SIM
Strategic Instruction Model®

For in-depth descriptions of SIM instructional tools and interventions, please visit KUCRL's SIM website:

sim.ku.edu

Learning Strategies

A learning strategy is a person's approach to learning and using information. Students use learning strategies to help them understand content and solve problems. SIM Learning Strategy Instruction helps students become more active learners by teaching them how to learn and how to use what they have learned to be successful.

Critical Instructional Components

Research shows that 98% of students who have been taught SIM Learning Strategies have mastered them if certain instructional procedures are used:

- **Stage 1: Pretest and Make Commitments**
  The purposes of this stage are to determine current performance, whether the strategy is appropriate for instruction, and to gain student commitment to learn the strategy.
- **Stage 2: Describe**
  The teacher "paints a picture" that details the nature of the strategy and the advantages of using it. Students set goals for learning the strategy.
- **Stage 3: Model**
  The teacher demonstrates how to perform the strategy steps while "thinking aloud," so students can witness the cognitive processes and overt behaviors involved in using the strategy.
- **Stage 4: Verbal Practice**
  The purpose of this stage is to ensure comprehension of the strategy steps before students use the strategy independently. Students practice explaining and naming the strategy steps, cognitive processes, and any associated definitions to an automatic level.
- **Stage 5: Controlled Practice and Feedback**
  Students practice using the strategy with easier materials and build confidence and fluency in strategy use. Timely, descriptive feedback is crucial to learning in this stage.
- **Stage 6: Advanced Practice and Feedback**
  Students practice using the strategy with increasingly difficult materials until they are using the strategy with grade-appropriate materials. Teacher feedback continues to drive a shift of responsibility for strategy use to students.
- **Stage 7: Posttest and Make Commitments to Generalize**
  Celebrate! After students have met mastery in previous practice activities, they take a posttest to measure their progress in learning the strategy. Teachers also prompt a commitment to generalize the strategy to other settings and tasks.
- **Stage 8: Generalization**
  With teacher guidance, students become aware of the situations and settings in which they can use their newly learned strategy and practice using the strategy with an array of academic and non-academic assignments. Students discuss any needed adjustments and set goals for strategy use.

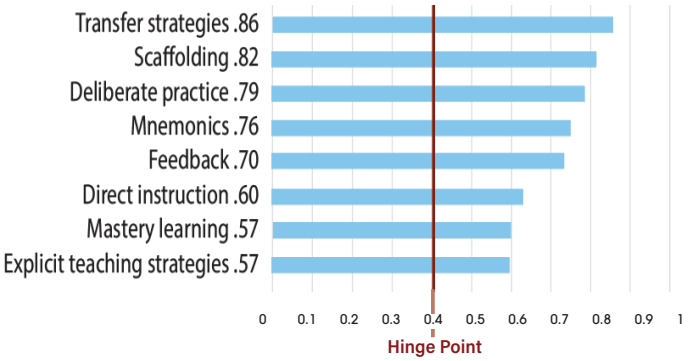
Why SIM Learning Strategies?

Research conducted by KUCRL for more than four decades has shown students can be taught how to learn by teaching them learning strategies. Schumaker and Deshler (2006) define a learning strategy as "an individual's approach to a task. It includes how a person thinks and acts when planning, executing, and evaluating performance on a task and its outcomes." When implementing any learning strategy instruction, the overarching goal is to have students apply and generalize the strategy in all classes and settings at an automatic, internalized level.

Evidence-Based

SIM Learning Strategy instruction has been successfully field tested with students judged to be at risk for academic failure, including those with learning disabilities. Research has demonstrated that consistent, intensive, explicit instruction and support are key ingredients for instructional success. The research took place in public schools, primarily in middle- and high-school settings, and the instruction was field tested by teachers. A combination of instructional models involving general education teachers and special education teachers have been tested.

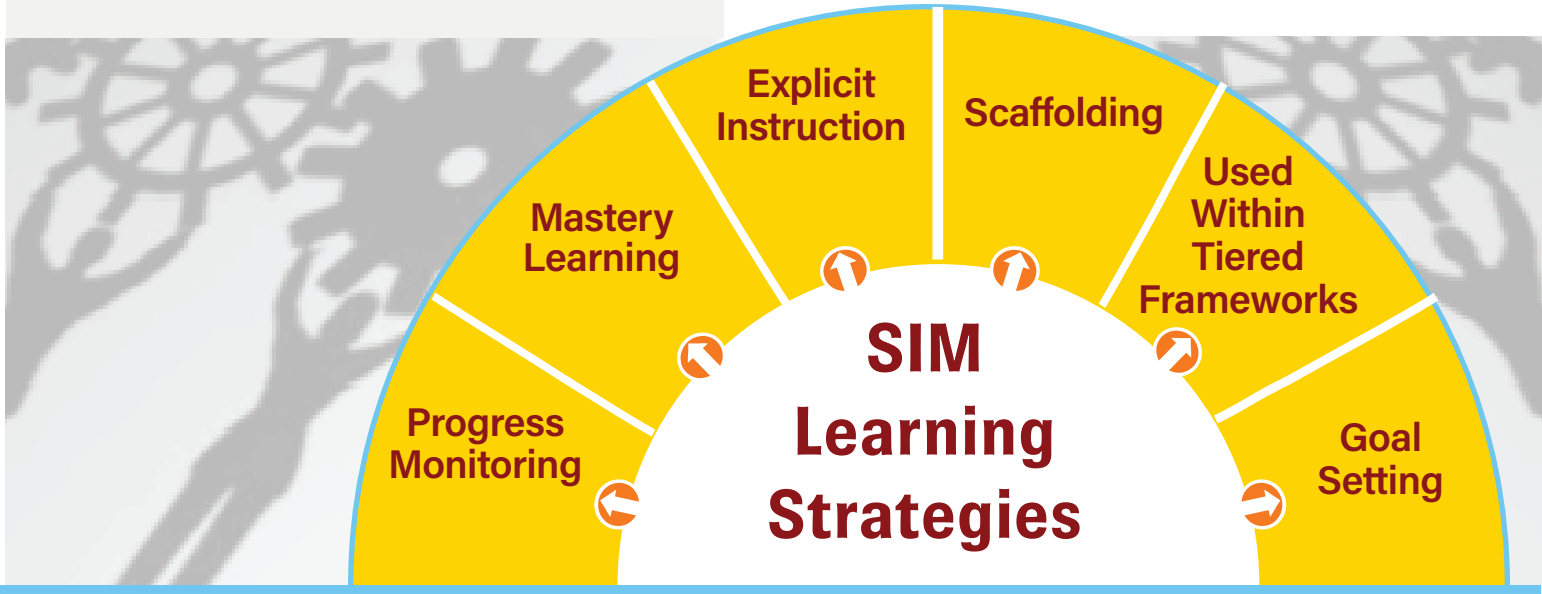
Hattie (2017) Effect Sizes* for Key Features of SIM Learning Strategies Instruction

