students navigate these connective and digital literacies.

Recent Research Publications from the SIM Network:

- [Specially Designed Instruction for Special Education: A Guide to Ensuring Quality IEP Implementation](#), by **Rosemary Tralli**
- VanUitert, Victoria & Millirons, Emily & Coleman, Olivia & **Kennedy, Michael.** (2024). *Learning by Talking: Using Multimedia to Enhance Science Explanation Development of Neurodivergent Students.* Journal of Special Education Technology. 39. 403-418.
- Carreon, A., **Rowland, A., Smith, S.,** Lowery, A., & Mosher, M. (2024). [Designing for Successful Educational Experiences in Virtual Reality Environments.](#) Journal of Special Education Technology.
- Madaus J, Gelbar N, **Faggella-Luby MN** and Dukes LL III (2024) *Ten years later: a systematic review of the literature on postsecondary education and disability from 2013 to 2022.* Front. Educ. 9:1412903. doi: 10.3389/feduc.2024.1412903.
- Weiss, Margaret & Goran, Lisa & **Faggella-Luby, Michael** & Bateman, David. (2024). [Special Education of Students With Specific Learning Disabilities: Advancing Values in Specially Designed Instruction.](#)
- **Darren Minarik,** Timothy Lintner, et. al. (2024). [Creating an Inclusive Social Studies Classroom for Exceptional Learners.](#) Information Age Publishing, Charlotte, NC.
- Cook, Bryan & Therrien, William & Waterfield, Danielle & McClain, Suzanne & Fleming, Jesse & Robinson, Hannah & Watson, Latesha & **Boyle, Joseph.** (2024). [Same as It Ever Was: An Updated Review of Replication Studies in Special Education Journals.](#) Remedial and Special Education.
- Goldman, Samantha & Carreon, Adam & **Smith, Sean.** (2024). *Villain or Sidekick: AI and What It Means for Writing.* 10.13140/RG.2.2.25102.78407.
- Taconet, Ashley & Tarconish, Emily & Madaus, Joseph & Gelbar, Nicholas & Lyman, Dukes & **Faggella-Luby, Michael** & Mills, Don. (2024). *Perceptions of Higher Education Professionals on the Utility of the Activities, Programs, or Policies Tool to Promote Self-determination for College Students with Disabilities.* Neag School of Education Journal. 1. 71-89. 10.59198/2477nsnros.
- Gagnon, Joseph & Gurel, Sungur & Barber, Brian & **Houchins, David** & Lane, Holly & McCray, Erica & Lambert, Richard. (2024). *Teacher Instructional Approaches and Student Engagement and Behavioral Responses During Literacy Instruction in a Juvenile Correctional Facility.* Journal of Emotional and Behavioral Disorders. Online. 1-15.

New SIM Research Projects:

- [Citizen Journalism for All Students: Making Journalism in Action's Library of Congress resources more accessible and relevant for students with disabilities \(2024\).](#) Funded by a cooperative agreement award from the U.S. Library of Congress. KUCRL Researchers: S. Myers & J. Washburn, in partnership with the PBS News Hour Classroom
- [Project iSTAR: An Integrated, Strategic Technology-based Adaptive wRiting Program \(2024 - 2029\).](#) Funded by: Office of Special Education Programs' Stepping Up competition. KUCRL Researchers: J. Washburn & S. Myers.

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