ENSURING PRACTICAL
AND SCIENTIFICALLY SOUND MTSS/RTI

PRESENTED BY DATA-BASED CONFERENCES WITH SUPPORT FROM
THE UNIVERSITY OF WASHINGTON TACOMA SCHOOL OF EDUCATION

OCTOBER 5TH AND 6TH, 2017
TACOMA, WASHINGTON

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CALENDAR OF SESSIONS

THURSDAY

Time	Session
8:30–9:30	WELCOME AND KEYNOTE SESSION 1: Building MTSS on a Foundation of Tiers
9:30–10:30	KEYNOTE SESSION 2: A Continuum of Behavior Support: Filling in the Gaps
10:45-12:00	KEYNOTE CHOICES A OR B: --Law: SLD Identification and the Severe Discrepancy Between Prevailing Perception and Continuing Caselaw --Getting Started on High Quality MTSS Implementation
12:45–2:15	BREAKOUT CHOICES:
	Classroom Management: The CORE of MTSS for Behavior
	Getting to the Next Level of MTSS Implementation
	Law and Lore of RTI: Professional Liberation Rather than Paralyzing Fear
	Comprehensively Evaluating Learning Disabilities in the Context of MTSS/RTI
2:30–4:00	BREAKOUT CHOICES:
	Early-Stage Behavioral Interventions for Individual Students
	A New Approach to Implementation Fidelity: Fixing the Weak Link in MTSS
	Practical and Scientifically Sound SLD Eligibility
	Understanding Dyslexia and Other Reading Disabilities: A Scientific Approach

FRIDAY

Time	Session
8:30–8:45	WELCOME AND JUDICIOUS REVIEW: Some Judicious Review: Big Ideas from Day 1 and a Road Map to Day 2
8:45–10:00	KEYNOTE SESSION 1: Teach Like Kevin Bacon: What Research-Based Instruction Looks Like!
10:15-11:45	KEYNOTE SESSION 2: MTSS Mathematics: More Than Reading and Behavior Support
12:30–2:00	BREAKOUT CHOICES:
	Elementary Literacy Practices
	Differentiating Elementary Math Instruction in an MTSS/RTI Environment
	Secondary MTSS
	Ensuring High Fidelity of MTSS Implementation
2:15–3:45	BREAKOUT CHOICES:
	Secondary Literacy Practices
	Inclusive MTSS Self-Management Practices for Students with More Severe Disabilities including ASD
	Simple and Scientifically Sound Screening and Basic Skills Progress Monitoring

Conference Description

Multi-Tier System of Supports (MTSS) implementation, also known as RTI, is accelerating rapidly across the Pacific Northwest as schools recognize that not all learning and behavior problems are special education problems and that early and powerful intervention is the key to school success. *General education and special education must work together* in an "every ed" model to ensure that schools are systematic in these early identification and intervention efforts, bringing powerful and research-based practices to bear in a time and cost efficient manner.

This 2-day conference brings nationally recognized presenters who meld a strong research base with careful attention to practicality, striving to bring high quality training to practitioners at the lowest possible cost. Previous versions have been held in New Orleans for the past 3 years and recently, has expanded to Tennessee, Houston, Nebraska, and now Tacoma, Washington.

Although this is a 2-day conference, attendance can be broken into an option for Day 2 only on a limited basis. Both days emphasize what *every* educator needs to know about MTSS implementation. Day 2, aligned with Washington's teacher inservice day, focuses exclusively on basic skills intervention, screening and progress monitoring, and "how to make MTSS work."

Topics include the special education identification practices that promote coordinated early general education intervention K-12 and abandon failed methods such as ability-achievement or other cognitive discrepancies as well as relevant legal issues.

Attendees will learn research-based reading/language arts, mathematics, and behavior intervention across Tiers as well as strategies for including students with more severe disabilities (e.g., ASD) in MTSS. The focus will be on implementation with sessions for schools early in implementation and those working to get to the next level of high fidelity implementation.

