Strategic Instruction Model (SIM)

Overview

SIM is based on a set of instructional guidelines that can be used to effectively teach students a variety of learning strategies. Though each stage of the model focuses on different instructional practices (noted below), each also involves the use of advance organizers, post organizers, and goal-setting.

Procedures

★ Pretest and Make Commitments
  • Motivate students to learn the strategy
  • Assess the current performance level of the students in regard to the skill

★ Describe
  • Provide an overview of the strategy
  • Discuss how this strategy will benefit students
  • Describe how the students will use self-instruction to regulate their use of the strategy

★ Model
  • Provide instruction on how to use the strategy
  • Use “think alouds” to demonstrate how to use the strategy
  • Demonstrate self-instruction

★ Verbal Practice
  • Make sure students can describe in their own words the strategy and the steps involved
  • Ensure that students can describe how to use self-instruction when applying the strategy
  • Make sure that students are fluent in naming the steps

★ Controlled Practice and Feedback
  • Provide ample opportunity for the students to practice using the strategy with easy materials until they can apply the strategy with fluency and confidence
  • Increase the level of difficulty until the students can effectively use the strategy with grade-level tasks
  • Decrease the level of teacher support across time
  • Provide corrective feedback

★ Advanced Practice and Feedback
  • Assign grade-level tasks in which the students independently apply the strategy
  • Provide assignments that require the student to adapt the strategy
  • Decrease the use of prompts
  • Monitor student performance and provide corrective feedback

★ Posttest and Make Commitments
  • Determine whether the students have mastered the strategy
  • Provide additional practice opportunities for students who have not mastered the strategy
• Encourage the students to review their goals and provide self-reinforcement for achieving them
• Explain the importance of using the strategy in other settings (i.e., generalization)

★ Generalization
• Discuss the benefits of using the strategy in other settings
• Encourage students to use the strategy outside of class (e.g., for assignments in other classes, at home)
• Encourage students to set goals to increase their use of the strategy
• Discuss the cognitive processes taking place when using a strategy and practice adapting the strategy for novel tasks
• Promote maintenance of the strategy across time

Source:


For more information about SIM®, please visit kucrl.org/sim. Most SIM instructional materials are available only in conjunction with professional development provided by certified SIM Professional Developers.