

TRAUMA-INFORMED MTSS/RTI: PRACTICAL AND EVIDENCED-BASED PRACTICES

UNIVERSITY OF HOUSTON
DEPARTMENT OF PSYCHOLOGY AND THE TEXAS CENTER FOR LEARNING DISABILITIES

NOVEMBER 30TH AND DECEMBER 1ST, 2017



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CALENDAR OF SESSIONS

THURSDAY

8:30–9:30	WELCOME AND KEYNOTE SESSION 1: Building MTSS on a Foundation of Tiers and the Lessons We Have Learned
9:30–10:30	KEYNOTE SESSION 2: Powerful MTSS Implementation Begins with Core Language Arts Instruction
10:45–12:00	KEYNOTE CHOICES A OR B: A--Law and MTSS/RTI Implementation B--Knowing Where You Are and Where to Go Next: High Quality MTSS Implementation (Part 1)
12:45–2:15	BREAKOUT CHOICES: Elementary (K-5) Literacy Practices Knowing Where You Are and Where to Go Next: High Quality MTSS Implementation (Part 2) Law and Lore of RTI: Digging Deeper Test and Treat or Treat and Test: A Comparison of SLD and Dyslexia Identification Methods
2:30–4:00	BREAKOUT CHOICES: Secondary (6-12) Literacy Practices It's Simple AND Complicated: Evidence-Based Practices to Improve Leadership's Role in Implementation Basics Skills Screening and Proactive Intervention Design Students with Autism Spectrum Disorder (ASD) and Other Disabilities: Focusing on the "Self" in Self-Management Strategies

FRIDAY

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: Using Trauma-Informed Behavioral Supports to Make MTSS Bigger and Better
10:15–12:00	KEYNOTE SESSION 2: Understanding Dyslexia and Other Reading Disabilities: A Scientific Approach
12:45–2:15	BREAKOUT CHOICES: Personalizing Behavioral Interventions to Enhance Results: Matching, Mapping, Monitoring, & Meeting Scientifically Sound Basic Skills Progress Monitoring, Including IEPs Providing Behavior Support to Students with Autism Spectrum Disorder (ASD) Ensuring High Fidelity of MTSS Implementation
2:30–4:00	BREAKOUT CHOICES: Secondary MTSS that Makes Sense Strategic Doing: Interactive Session to Enhance Your MTSS Implementation Plan Strategic Doing: Interactive Session to Enhance Your Trauma-Informed and Behavior Support Services

Conference Description

In conjunction with the Department of Psychology and the Texas Center for Learning Disabilities, University of Houston, Data-Based Conferences will be bringing our team of national experts to Houston on Thursday and Friday, November 30th and December 1st, 2017, to work with school leaders and practitioners to provide state-of-the-art information on best practices for instruction, behavior support, and assessment.

This is our second Houston Conference and we promise "something new"--expansions of last year's content to some other topics, with particular attention to trauma-related mental health interventions, given recent events in southeast Texas and the Houston area. We also will be including dyslexia, and more attention to autism and ASD.

We also promise something "old"--critical features to support high quality implementation such as foundations of research-based language arts interventions across tiers, assessment and decision making, legal supports and barriers in Texas and beyond, and lessons learned in successful implementation. Attendees will be able to participate in selected whole group Keynote sessions as well as select Break Out sessions related to their own interests and needs.

Our approach to MTSS and RTI is one of "Every Ed," where implementation success is a collaborative effort among multiple parties, including general, remedial, and special education. Our nationally recognized experts bring practices that are scientifically sound yet practical with respect to implementation success. Join us.



VENUE

University of Houston
4800 Calhoun Rd. (entrance 1)
Houston TX 77074

ACCOMMODATIONS

In the next few weeks, information of local hotels that are close by and/or may offer a discount for attendees will be posted on:

dbconferences.com or contact

mark@dbconferences.com

COST AND REGISTRATION

2-Day Registration

\$350 on or before November 10th, 2017

\$375 after November 10th, 2017

\$75 graduate student

1-Day Registration

\$225 on or before November 10th, 2017

\$275 after November 10th, 2017

REGISTRATION and PAYMENT

1. Go to dbconferences.com and Select the Houston MTSS 2-day or 1-day product.
2. Complete the required information, including payment arrangements. Credit cards are preferred but payment by a Purchase Order/ Invoice process is accepted.

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



CONFERENCE SESSIONS

Thursday Schedule

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

KEYNOTE SESSION 1 8:30-9:30

Building MTSS on a Foundation of Tiers and the Lessons We Have Learned

Alan Coulter and Mark R. Shinn

30 Years of implementation efforts have identified a set of lessons learned that facilitate implementation success and reduce the challenges that oft-occurring mistakes can occasion. This session presents those lessons that serve as consistent themes across all sessions.