VENUE

University of Washington Tacoma

1900 Commerce Street

Tacoma, Washington 98402

Sessions Include Whole Group Keynotes and Smaller Group Breakouts Based on the Interests

of Attendees

ACCOMMODATIONS

Check dbcconferences.com for hotel updates or contact

mark@dbcconferences.com

847-275-7200

COST & REGISTRATION

2–Day Registration
- $350 on or before September 15th
- $375 after September 15th
- $75 graduate student
- 1–Day Registration
- $250 on or before September 15th
- $275 after September 15th

REGISTRATION AND PAYMENT IS COMPLETED AT:
1. dbcconferences.com
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Payment accepted through PayPal, credit card via PayPal "guest," or Purchase Order/Invoice.

Registration includes continental-style breakfast and lunch on both days.

Opportunities to Earn Continuing Professional Development Credit (CPD):
- NASP NCSP CPD Credit for School Psychologists
- BCBA Credits for Board Certified Behavior Analysts

Cancellation Policy:

Conference fees are refundable less $50 if cancelled 30 days prior to conference. No refunds after that date.

CONFERENCE SESSIONS

October 5th Thursday Schedule

7:45	Registration/Refreshments
8:30–12:00	Keynotes
12:00–12:45	Box Lunch
12:45–2:15	Breakout Sessions
2:30–4:00	Breakout Sessions

INTRODUCTORY KEYNOTE: 8:30-9:30

Building MTSS on a Foundation of Tiers

W. Alan Coulter & Mark R. Shinn

This introductory session highlights key contributions of the conference to high quality and comprehensive tiered services. What are the "big ideas" of MTSS/RTI and what lessons have we learned over the years?

KEYNOTE: 9:30-10:30

A Continuum of Behavior Supports: Filling in the Gaps

Randy Sprick

Within MTSS, positive behavior support should ensure that no student fails to thrive academically due to behavior, discipline, or social-emotional difficulties. However, in many schools, there are significant gaps in this continuum. For example, in many schools, MTSS for behavior is viewed by too many general education administrators and teachers as a different "set of hoops" one must jump through to get a student placed in special education. In this session, five such gaps are identified and suggestions are provided for moving to close those gaps and improve MTSS processes for behavior.

KEYNOTE CHOICES 10:45-12:00

SLD Identification and the Severe Discrepancy Between Prevailing Perception and Continuing Caselaw

Perry Zirkel

Tracing a long line of hearing/review officer and court decisions specific to specific learning disability (SLD) Identification reveals a consistency of issues and outcomes that contrasts with what stakeholders perceive.

Getting Started on High Quality MTSS Implementation

W. Alan Coulter & Kim Gibbons

Too many schools are stuck or struggling with initial MTSS/RTI Implementation that are attributable to entirely solvable problems. This session addresses the foundational steps necessary to firm up your intial efforts and enable you to move to the next level of implementation fidelity.

AFTERNOON 12:45-2:15 BREAKOUTS

Law and Lore of RTI: Professional Liberation Rather than Paralyzing Fear

Perry A. Zirkel

Systematic and objective synthesis of the applicable (a) federal and state laws, (b) OSEP policy interpretations, and (c) hearing and court decisions reveals ample latitude for best practice rather than the misperceptions of looming liability.

COMPREHENSIVELY EVALUATING LEARNING DISABILITIES IN THE CONTEXT OF MTSS/RTI

Jack Fletcher

Cognitive discrepancy approaches such as the ability-achievement discrepancy approach or patterns of cognitive strengths and weaknesses for SLD eligibility determination lack research support. IDEA 2004 permits assessment methods based on a hybrid approach emanating from a MTSS/RTI framework that links early intervention and progress monitoring data with norm-referenced assessments of achievement. From this evaluation, evidence-based instruction can be prescribed that is intense and differentiated.

Classroom Management: The CORE of MTSS for Behavior

Randy Sprick

This session will examine what can be done schoolwide to help teachers organize classrooms to reduce discipline problems and prompt responsible behavior from students. The session will examine the importance of a) high quality

staff development, b) clarity from administrators on the outcomes of good classroom management, and c) supportive coaching in the classroom. The research on effective classroom management is clear and consistent. The trick lies in getting staff to implement effective practices on a regular basis in their classrooms.