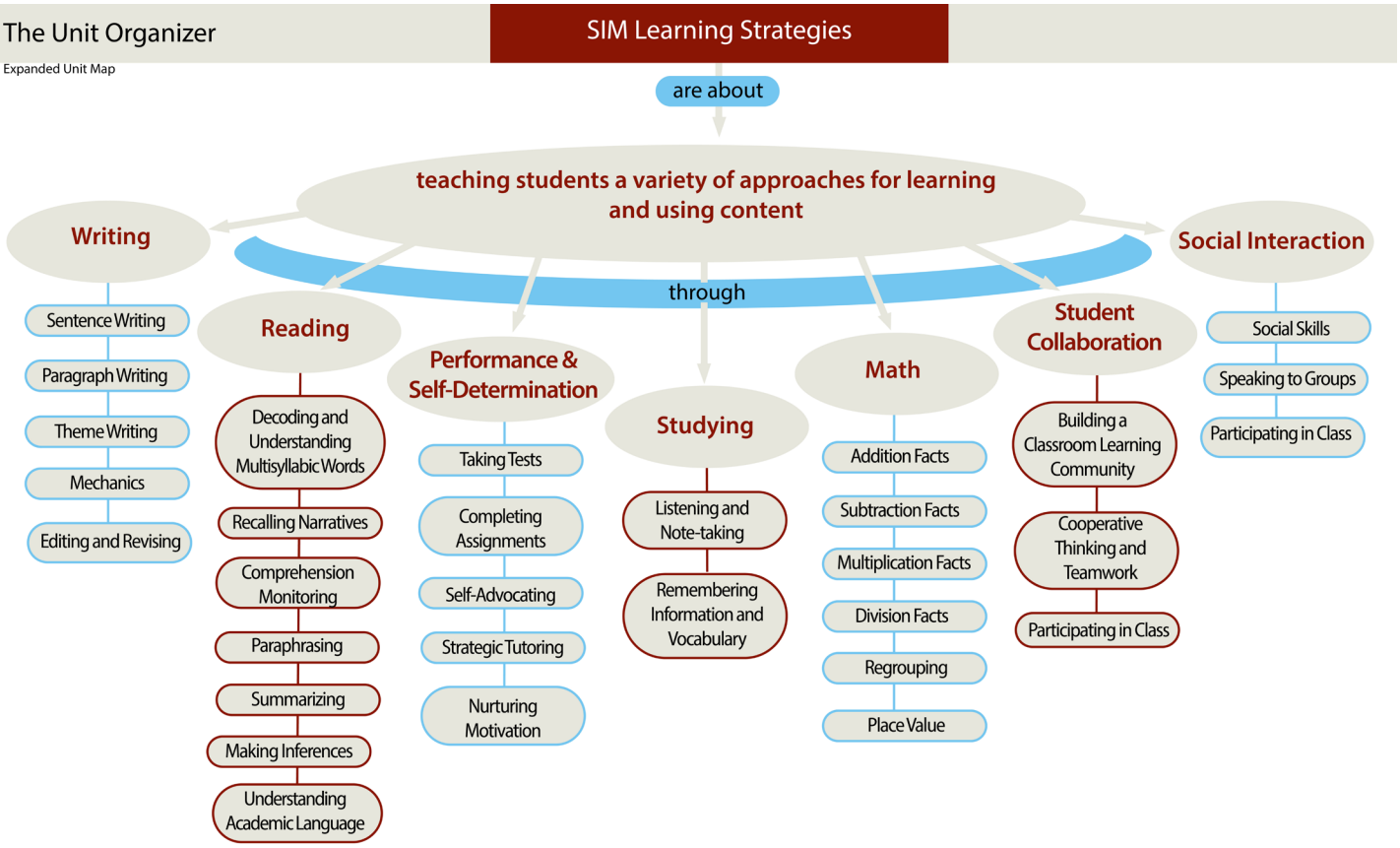


**Effect size is a quantitative measure of the magnitude of influence an experimental effect has on student outcomes. According to John Hattie, practices with effect sizes of d>.40 have a greater than average influence on achievement.*

> "We're laying the groundwork for impact for kids. The power of SIM, when in the hands of someone who really cares, is giving kids a pathway to success, no matter what they struggle with. Seeing students achieve with Learning Strategies, when they've previously struggled, is the best reward."