KEYNOTE SESSION 2 9:30-10:30

Powerful MTSS Implementation Begins with Core Language Arts Instruction Aligned to the Needs of Students, Not Adults

Nancy Marchand Martella and Mark R. Shinn

MTSS implementation success is based on a strong research-based core language arts (LA) program K-9 to ensure students get off to a health start. Unfortunately, too many schools do not have such a strong core, with an over-reliance on teacher-made curriculum and/or level-readers. This session identifies research-based core LA program features and provides options to increase the intensity of the core aligned to the needs of students.

KEYNOTE CHOICE A OR B 10:45-12:00

Choice A: Law and MTSS/RTI Implementation

Perry A. Zirkel

This session will provide a systematic and objective analysis of the applicable laws for MTSS and RTI, including Texas regulations specific to specific learning

disabilities (SLD) identification. This analysis proves that school personnel have ample latitude for prudent discretion; the legal “take away” is that best practice rather than looming liability is the guiding factor

Choice B: Knowing Where You Are and Where to Go Next for High Quality MTSS Implementation (Part 1)

Kim Gibbons and Alan Coulter

This first session of two will guide participants through a process to audit MTSS practices in their building or district across the areas of leadership, assessments, data-based decision making, multi-level instruction, and infrastructure to improve and sustain MTSS. Interview and survey tools will be shared along with a rubric to evaluate fidelity of implementation across the five areas. Finally, tips for linking the results of audits and/or needs assessments to action plans will be presented.

LUNCH 12:00-12:45

Please visit with our sponsors and attend some of the targeted lunch demonstrations.

AFTERNOON BREAKOUT SESSION I 12:45-2:15

Elementary Literacy Strategies and Programs for Successful MTSS Implementation

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 focuses on elementary (K-5) literacy strategies with a focus on explicit learning-to-read and reading-to-learn strategies along with effective reading programs for those needing more intensive interventions.

Where You Are and Where to Go Next: (Part 2)

Kim Gibbons and Alan Coulter

This second session continues to guide participants through a process to audit MTSS practices in their building or district across the areas of leadership,

assessments, data-based decision making, multi-level instruction, and infrastructure to improve and sustain MTSS.

Law and Lore of RTI: Digging Deeper

Perry A. Zirkel

This session provides an in-depth examination of a) federal and state laws, (b) OSEP policy interpretations, and (c) hearing and court decisions specific to SLD identification for three approaches: severe discrepancy, RTI, and pattern of strengths and weaknesses. It also provides a parallel examination of the pertinent provisions in federal legislation and agency policy interpretations of MTSS

Test and Treat or Treat and Test: A Comparison of SLD and Dyslexia Identification Methods

Jack Fletcher

This presentation contrasts traditional approaches to SLD and dyslexia identification based on cognitive discrepancies with an a RTI/MTSS hybrid approach. There is little validity of cognitive discrepancies approaches, including use IQ/ability-achievement discrepancies and patterns of cognitive strengths and weaknesses. Approaches from an RTI framework prioritizes screening and progress monitoring, permitting correction of screening errors through the recursive process of checking student progress in relation to instruction inherent in the framework.

AFTERNOON BREAKOUT SESSION II 2:30-4:00

Secondary Literacy Practices

Nancy Marchand-Martella

MTSS is expanding beyond the elementary level with increased attention to Grades 6–12. Best practices for older students point require being more intentional instructional efforts, using more explicit instruction as the primary teaching approach. This session focuses on secondary literacy strategies with a focus on explicit learning-to-read and reading-to-learn strategies along with identification of more effective reading programs for those needing more intensive intervention. Study strategies found to promote college and career readiness will also be highlighted.

Basic Skills Screening and Proactive Intervention Design

Mark R. Shinn

Considerable advances have been made in MTSS/ RTI basic skills screening practices that can reduce testing and decision-making time while increasing the opportunity for intervention planning time. Likewise, clarity of progress monitoring practices across tiers has enabled more systematic and seamless implementation across tiers and even programs. This session presents how these advances can improve K-12 screening and progress monitoring practices.

It's Simple AND Complicated: Evidence-Based Practices to Improve Leadership's Role in Implementation

Alan Coulter and Kim Gibbons

School leaders are critical to the implementation of MTSS. This session highlights three specific strategies school leaders can do to support implementation of MTSS.

Students with Autism Spectrum Disorder (ASD) and Other Disabilities: Focusing on the "Self" in Self-Management Strategies

Ron Martella

For students with Autism Spectrum Disorder (ASD) and other disabilities, Self-Management is considered a pivotal response skill. This session will focus on teaching self-management skills to students at the Tier 2 or Tier 3 levels as part of MTSS efforts with an emphasis on goal setting, self-recording, self-monitoring, and self-evaluation strategies. evaluation strategies.

CONFERENCE SESSIONS

Friday Schedule

7:45 Refreshments
8:30–12:00 Keynotes
12:00–12:45 Box Lunch
12:45–2:15 Breakout Session I
2:30–4:00 Breakout Session II

WELCOME SESSION 8:30-9:30

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

Alan Coulter and Mark R. Shinn

MTSS is much broader than RTI as SLD eligibility. Day 2 content is about building a powerful, comprehensive system to promote positive development, prevent academic and behavior problems, and deliver increasingly intensive intervention to students at risk.