Getting to the Next Level of MTSS Implementation

W. Alan Coulter & Kim Gibbons

Sufficient evidence exists identifying the big errors that schools and districts make in designing and implementing MTSS/RTI that delay or distract from higher fidelity implementation. This session frames three critical errors in initial implementation that should be avoided and provides participants with guidelines and tools that can be used to

increase the probability of success.

AFTERNOON 2:30-4:00 BREAKOUTS

UNDERSTANDING DYSLEXIA AND OTHER READING DISABILITIES: A SCIENTIFIC APPROACH

Jack Fletcher

There are many misunderstandings about dyslexia and related reading disabilities, but there is a research base to guide practice. Beginning with definition, this presentation addresses screening and identification of dyslexia, its neurobiological basis, and effective intervention practices driven by the need for early intervention in a MTSS model that links prevention and remediation when preventative

efforts aren't sufficient.

Early-Stage Behavioral Interventions for Individual Students

Randy Sprick

This session provides information on 5 interventions that can become a standard protocol within a district—what teachers should implement first when an individual student's behavior is problematic. Strategies include planned discussion, goal setting, data-collection and debriefing, increasing positive interactions, and function-based interventions. Each strategy includes easy-to-use implementation forms and worksheets. This protocol is essential for creating the link between universal procedures

and Tier 2 and Tier 3 intervention support.

A New Approach to Implementation Fidelity: Fixing the Weak Link in MTSS

W. Alan Coulter & Kim Gibbons

The weak link in implementation of MTSS/RTI is implementing the intervention with fidelity. When low fidelity is observed, the typical (but erroneous) cause is labeled teacher resistance. This begins a contentious consultation relationship. Or worse, fidelity measurement is ignored. This session flips the mindset about fidelity with three specific tools to both enhance consultee relationships and improve implementation fidelity. Participants will leave with a protocol and evidence-based steps to use in real-world settings.

Practical and Scientifically Sound SLD Eligibility Determination

Mark R. Shinn

More than a decade after IDEA-2004, schools still often struggle with what data are essential and how to make decisions when an RTI process is used for SLD eligibility determination. This session will illustrate how a dual-discrepancy model is used to make quality eligibility decisions in a process that addressed the determinant and exclusionary components required by federal law.

CONFERENCE SESSIONS

October 6th Friday Schedule

7:45	Refreshments
8:30–11:45	Keynotes
11:45–12:30	Box Lunch
12:30–2:00	Breakout Sessions
2:15–3:45	Breakout Sessions

KEYNOTE 1: 8:30-8:45

Some Judicious Review: Big Ideas from Day 1 and a Road Map to Day 2

W. Alan Coulter & Mark R. Shinn

A judicious review of Day 1 to set the stage for Day 2!

KEYNOTE 2: 8:45-10:00

When It Comes to Best Practices in Literary Instruction, Remember to Be Like Kevin Bacon!

Nancy Marchand-Martella

If there is one single feature of instruction that improves reading achievement, it is increasing the level of explicitness of how we teach. Unfortunately, explicit and more intentional instruction is often treated as a second-class citizen in many teacher education programs. This session will highlight the elements of explicit instruction

wrapped around a movie clip featuring Kevin Bacon.

KEYNOTE 3: 10:15-11:45

Is It True That Some Kids Just Can't Do Math? With thanks to Dan Willingham

Marcy Stein

This session includes common myths about the performance of U.S. students in math and common challenges teachers face when trying to improve students' performance. Research findings relevant to bettering core math instruction, and explore how and why some of those findings have failed to influence Tier 1 general education mathematics curriculum and instructional practices are presented.

AFTERNOON BREAKOUTS 12:30-2:00

Differentiating Elementary Math Instruction in an MTSS/RTI Environment

Marcy Stein

"Differentiating instruction" is a term used to represent a vast assortment of instructional activities that include those supported by research and those that are not. In this session, the concept of differentiated instruction will be discussed with a focus on evidence-based practices in math and MTSS/RTI. Implications for designing high-impact math instruction for students who receive Tier 2, Tier 3, and special education will be discussed.