W. Davis, former SIM Student and current Learning Strategies Educator, FL

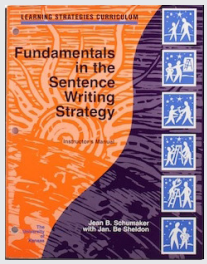


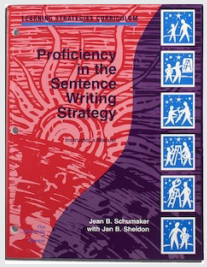


SIM Learning Strategies are organized around seven strands of learning goals as shown in this expanded map (from the Unit Organizer Routine).

Strategies for Writing

Sentence Writing Strategies





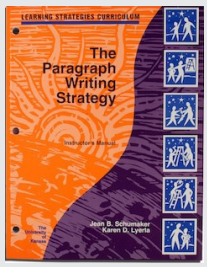
The Sentence Writing Strategy program comprises two parts which may be used independently or together: ***Fundamentals in the Sentence Writing Strategy*** and ***Proficiency in the Sentence Writing Strategy***. Together, these components help students recognize and write 14 sentence patterns within four types of sentences: simple, compound, complex, and compound-complex. Both parts consist of Instructor and Student Lessons Manuals. The Instructor Manuals feature a systematic sequence of instructional procedures; the Student Lessons feature exercises that correspond to the instructional procedures.

Fundamentals in the Sentence Writing Strategy helps students understand basic concepts of a complete sentence, like "subject", "verb", and "infinitive", identify the five requirements of a complete sentence, identify and write sentences containing linking verbs, prepositional phrases, adjectives, helping verbs, complete verbs and adverbs, and compose four types of simple sentences.

Proficiency in the Sentence Writing Strategy helps students who have fundamental sentence writing skills learn and polish advanced sentence writing skills, by learning the requirements of and composing simple, compound, complex, and compound-complex sentences.

In one study, research results showed that students wrote an average of 65 percent complete sentences on the pretest and an average of 88 percent complete sentences on the posttest.

The Paragraph Writing Strategy



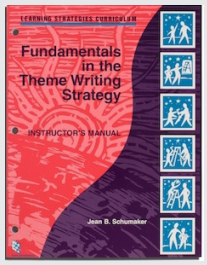
The Paragraph Writing Strategy materials include ***The Paragraph Writing Strategy*** (Instructor and Student Lessons manuals) and the ***Star Writer Fundamentals and Proficiency in Paragraph Writing*** software.

The Paragraph Writing Strategy focuses on teaching students to write the basic parts of a paragraph as well as to properly use verb tense, point of view, and transitions. Students will learn to write different types of paragraphs such as Instructive, Descriptive, Persuasive, and Narrative Paragraphs.

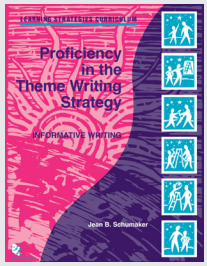
The digital ***Fundamentals and Proficiency in Paragraph Writing Star Writer Programs*** use a space odyssey plot to teach individual students skills associated with writing paragraphs. Students see examples, hear authors think aloud as they plan and write, and then practice planning and writing paragraphs. The program requires teacher scoring at the end of some lessons but is otherwise self-paced and self-scoring. As the result of all these programs, students learn to plan paragraphs and to write a variety of Topic, Detail and Clincher Sentences, as well as a variety of types of paragraphs (Instructive, Narrative, Descriptive, and Persuasive). **Note: Uses FLASH, which is no longer supported**

Research showed that students earned an average score of 32% of the points available for paragraph organization when writing a paragraph on the pretest and an average score of 84% on the posttest.

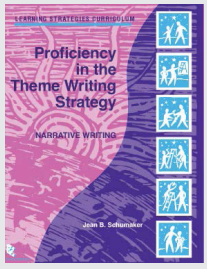
Theme Writing Strategies



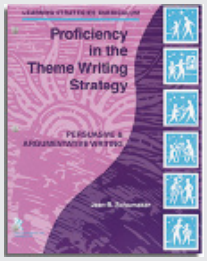
The Theme Writing Strategy materials include ***Fundamentals in the Theme Writing Strategy***, three Proficiency Strategies for teaching students to write informative themes (research papers), narrative themes (fiction and non-fiction, like journalistic, biographic, or historical stories), and persuasive/argumentative themes (in which students use evidence to support their reasoning), and the ***Star Writer Fundamentals*** and ***Proficiency in Theme Writing*** software.



Fundamentals in the Theme Writing Strategy focuses on the foundational skills associated with writing themes, like finding and adding subtopics, brainstorming and planning and writing Introductory, Detail, and Concluding Paragraphs.



The three Proficiency Strategies, ***Informative Writing, Narrative Writing, and Persuasive/Argumentative Writing*** nurture skills students need to produce those common types of themes. Through the ***Informative Writing*** program, students conduct research, take notes, plan the theme, and write short multi-paragraph research essays that include citations and quotations. Through the ***Narrative Writing*** program, students plan and write fiction and non-fiction stories. Through the ***Persuasive and Argumentative Writing*** program, students plan and write persuasive and argumentative themes with claims and counterclaims and examples garnered through research.



