

MTSS FOR PREVENTION AND PROMOTION-- RTI FOR ACCURATE DISABILITY IDENTIFICATION

PRESENTED BY DATA-BASED CONFERENCES WITH SUPPORT FROM
EDUCATION SERVICE CENTER, REGION 20



JANUARY 10TH, 11TH 2019
SAN ANTONIO, TEXAS



WITH ADDITIONAL
SUPPORT FROM



CALENDAR OF SESSIONS

THURSDAY

8:30-9:00	WELCOME 10 Big Ideas to Remember about MTSS/RTI!
9:00-10:15	KEYNOTE SESSION 1: Teach Like Kevin Bacon: What Research-Based Instruction Looks Like!
10:30-12:00	KEYNOTE SESSION 2: Child Find Issues Customized for Texas' Corrective Action
12:00-1:00	LUNCH
1:00-2:15	DAY 1 AFTERNOON BREAKOUT SESSION 1 Got Good MTSS/RTI Culture? School Climate, Infrastructure, and Mind Frames K-12 Research-Based Literacy Practices Evaluation and Eligibility Issues Customized for Texas Corrective Action Proactive Design of MTSS Basic Skills Screening and Progress Monitoring Practices
2:30-4:00	DAY 1 AFTERNOON BREAKOUT SESSION 2 Got Good MTSS/RTI Culture? School Climate, Infrastructure, and Mind Frames K-12 Research-Based Literacy Practices Evaluation and Eligibility Issues Customized for Texas Corrective Action Proactive Design of MTSS Basic Skills Screening and Progress Monitoring Practices

FRIDAY

8:30-10:00	KEYNOTE SESSION 1: Positive Behavior Support as an MTSS Foundation
10:15-10:45	Preview of Our Sponsors and How They Support MTSS Implementation
10:45-12:00	KEYNOTE SESSION 2: Practical Child Find Practices Using RTI
12:00-1:00	LUNCH
1:00-2:15	DAY 2 AFTERNOON BREAKOUT SESSION 1 Classroom Management: The CORE of MTSS for Behavior Synergy: How Special Education Improvements IMPROVE MTSS Implementation Just 3 Things: Administrators' Role in Organizing, Implementing, and Sustaining MTSS Assessment, Data-Based Decision Making, and How to Avoid Fooling Yourself
2:30-4:00	DAY 2 AFTERNOON BREAKOUT SESSION 2 Early Stage Behavioral Interventions for Individual Students Blame Free Implementation Fidelity: Fixing the Weak Link in MTSS Secondary MTSS that Makes Sense

Conference Description

The state of Texas remains under pressure from a variety of audiences, including the TEA Corrective Action Plan and dyslexia advocacy groups to better serve at risk students or students with disabilities AND better prepare all students for post-secondary and work place environments.

Multi-Tier System of Supports (MTSS), also known as Response to Intervention (RTI), when implemented with fidelity, provides schools an opportunity to address many of these pressures.

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.

With careful attention to Child Find Issues that are customized for Texas' Corrective Action Plan, attendees will learn:

- Behavior support strategies to improve school climate
- Legal issues in special education eligibility
- Research-based reading/language arts to improve outcomes across ALL Tiers, including special education
- Simple and scientifically sound basic skills screening for early intervention and to determine when disability may be suspected
- Progress monitoring across Tiers and programs
- Special education assessment practices for specific learning disabilities (SLD), writing more time and cost efficient IEP goals to ensure scientifically sound progress monitoring and revision of IEPs when appropriate
- Secondary MTSS

All training content will be delivered within a "how to" perspective by presenters who have supported schools in more than 40 states in their MTSS efforts.



VENUE

ESC-20 Conference Center
1314 Hines Ave.
San Antonio, Texas 78208

ESC-20 is located 3 miles northeast of downtown San Antonio near the intersection of I-35 and Walters St.

If traveling north on I-35, exit at Walters St., turn left across the freeway, turn right at Carson, and proceed to 1314 Hines Ave., San Antonio, Texas 78208.

If traveling south on I-35, take the Walters St. exit and turn right from the access road onto Hines Ave. (you must quickly reduce speed here to make the turn, so be careful!).

Handicap parking is located on top of the hill on the East side of the conference center & in front of Building 3 & Media Center.

Conference Provides Convenient Access to the San Antonio River Walk

The conference site provides easy access to the San Antonio River Walk which is surrounded by restaurants and entertainment one story below street level. There are nightclubs, bars, theaters and music venues along the River Walk, ensuring that the local culture is not lost on San Antonio residents or those who are visiting.

ACCOMMODATIONS

Check dbconferences.com for hotel updates or contact mark@dbconferences.com

COST & REGISTRATION

2-Day Registration

- \$300 Before December 15th--\$375 after December 15th
- \$150 for FULL-TIME Graduate Student

REGISTRATION and PAYMENT

1. Go to dbconferences.com and Select the FALL MIDWEST 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.
3. Register with ESC to reserve seating and receive certificate of training hours: www.esc20.net Session MTSS/Rtl Conference #49141
4. For clients who do not have a Connect20 login, you must first create a user/login then proceed to register for the event.