Elementary Literacy Practices

Nancy Marchand-Martella

For more than 40 years, we have known that the more explicit our instruction, the more effective it will be for learners who struggle with reading. This session will focus on elementary literacy strategies for students in grades K–5 with a focus on explicit instruction. Learning-to-read and reading-to-learn strategies will be shared along with curricular programs found to be effective for those needing strategic and/or intensive interventions.

A New Approach to Implementation Fidelity: Fixing the Weak Link in MTSS

W. Alan Coulter & Kim Gibbons

The weak link in implementation of MTSS/RTI is implementing the intervention with fidelity. When low fidelity is observed, the typical (but erroneous) cause is labeled teacher resistance. This begins a contentious consultation relationship. Or worse, fidelity measurement is ignored. This session flips the mindset about fidelity with three specific tools to both enhance consultee relationships and improve implementation fidelity. Participants will leave with a protocol and evidence-based steps to use in real-world settings.

Designing MTSS for Secondary Schools

Mark R. Shinn

Middle and high school MTSS/RTI still lags behind elementary implementation, or tries to apply a tiered services model suitable for younger students acquiring basic academic and behavior skills. MTSS/RTI often doesn't make sense to secondary teachers, and rightly so. This session will describe how middle and high school MTSS is different—from its prevention focus for core content area instruction to its screening and progress monitoring practices—with attention to differentiating and intervening with students who need intensive treatment vs. content area instructional and/or behavioral support.

AFTERNOON BREAKOUTS 2:15-3:45

Proactive Design of MTSS Screening and Progress Monitoring Practices

Mark R. Shinn

Considerable advances have been made in MTSS/RTI screening practices that can reduce decision-making time and the amount of testing for students and teachers while increasing the opportunity for intervention planning time. Likewise, clarity of progress monitoring practices across tiers has enabled more efficient practices. This session will present how these advances can improve screening and progress monitoring practices in K–12 and expand data use to area like communication with parents and instructional planning.

Inclusive MTSS Self-Management Practices for Students with More Severe Disabilities including ASD

Ron Martella

The number 1 issue related to teacher burnout in today's schools is the lack of behavior management skills. Unfortunately, teacher-training programs do not adequately prepare teachers, and this skill shortage is compounded when students require more intensive supports. This session offers suggestions related to behavior management with a focus on students with ASD. Roadblocks such as coercive control, detours such as schoolwide efforts, and destinations such as improved school climate will be addressed.

Secondary Literacy Practices

Nancy Marchand-Martella

An often overlooked group of students in MTSS efforts includes those in grades 6-12. Best practices for older students point to the importance of being more intentional in our instructional efforts, again calling for more explicit instruction as a primary approach for how we conduct business with them. This session will focus on secondary literacy strategies for students in grades 6–12. Learning-to-read and reading-to-learn strategies will be shared along with curricular programs shown to be effective for those needing strategic and/or intensive interventions. Study strategies found to promote college and career readiness will also be highlighted.

CONFERENCE PRESENTERS

Randy Sprick, Ph.D.

After receiving his doctorate in 1979, Dr. Sprick began developing programs that would translate the massive volume of research on effective discipline and behavioral interventions into practical strategies that educators could easily adopt. He has produced numerous articles, books, and multimedia programs that assist school personnel in dealing with issues of discipline and classroom management, including CHAMPS, Discipline in the Secondary Classroom, Foundations, and the Teacher's Encyclopedia of Behavior Management. He was the recipient of the 2007 Council for Exceptional Children (CEC) Wallin Lifetime Achievement Award.

Nancy Marchand-Martella, Ph.D., BCBA-D

Dr. Marchand-Martella is department chair and professor of education psychology at the University of Oklahoma. She teaches classes in academic remediation focussing on language arts and math interventions, Dr. Marchand-Martella has more than 30 years of experience working with at-risk populations, and more than 180 professional publications credited to her name. She is an author of Multiple Meaning Vocabulary, Lesson Connections and Core Lesson Connections for Reading Mastery Signature Edition, and Read to Achieve, an adolescent literacy program. She is also coauthor of the digital, print, and project-based SRA FLEX Literacy. Finally, she is co-lead consultant (along with Dr. Anita Archer) of a model demonstration project designed to improve literacy for students with disabilities in grades 6–12.