The ***Star Writer*** software focused on theme writing uses a space odyssey plot to help individual students with skills associated with writing themes through examples, and by hearing authors think aloud as they plan and write. Students then practice planning and writing themes. The programs require teacher scoring at the end of some lessons but is otherwise self-paced and self-scoring. Students learn the basic skills associated with theme writing as well as how to plan and write different types of themes.

In one research study, students in the experimental group earned a mean pretest score (24%) that was significantly lower than those of comparison students and earned a significantly higher mean score (75%) at the end of the semester.

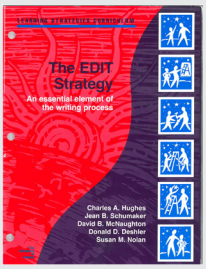
Writing Mechanics: Capitalization, Commas, and Punctuation Strategies

Each of these three interactive digital programs teaches students key rules required when writing and how to apply them. Each is self-paced and auto-scored. Teachers correct students' written sentences at the end of each lesson, and quizzes at certain points in order to check student understanding. Each program includes downloadable instructor's manual and materials needed for the program (pretest, posttest, handouts, worksheets, and answer keys) that can be printed out if needed. Students of all ages can benefit, starting from fourth or fifth grade through college. **Note: These materials use FLASH, which is no longer supported.**

The Capitalization Strategies program teaches students to apply capitalization rules in four lessons. Students learn a strategy for each rule and how to write sentences containing capital letters. In a study in which students were required to insert capital letters into sentences where capital letters had been omitted, student's correctly inserted 53% of the capital letters on the pretest, and 87% on the posttest.

The six-lesson ***Commas Strategies*** program helps students learn the sometimes confusing and complex comma rules to use commas correctly in their writing. They learn a strategy for each rule and how to write sentences related to the rule. In a study, the experimental middle-school students' mean score on a test where commas had to be inserted increased from 35% on the pretest to 90% on the posttest. On a test where comma rules had to be used when writing sentences, their mean scores increased from 11% to 91%.

The Punctuation Strategies program helps students learn the rules of punctuation in six lessons. Students learn a strategy for each rule, and how to use the rule in their sentences. On a test of where students demonstrated their use of punctuation marks in their own writing, the whole group of experimental students earned an average score of 19% on the pretest and 89% points on the posttest.



Strategies for Correcting Writing Errors

The EDIT Strategy helps students find and correct errors in assignments created on a computer by learning to enter a first draft, perform spell check, and run through questions about capitalization, overall appearance, punctuation, and substance. In one study, instruction in ***The EDIT Strategy*** enabled students with writing disabilities to find and correct more errors in passages and to write passages with fewer errors than their peers in the control group. The experimental students' posttest scores were maintained three weeks after instruction was terminated.

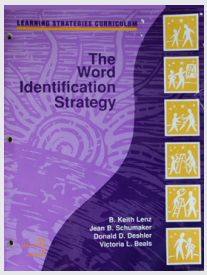
The Error Monitoring Strategy helps students to independently detect and correct errors in their written work to increase the overall quality of their final product. Instruction stresses proofreading written work for content and mechanical errors and eliminating those errors before work is submitted. Research results showed that students who mastered this strategy dramatically increased their ability to find and correct errors in their written products, going from one error in every four words before instruction to only one error in every 20 words after learning the strategy.

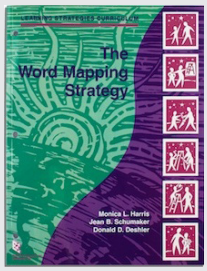
The ***InSPECT Strategy*** helps students detect and correct spelling errors in their documents using a spellchecker. Research results showed that students corrected 41% of the spelling errors in their compositions before learning the ***InSPECT Strategy*** and corrected 75% of the spelling errors after learning the strategy.

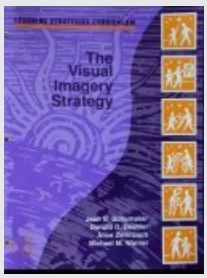
Professional Learning

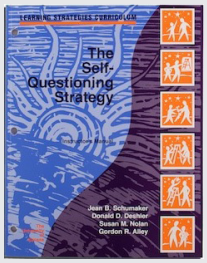
KUCRL is committed to finding solutions to educational challenges and placing our research findings into the hands of practitioners, students, and researchers in the field. Our expansive network of dedicated professionals —the SIM International Professional Development Network — shares our values and goals for delivering high-quality professional learning with a partnership approach to educators around the world. These experts offer professional development, instructional coaching, and technical assistance to establish the necessary infrastructure support for educators to implement evidence-based practices.

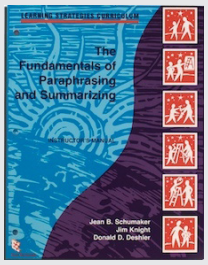
Strategies for Reading

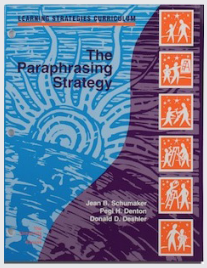












The Word Identification Strategy

The Word Identification Strategy helps readers successfully decode and identify unknown words in reading materials. The strategy is based on the premise that most words in the English language can be pronounced by identifying prefixes, suffixes, and stems and by following three short syllabication rules. In a research study, students made an average of 20 errors while reading a passage of 400 words aloud before learning this strategy. After learning the strategy, students reduced their errors to an average of three per 400 words. Reading comprehension scores increased from 40% on the pretest to 70% on grade-level passages.