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

Opportunities to Earn Continuing Professional Development Credit (CPD):

- Certificate of Attendance for Educators
- NASP NCSP CPD Credit for School Psychologists

Payment accepted through credit card, PayPal, or purchase order.

Registration is a COMMITMENT to Pay Unless the Cancellation Policy is followed.

Cancellation Policy:

Conference fees are refundable less \$75 if cancelled 30 days prior to conference. No refunds after that date.

CONFERENCE SESSIONS

January 10th THURSDAY SCHEDULE

7:30 Registration/Refreshments
8:30-12:00 Keynotes
12:00-1:00 Box Lunch
1:00-2:15 Breakout Session I
2:30-4:00 Breakout Session 2

OPENING REMARKS

8:30-9:00

10 Big Ideas to Remember About MTSS/RTI

W. Alan Coulter and Mark R. Shinn

MTSS and RTI? MTSS OR RTI? 10 big ideas that form the basis for high quality implementation.

THURSDAY KEYNOTE 1:

9:00-10:15

Teach Like Kevin Bacon: What Research-Based Instruction Looks Like

Nancy Marchand-Martella

The one single feature of instruction that improves reading achievement is increasing instructional explicitness. Unfortunately, explicit, more intentional instruction is often treated as a second-class citizen in practice and teacher education programs. Would Kevin Bacon's instructional practices in Footloose be considered "second class?"

THURSDAY KEYNOTE 2:

10:30-12:00

Child Find Issues Customized for Texas' Corrective Action

Perry Zirkel

This keynote will provide the specific legal standards for child find under the IDEA, with special attention to the case law in Texas and to the following key factors in the TEA Special Education Strategic Plan: (1) the role of the Texas dyslexia law; (2) the role of Section 504 plans; and (3) the role of RTI and MTSS.

LUNCH:

12:00-1:00

THURSDAY BREAKOUTS SESSION 1

1:00-2:15

Got Good Culture? School Climate, Infrastructure and Mind Frames

W. Alan Coulter and Kim Gibbons

Although much focus has been placed on assessment and intervention when implementing MTSS/RTI, without leaders who build a positive school culture and climate and work to install mind frames for student success, implementation will likely not produce the desired outcomes. This session covers the essentials of how effective leaders can build an infrastructure to support the MTSS framework including 10 mind frames linked to positive student outcomes. A self-assessment tool will be provided for participants to identify strengths and opportunities.

K-12 Research-Based Literacy Practices

Nancy Marchand-Martella

For more than 40 years, we have known that the more explicit the instruction, the more effective it will be, especially for struggling readers. This session focuses on elementary (K-5) and secondary (6-12) 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.

Evaluation and Eligibility Issues Customized for Texas Corrective Action

Perry Zirkel

This session provides the legal standards for evaluations and eligibility under IDEA, with special attention to Texas case law and key factors in the TEA Special Education Strategic Plan: (1) the role of the Texas dyslexia law; (2) the role of Section 504 plans; and (3) the role of RTI and MTSS. It will also extend to the legal standards and scope of compensatory

education for students who were denied FAPE as a result of prejudicial evaluation and eligibility violations.

Proactive Design of MTSS Basic Skills Screening and Progress Monitoring Practices

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 and even programs. This session will present how these advances can improve K-12 screening and progress monitoring practices.

THURSDAY BREAKOUTS SESSION 2 2:30-4:00 (Repeats of Breakout Session I)

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7:45	Refreshments
8:30-12:00	Keynotes
12:00-1:00	Box Lunch
1:00-2:15	Breakout Session 1
2:30-4:00	Breakout Session 2

FRIDAY KEYNOTE 1:

8:30-10:00

Positive Behavior Support as an MTSS Foundation

Randy Sprick

It is established that a positive school and classroom climate is conducive to student achievement promoting positive social-emotional development. Some schools think their current practices are “good enough,” but any school that is implementing MTSS behavior support is striving to continually upgrade universal practices to improve school safety, climate, and discipline.

SPONSOR SESSION:

10:15-10:45

How Our Sponsors Can Support Your Implementation Efforts

Data-Based Conferences screens sponsors to ensure what they have to offer is research-based. Attend session of how they may support your own implementation efforts.

FRIDAY KEYNOTE 2:

10:45-12:00

Practical Child Find Practices Using RTI

Mark R. Shinn

This session provides a range of practical and sound assessment practices that enable schools to engage in improved child find activities and use an RTI process as part of disability eligibility decisions. For schools beginning changed practices aligned to the

Texas Corrective Action Plan, a transition model will be highlighted.