Perry A. Zirkel, Ph.D., J.D., LL.M.

Dr. Zirkel is university professor emeritus of education and law at Lehigh University. He has a Ph.D. in Educational Administration and a J.D. from the University of Connecticut, and a Master of Laws degree from Yale University. He has written more than 1,500 publications on various aspects of school law, with an emphasis on legal issues in special education. He is the author of CEC monograph The Legal Meaning of Specific Learning Disability; the two-volume reference Section 504, the ADA and the Schools, now in its third edition; and various updating articles on both SLD case law identification and RTI legal developments.

Mark R. Shinn, Ph.D.

Dr. Shinn is a professor of school psychology at National Louis University. Since his graduate school training at the Minnesota Institute for Research on Learning Disabilities, he has published more than 100 book chapters and refereed journal articles on academic screening, school-based SLD identification practices, and progress monitoring. He also has edited three editions of a research-based PreK–12 academic and behavior interventions book for NASP. Dr. Shinn has provided staff development and consultation to schools and state departments of education in 43 states and most recently was involved in the rollout of Tennessee's Middle and High School RTI2 plans.

Kimberly Gibbons, Ph.D.

Dr. Gibbons is associate director of the Center for Applied Research and Educational Improvement at the University of Minnesota. Prior to that, she was executive director of the St. Croix River Education District, which has received national recognition for its pioneering use of RTI since 1979. She has been a director of special education, staff development coordinator, and school psychologist, and coauthored three books on RTI.

Jack M. Fletcher, Ph.D.

Dr. Fletcher is the Hugh Roy and Lillie Cranz Cullen Distinguished Professor of Psychology at the University of Houston. As a board certified child neuropsychologist, he has conducted research on children with learning and attention disorders, and brain injury. He directs a Learning Disability Research Center grant funded by the National Institute of Child Health and Human Development (NICHD). He served on the NICHD National Advisory Council, the Rand Reading Study Group, the National Research Council Committee on Scientific Principles in Education Research, and the President's Commission on Excellence in Special Education. Dr. Fletcher was the recipient of the Samuel T. Orton award from the International Dyslexia Association in 2003 and a co-recipient of the Albert J. Harris award from the International Reading Association in 2006.

Ronald C. Martella, Ph.D., BCBA-D, LBA

Dr. Martella is a Professor of Special Education at the University of Oklahoma. He teaches classes in the area of applied behavior analysis with a focus on behavior management approaches and research methodology. Dr. Martella has more than 30 years of experience working with individuals with disabilities and is a board certified behavior analyst at the doctoral level and licensed as a behavior analyst in the state of Oklahoma. He is an SRA McGraw-Hill author of Lesson Connections and Core Lesson Connections for Reading Mastery, Read to Achieve, and SRA FLEX Literacy.

W. Alan Coulter, Ph.D.

Dr. Coulter is Director of Education Initiatives at the Human Development Center and the T.I.E.R.S. Group that assists SEAs and LEAs to implement Multi-tiered Systems of Support (MTSS) and response to intervention (RtI), Dr. Coulter served on the President's Commission on Excellence in Special Education in 2001–02 and was director of the National Center for Special Education Accountability Monitoring.

Marcy Stein, Ph.D.

Dr. Stein is a Professor at UW Tacoma where she is one of the founding faculty members of the School of Education. She has published extensively in the areas of both special education and general education on reading and mathematics instruction, curriculum analysis, and textbook adoption. She is an author of Direct Instruction Mathematics. In 2006, she received the UWT Distinguished Scholarship Award; in 2015 she and her colleagues received the UWT Community Engagement Award.

Dr. Stein regularly consultswith teachers and administrators on improving the performance of students who are at risk for academic failure, with state departments of education on how research findings can be used effectively to improve instructional practice, and with schools, districts, and states on the systematic evaluation of mathematics and literacy curriculum materials.