KEYNOTE 1 8:45-10:00

Using Trauma-Informed Behavioral Supports to Make MTSS Bigger and Better

Clay Cook

Schools serve as the primary setting for students' access to social, emotional, and behavioral supports. Recent events like Hurricane Harvey and findings from the Adverse Childhood Experience Study (ACES) remind us that significant numbers of students are exposed to traumatic events that impact their social, emotional, and behavioral functioning in school. As a result, trauma-informed practices should be integrated into MTSS to increase student access to needed supports. This keynote discusses the why and how schools can expand MTSS to incorporate a continuum of trauma-informed practices, promoting well being and reducing social, emotional, and behavioral barriers to academic and life success.

KEYNOTE 2 10:15-12:00

Research-Based Practices for Students with Dyslexia and Other Reading Difficulties

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.

LUNCH 12:00-12:45

Please visit with our sponsors and attend some of the targeted lunch demonstrations.

AFTERNOON BREAKOUT SESSION I 12:45-2:15

Personalizing Behavioral Interventions to Enhance Results: Matching, Mapping, Monitoring, & Meeting

Clay Cook

A one-size-fits-all approach to intervention planning for students with social, emotional, and behavioral difficulties (SEBD) results in limited success and is wasteful of educators' precious time and resources. This session discusses an approach to personalizing interventions to students with SEBD that has been shown to significantly increase the probability of achieving successful outcomes. Attendees will learn about this approach – intervention matching, mapping, monitoring, and meeting – and be provided with resources to guide and support successful implementation in their schools.

Scientifically Sound Basic Skills Progress Monitoring, Including IEPs

Mark R. Shinn

Monitoring basic skills progress frequently remains a challenge in Tiers 2 and 3 in MTSS. Compounding the problem is our long-standing inability to improve beyond procedural compliance in our IEP goals and special education progress monitoring. This session presents simple, inexpensive, yet scientifically sound progress monitoring strategies that have been shown to increase student achievement.

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

W. Alan Coulter and 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.

Providing Behavior Support to Students with Autism Spectrum Disorder (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.

AFTERNOON BREAKOUT SESSION II 2:30-4:00

Secondary MTSS That Makes Sense

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 describes 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 versus content area instruction and/or behavioral support.

Strategic Doing: Interactive Session to Enhance Your MTSS Implementation Plan

W. Alan Coulter and Kim Gibbons

This session is intended to enable attendees to use some of the information gained at the conference to improve the quality of their MTSS implementation.

Strategic Doing: Interactive Session to Enhance Your Behavior Support Across Tiers with Attention to Trauma-Informed Practice

Clay Cook and Ron Martella

This session is intended to enable attendees to use some of the information about trauma-informed intervention, behavior support, and classroom management to improve the quality of their MTSS implementation with respect to mental health and social emotional and school and classroom climate.

PRESENTERS



Clay Cook, Ph.D.

Dr. Clay Cook is the John and Nancy Peyton Faculty Fellow in Child and Adolescent Wellbeing at the University of Minnesota and Associate Professor in the School Psychology Program. He has extensive research and practical experiences involving the implementation of multi-tiered systems of support to promote children's mental and behavioral health. He co-founded the School Mental Health Assessment, Research and Training (SMART) Center at the University of Washington and is a core faculty member within the Institute of Translational Research in Children's Mental Health at the University of Minnesota. He has received over 8.5 million dollars in external grant funding from multiple agencies and foundations. In addition to his research, he consults with several school systems throughout the US to improve practices and outcomes for students with or at-risk for social, emotional, and behavioral problems.



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

Dr. Marchand-Martella is department chair and professor of education psychology at the University of Oklahoma and teaches classes in 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. 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.



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

Dr. Zirkel is professor emeritus of education and law at Lehigh University with 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 1,450 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. He has published more than 100 book chapters and refereed journal articles on academic screening, school-based SLD identification practices, and progress monitoring and 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 44 states and most recently was involved in the rollout of Tennessee's Middle and High School RTI2 plans.



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

Dr. Martella is a Professor of Special Education at the University of Oklahoma, teaching classes in applied behavior analysis and behavior management. Dr. Martella has more than 30 years of experience with individuals with disabilities and is a doctoral level board certified behavior analyst and licensed as a behavior analyst in Oklahoma. He is author of Lesson Connections, Core Lesson Connections for Reading Mastery, Read to Achieve, and SRA project-based 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.



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 Fletcher, Ph.D.

Dr. Fletcher is the Hugh Roy and Lillie Cranz Cullen Distinguished Professor of Psychology and Chair, Department of Psychology, University of Houston. For the past 30 years, Dr. Fletcher, a board certified child neuropsychologist, has conducted research on children with learning and attention disorders, and brain injury. Dr. Fletcher directs a Learning Disability Research Center grant and has directed program projects involving neurobiological factors and learning in spina bifida and math disabilities, all funded by the National Institute of Child Health and Human Development. 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.