LUNCH:

FRIDAY BREAKOUT SESSIONS 1

1:00-2:15

Classroom Management: The CORE of MTSS for Behavior

Randy Sprick

This session examines what can be done schoolwide to help teachers organize classrooms to reduce discipline problems and prompt responsible behavior from students. 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 will be emphasized. 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.

Synergy: How Special Education Improvements IMPROVE MTSS Implementation

Mark R. Shinn

One of the most powerful ways to improve MTSS implementation for all students is to remedy long-standing weaknesses in current special education practices. This session identifies how improving IEP goals and progress monitoring, eligibility determination, and interventions intensity brings synergy to MTSS implementation for ALL students.

Just 3 Things: Administrators' Roles in Organizing, Implementing, and Sustaining MTSS

W. Alan Coulter

Successful implementation and sustainability of MTSS requires school administrators to create a culture where the needs of students drive the decisions of educators. Programs, practices and resources must align with the core beliefs about educating all students to create a student-needs driven culture. This session provides participants with ideas for aligning resources and beliefs to create such a culture.

ASSESSMENT, DATA-BASED DECISION-MAKING, AND HOW TO AVOID FOOLING YOURSELF

Kim Gibbons

The easiest person to fool is yourself and that applies to installing MTSS. This session introduces a process for participants to self-assess their practices in assessment, data-based decision-making, practical implementation science, and common cognitive biases in MTSS. Tools will be shared on common implementation errors and ways to prevent them. Tips for streamlining assessment will be shared along with team decision-making protocols to ensure that participants are knowledgeable and skilled in implementing key features of MTSS.

FRIDAY BREAKOUTS SESSION 2

2:30-4:00

Early-Stage Behavioral Interventions for Individual Students

Randy Sprick

This session provides information on 5 strategies that can become a standard protocol within a district—what teachers should implement first when an individual student's behavior is problematic. Each strategy will include easy-to-use implementation forms and worksheets and is essential for creating the link between Tier 1 universal procedures and Tier 2 and Tier 3 intervention support.

Secondary MTSS that Makes Sense

Mark R. Shinn

Middle and high school MTSS/RTI lags behind elementary implementation and often doesn't make sense to secondary teachers. This session describes how middle and high school MTSS is different—from its prevention focus improving core content area instruction, to 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.

Blame Free Implementation Fidelity: Fixing the Weak Link in MTSS

Kim Gibbons and W. Alan Coulter

The weak link in MTSS/RTI implementation is intervention implementation fidelity. When low fidelity is observed, the typical cause is labeled "teacher resistance." This rationale begins a contentious consultation relationship, or worse, fidelity measurement is ignored. This session flips the fidelity mindset with three tools to enhance consultee relationships and improve implementation fidelity. Participants will leave with a protocol and evidencebased steps to use in real-world settings.

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.



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.



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

Dr. Marchand-Martella is Dean of the College of Education at Purdue University. Dr. Marchand-Martella has more than 30 years of experience and research on evidence-based reading and instructional practices with 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.

She also 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.



Kimberly Gibbons, Ph.D.

Dr. Gibbons is the Director of the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota. Previously, 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 and has supported practical implementation of MTSS with fidelity in multiple districts in multiple states.



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.



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.

ABOUT OUR SPONSORS



McGraw Hill Education

At McGraw-Hill Education, our vision is to unlock the full potential of each learner and our mission is to accelerate learning through intuitive,

engaging, efficient, and effective experiences grounded in research. We believe our contribution to a brighter future for each learner lies within the application of our deep understanding of how learning happens and how the mind develops. It exists where the science of learning meets the art of teaching.

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progress monitoring, and MTSS/RTI. It provides brief, reliable, nationally normed reading and mathematics measures. aimswebPlus uses curriculum-based measures (CBM) and standards-based measures to assess skills and inform instruction. Teachers can monitor the progress of their students, determine effectiveness of instruction, and manage student assessment data—all through one online system—to promote student success before failures can occur.

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Educational

Technology Innovations (ETI) leads the technical development of projects that span collegiate disciplines within the College of Education & Human Development at the University of Minnesota (UMN). In partnership with UMN researchers, ETI works to connect evidence-based understandings from research findings at the University to the people and organizations that need it most.

eti.umn.edu



CONSORTIUM ON REACHING EXCELLENCE

The Consortium on Reaching Excellence in Education (CORE) provides comprehensive professional learning services that include training, coaching, and resources to preK-12 instructional leaders and teachers. CORE uses practical, classroom-based professional learning to enable effective reading, writing, language, and math instruction to take root so that change is enduring.

www.corelearn.com



BRANCHING MINDS

Branching Minds is a web-based application that leverage learning science and education research to help schools transform RTI/MTSS. By helping teachers to follow best practices of problem-solving work efficiently, effectively and collaboratively from the start, Branching Minds saves teachers time and effort while improving student outcomes for ALL students.

www.branchingminds.com

For More Information, Go to dbconferences.com