The Word Mapping Strategy

The Word Mapping Strategy helps students learn how to predict the meaning of unknown words by identifying and knowing the meaning of prefixes, suffixes, and roots, and practicing predicting word meaning in the context of reading passages. In one study, students in general education classes were able to learn the meaning of words taught during ***Word Mapping*** instruction. Their learning of the strategy enabled them to predict the meaning of significantly more words after instruction than before instruction. Additionally, their scores on predicting the meaning of words were significantly higher than the scores of the other groups at the end of the study.

The Visual Imagery Strategy

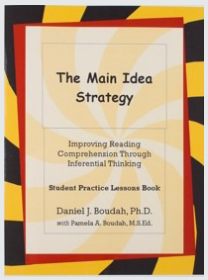
The Visual Imagery Strategy is a reading comprehension strategy for creating mental movies of narrative passages. Students visualize the scenery, characters, and action and describe the scenes to themselves. Research results showed that students who earned a mean 35% comprehension and recall score before learning the strategy improved to a mean 86% comprehension and recall score after learning the strategy.

The Self-Questioning Strategy

The Self-Questioning Strategy helps students create their own motivation for reading. They create questions in their minds, predict the answers to those questions, search for the answers to those questions as they read, and paraphrase the answers to themselves. Research results have shown average gains of 40 percentage points in reading comprehension on grade-level materials after students have learned the strategy.

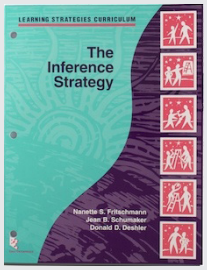
The Paraphrasing Strategies

The Paraprhasing Strategies include ***The Fundamentals of Paraphrasing and Summarizing Strategy*** and ***The Paraphrasing Strategy. The Fundamentals of Paraphrasing and Summarizing Strategy*** teaches students the fundamental skills they need to be able to identify and paraphrase main ideas and details. It contains lessons on paraphrasing words, phrases, and sentences, as well as lessons on identifying main ideas and details in paragraphs and short essays. ***The Paraphrasing Strategy*** helps students focus on the most important information in a passage, identify the main idea and details, and rephrase the content in their own words. One research study showed that students performed at a 48 percent comprehension rate before learning ***The Paraphrasing Strategy***. After learning the strategy, these students earned a mean score of 84%.



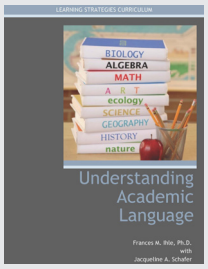
The Main Idea Strategy

The Main Idea Strategy helps students who perform poorly on reading comprehension tasks requiring them to comprehend inferential main ideas. ***The Main Idea Strategy*** consists of five steps focused on identifying the details of a passage, determining how they are related, and inferring the main idea. In one study, mean student scores increased substantially from the pretest to the posttest, from 15% to 60% on highlighting essential details, from 28% to 90% on main-idea paraphrasing, and from 16% to 60% on answering comprehension questions.



The Inference Strategy

The Inference Strategy helps students comprehend written passages and answer inferential questions (questions that are not answered directly in the text). Research results showed that students who learned the ***Inference Strategy*** improved their ability to make inferences and to identify different types of questions. In field tests, students who learned the Inference Strategy earned scores on a standardized reading comprehension test that were on average three grade levels higher after instruction than before.

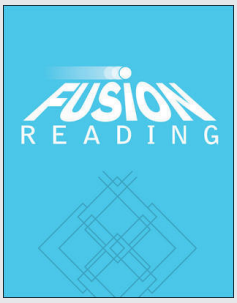


Understanding Academic Language

Understanding Academic Language helps students understand complex language structures found in academic textbooks by improving their understanding of how words and phrases are arranged to create well-formed sentences, the role that active and passive voice plays in comprehension, how connectives are used to signal relationships between ideas, and the importance of pronouns. Research results in high-school classes designed to improve reading and writing skills showed that students who learned the strategy increased their average performance by 28% when answering questions about a 400-word social studies passage.

SIM Reading Programs

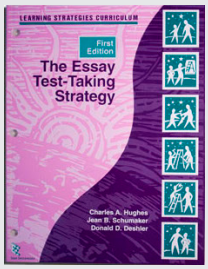
KUCRL has developed two supplemental reading programs that promote adolescent literacy, student motivation to read, and student engagement in learning. The reading programs are comprehensive in nature, intensive, and include explicit instructional methods. These evidence-based adolescent reading programs, *Fusion Reading* and *Xtreme Reading*, are designed to help students acquire the reading and thinking skills that are necessary for success in today's challenging core courses and post-secondary settings. In short, the overarching goal of the reading programs is to ensure that all students have the literacy skills to be successful in school and life.

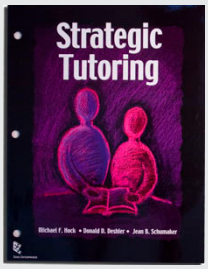


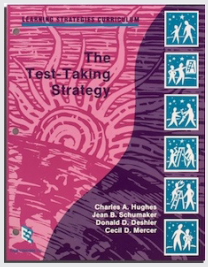
Fusion Reading is designed to meet daily for one class period with lesson plans for up to two years of instruction. Classes contain 12-15 students in grades 6-12 who are reading two or more years below grade level and minimally at the 3rd-grade level. ***Fusion Reading*** is a highly structured course designed to teach reading strategies to increase student motivation, engagement, and reading achievement. The curriculum includes seven units, each taught using explicit instruction. Bundled into the program are four major components: Word Level Instruction, Comprehension, Motivation, and Assessment. Program materials include instructor's manuals and bound books containing graded reading passages, and high-interest novels.

