

SIM™ Learning Strategies as a Tier 3 Intervention: Addressing Secondary Students' Decoding and Sentence Development Needs

Key Points

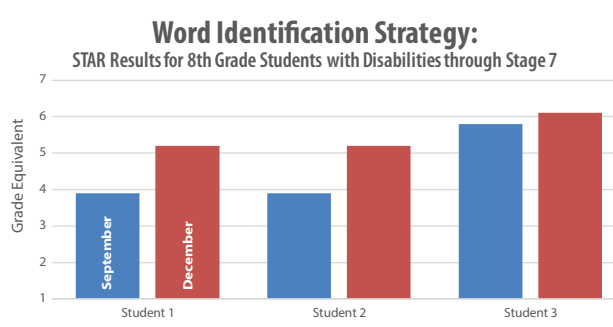
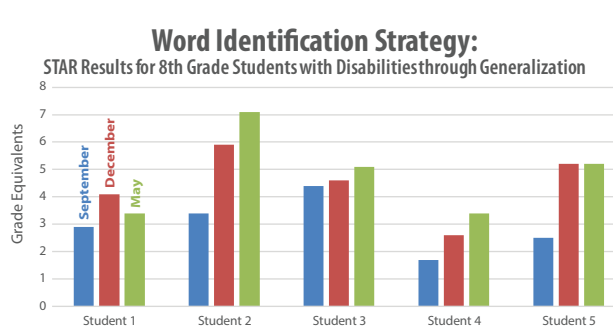
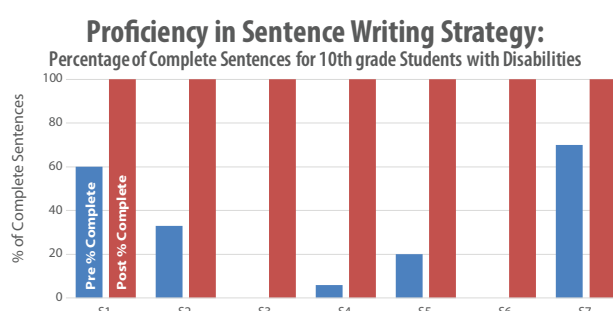
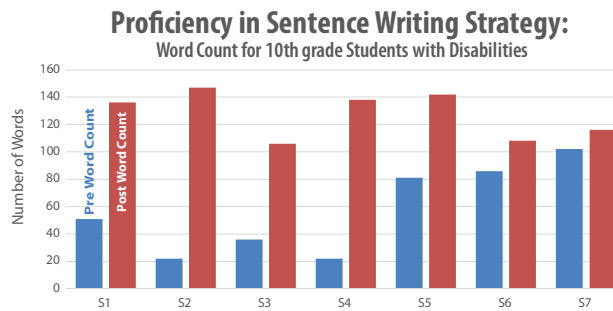
- SIM, the Strategic Instruction Model, is a set of evidence-based practices designed to help students meet the demands of life.
- Two Learning Strategies implemented:
 1. Proficiency in the Sentence Writing Strategy - to increase writing of complete sentences and to compose simple and complex sentences.
 2. Word Identification Strategy - for decoding multisyllabic words.
- Learning Strategy mastery levels were reached through ever increasing levels of practice and feedback.
- Novice teachers received 30 + hours of professional development including coaching .
- SIM Learning Strategies were implemented at both middle and high school levels.

SIM Learning Strategies Webinar

vimeo.com/268669324/fd38968142

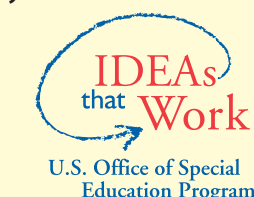
Grant info: PR /AWARD #H323A120026

Title: *The Virginia Tiered System of Support: Building Capacity & Sustainability in Evidence-Based Practices*



Conclusions/Outcomes

- Students with disabilities completed the first seven stages of the eight-stage strategies within 26 instructional days.
- Strategy post tests, high stakes tests , and /or diagnostic tests revealed student success and improvement.
- On the writing post-test, on average, students increased their number of words used by 70 words.
- All students' writing improved to 100% complete sentences.
- Growth was demonstrated on the Reader Self-Perception Scale 2 (RSPS2) for students who learned the Word Identification Strategy.
- On average, student reading improved by 18 months on reading post-tests (growth ranged from 3 months to 3 years 7 months)
- Teachers earned the Level 2 SIM Micro-credential for implementing the strategy at the highest level of fidelity.



U.S. Office of Special Education Programs

For more information, contact crl@ku.edu