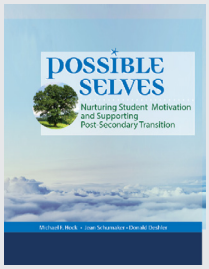
Xtreme Reading is designed to meet daily for one class period with lesson plans for one year of instruction. Classes containing 12-15 students in grades 6-12 who are reading, minimally, at the fourth-grade level and are exhibiting disfluent word reading, small sight vocabularies, limited understanding of words and multiple word meanings, and few skills in using strategies that enhance understanding and remembering of oral and written language. ***Xtreme Reading*** is a highly structured course designed around setting high expectations for students, building a community of learners, and becoming a strategic reader and learner. Students learn eight foundational reading and motivation strategies, each taught using explicit instruction. Materials include Instructor's Notebooks containing lesson plans and manuals. Student materials include graded reading passages and quizzes.

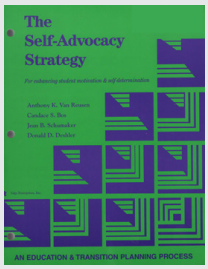
Strategies for Performance and Self-Determination











The Essay Test-Taking Strategy

The Essay Test-Taking Strategy helps students faced with complex test-taking demands. They analyze essay questions, organize information, write answers with a specific structure, and revise with edits to create polished essays. In studies, at-risk students who received instruction in the strategy earned an average score of 5% of the points available for essay test-taking behaviors before instruction. After instruction, they earned an average score of 85% of the points available. In addition, essay answers produced after instruction received higher ratings than those produced before instruction.

Strategic Tutoring

Strategic Tutoring is used by tutors to help students understand and complete assignments and use skills and strategies to complete similar tasks independently in the future. Research results showed that students using ***Strategic Tutoring*** improved their achievement test scores in reading comprehension, written expression, and basic math skills. On average, their grade-level achievement scores increased by nearly 1 year during a four-month instructional period. In contrast, students in a comparison group without the strategic tutoring instruction experienced a mean gain of only 3.5 months during the same period.

The Test-Taking Strategy

The Test-Taking Strategy helps students allocate time and prioritize sections of tests, read and focus on important elements in test instructions, recall information using mnemonic devices, make well-informed guesses, check their work, and take control of testing situations. In studies, students who learned the ***Test-Taking Strategy*** achieved an average increase of 10 points on tests, which can mean the difference between a passing or failing score.

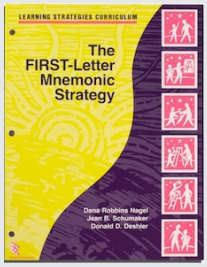
Possible Selves Nurturing Student Motivation and Supporting Post-Secondary Transition

Possible Selves helps students to examine their futures, think about goals that are important to them, and create plans to work toward those goals in order to increase self-motivation. In one study, at the end of six years, the students in the ***Possible Selves*** group had earned higher grade-point averages than the students in other groups.

The Self-Advocacy Strategy

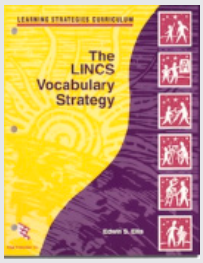
The Self-Advocacy Strategy helps students prepare for and participate in education or transition planning conferences by listing their perceived strengths, areas for improvement, share their concerns, listen and respond to others, ask questions, and communicate their goals. Strategy steps provide a way of getting organized before a conference and provide effective communication techniques to use during the conference. When students learned the ***Self-Advocacy Strategy***, 86 percent of the goals they most valued were found in their IEPs. Students who had not learned the Self-Advocacy Strategy had only 13 percent of their desired goals in their IEPs.

Strategies for Studying



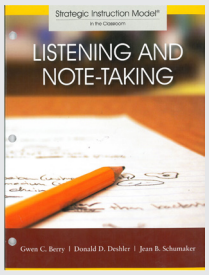
The First-Letter Mnemonic Strategy

The ***First-Letter Mnemonic Strategy*** helps students study large amounts of information that they need to master by identifying lists of information that are important, generating a title or label for each set of information, creating a mnemonic device for each set of information, and using study cards to enhance comprehension and recall. Research results showed that students who learned the ***FIRST-Letter Mnemonic Strategy*** earned test scores that increased from an average of 51% to 85%.



The LINCS Vocabulary Strategy

The LINCS Vocabulary Strategy helps students learn new vocabulary words using powerful memory-enhancing techniques, including visual imagery, association with prior knowledge, mnemonic devices and study cards. Research results showed that in a social studies class, students with learning disabilities taught the ***LINCs Vocabulary Strategy*** earned a mean score of 53% on the pretest and a mean score of 77% after learning the strategy. In the control class in which students did not learn the strategy, the mean percentage of correct answers decreased from the pretest to the posttest.

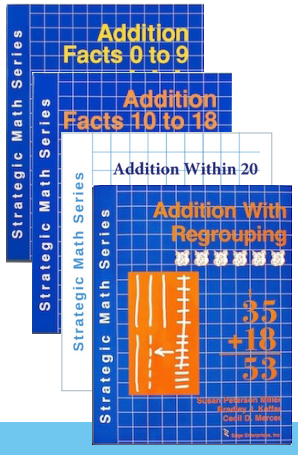


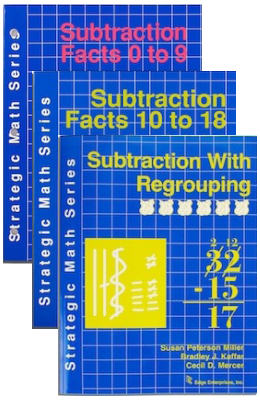
The Listening and Note-Taking Strategy

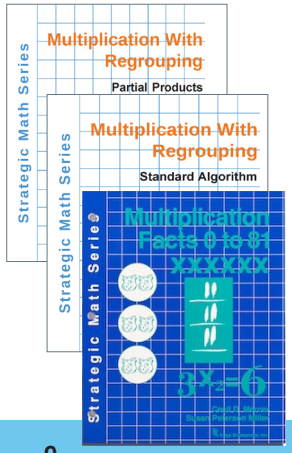
The Listening and Note-Taking Strategy helps students identify and quickly capture important information during a lecture by recognizing important verbal cues, sorting main ideas and details, identifying key words and writing those key words in an organized way, and how to study their notes to earn the best test grades possible. In a study of 13 undergraduate college students with learning disabilities, students substantially improved their ability to take notes and correctly answer questions about lecture material after just four hours of instruction. Test scores increased from a mean baseline score of 28% to a mean post-intervention score of 76%.

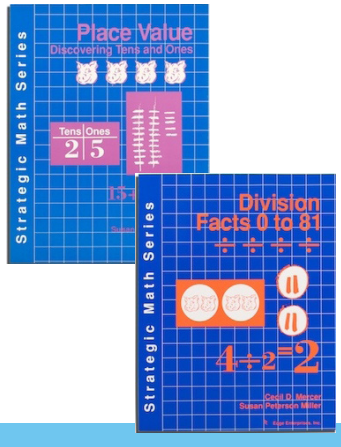
Strategic Math

The Strategic Math Series focuses on how to teach basic math facts and operations to students of any age. Content is built upon the concrete-representational-abstract method of instruction. In this approach, understanding of mathematics is developed through the use of concrete objects, representational drawings, and an easy-to-learn strategy that turns all students into active problem solvers.

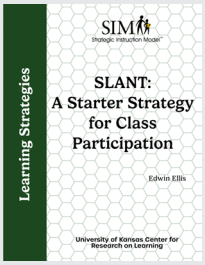








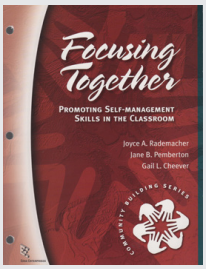
Strategies for Student Collaboration



SLANT 2nd Edition (2025): A Starter Strategy for Class Participa-

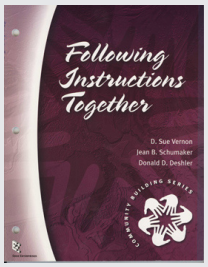
SLANT: A Starter Strategy for Class Participation is a simple, easy-to-teach strategy which helps students exhibit appropriate posture, track the talker, activate their thinking, and contribute information.

Community Building Strategies



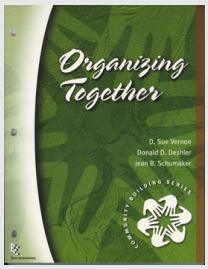
Focusing Together

Focusing Together helps students learn self-management skills like staying on task and being productive in the classroom by following learning community expectations; how their choice of whether or not to abide by those expectations affects their personal power; and how to follow a self-management strategy for staying on task when they must work independently or in small groups. In research studies, students in experimental classes reduced the number of off-task behaviors during the time they were expected to work independently (from a mean of 21 to a mean of 4.5 per 45-minute period; comparison class means were 21.9 and 18.3). Teachers in experimental classes reported a 72% reduction of rule infractions, while comparison teachers reported no change.



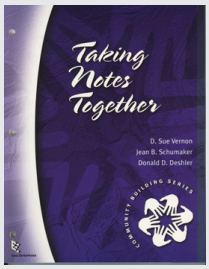
Following Instructions Together

Following Instructions Together helps students follow instructions effectively by learning to verify instructions, from simple oral directions to more complex written and oral instructions, and to check their written assignments to ensure they have followed all instructions. In a field test involving 20 elementary teachers and their students, significant differences were found between students who participated in the ***Following Instructions Together*** program (experimental group) and students who did not (comparison group). Experimental students answered significantly more questions correctly about community concepts and followed complex instructions significantly more accurately than comparison students.



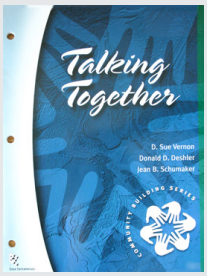
Organizing Together

Organizing Together enables students to establish order in their daily lives by learning how to organize notebooks, desks, lockers, and backpacks and use a weekly calendar to remember assignments and events. In a field test involving six elementary teachers and their students, significant differences were found between the students who participated in the ***Organizing Together*** program (experimental group) and those who did not. Experimental students answered significantly more questions correctly about community concepts, they understood and could more accurately use a weekly calendar, and their notebooks, desks, backpacks, and lockers were significantly more organized than those of comparison students.



Taking Notes Together

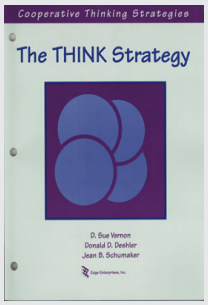
Taking Notes Together helps students learn to record information quickly and concisely during lectures, reading assignments, and videos. In a field test involving 12 teachers and their elementary students, significant differences were found between students who participated in the ***Taking Notes Together*** program (experimental group) and students who did not (comparison group). Experimental students answered significantly more questions correctly about community concepts, and they understood and could more accurately and comprehensively take notes related to lectures, reading assignments, videotapes, and demonstrations than comparison students.



Talking Together

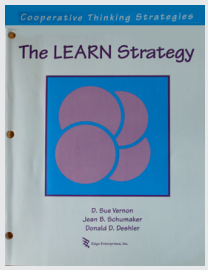
Talking Together helps students participate respectfully in class. They learn basic strategies for controlling behavior during discussions, taking turns, and expressing respect and kindness to others. In a research study involving 20 teachers and 377 students, results showed that students in experimental classes who had participated in ***Talking Together*** lessons knew significantly more about how to create a classroom community, participated more frequently, and engaged in fewer behaviors that would disrupt a discussion than the comparison classes.

Cooperative Thinking Strategies



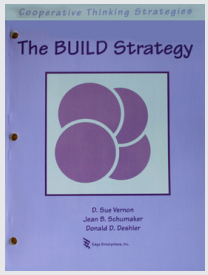
The THINK Strategy: A Group Problem-Solving Strategy

Students working together in teams use the ***THINK Strategy*** to systematically solve problems. The research studied the use of this strategy in schools where school improvement goals targeted problem solving, reasoning, and communicating. Results showed that the mean percentage of points earned by groups in the study before instruction was the same for experimental and comparison groups at 34 percent. However, at the end of the school year, the mean percentage score for the experimental groups was 84% and for the comparison groups 39%.



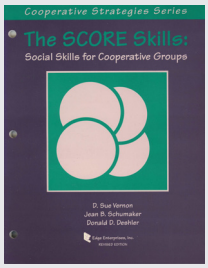
The LEARN Strategy: A Group Study Strategy

The ***LEARN Strategy*** is used by students teams to learn together. They identify key information, create ways to remember it, and follow steps to help each other learn the information.. Research results indicated that students in the experimental classes performed a significantly higher percentage of study behaviors than comparison students in their cooperative study groups at the end of the school year. Experimental group pretest scores averaged 18%, with posttest scores averaging 70%. The comparison group pretest score average was 27%, with the posttest score averaging 35%.



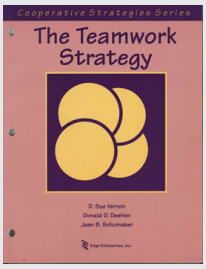
The BUILD Strategy: A Group Issue-Solving Strategy

Students use the ***BUILD Strategy*** to work together to resolve a controversial issue. The purpose of the strategy is to enable students to work together to make decisions using a process similar to a debate. Research results showed that the average score for students in the experimental group from observation and products written by students as they discussed the issue was 21.4% on the pretest and 80.1% after learning the ***BUILD Strategy***. The comparison group, which did not learn the strategy, earned a mean score of 15.1% on the pretest and 19.6% on the posttest.



The SCORE Skills: Social Skills for Cooperative Groups

The SCORE Skills are a set of social skills that are fundamental to participating effectively in groups. Students learn to share ideas, compliment others, offer help or encouragement, recommend changes nicely, and exercise self-control. Research results showed the mean percentage of cooperative skills used by students in cooperative groups in class before learning the skills was 25%. The mean percentage increased to 78% after learning them. The students in the comparison group that had no instruction in the skills earned average scores of 25% and 28% during the study.



The Teamwork Strategy: A Group Project-Completion Strategy

The ***Teamwork Strategy*** provides a framework for organizing and completing assigned projects in small groups. Students analyze a group assignment and divide it into specific tasks, equitably assign those tasks to individuals, offer and request help to complete the individual jobs, ask for and give feedback to other group members, assemble the individual jobs into one product, and evaluate the process used to complete the project, and assess the interpersonal skills of group members. In field tests, students in experimental classes increased their use of cooperative skills dramatically, from 25% of identified skills to 75% of the skills. Some groups chose not to use the strategy for some tasks. When students used the strategy, cooperative skill performance was close to 100%.

Social Interaction Strategies

The Socially Wise Program (Note: Uses FLASH which is no longer supported)

This multi-media digital program teaches students alternatives for behaving in situations that have the potential to result in negative consequences if not handled appropriately. Students learn about and practice skills for interacting in these situations: Dealing with Critical Feedback, Coping with "No," Accepting Advice, Negotiation, Apologizing, Involving Others, Responding to Peer Pressure, and Giving Feedback to Peers. For each skill, instruction from a narrator is interspersed with interactive activities and video clips of teens performing the skills. Students then can practice each skill with a peer or the teacher in live role-play situations.

Speaking with Power (Note: Uses FLASH which is no longer supported)

This multi-media series includes three interactive digital programs that focus on learning to give narrative, informative, and persuasive speeches.

Contact us:

KU CENTER FOR RESEARCH ON LEARNING
The University of Kansas

The Professional Development Research Institute
Haworth Hall, Room 3107
1200 Sunnyside Avenue
Lawrence, KS 66045-3101
785.864.0626 • 785.864.5728 (fax)
simpd@ku.edu • http://sim.ku.edu

The University of Kansas does not discriminate in any employment practice, education program, or educational activity.