

MTSS AND MEETING THE NEEDS OF DIVERSE STUDENTS:

TRAUMA-INFORMED EVIDENCE-BASED PRACTICES

FOR ONE AND ALL!



IN COLLABORATION WITH
THE OHIO STATE UNIVERSITY SCHOOL PSYCHOLOGY PROGRAM AND
THE EDUCATIONAL SERVICE CENTER OF CENTRAL OHIO



MARCH 7TH AND 8TH, 2019

THE FAWCETT CENTER

COLUMBUS, OHIO



CALENDAR OF SESSIONS

THURSDAY

8:30-9:00	WELCOME: Old Thinking and New Thinking: Implications for MTSS
9:00-10:15	KEYNOTE 1 Using Trauma-Informed Behavioral Supports to Make MTSS Bigger and Better
10:30-11:45	KEYNOTE 2 Law and MTSS Implementation
12:30-2:00	DAY 1 AFTERNOON BREAKOUT CHOICES Assessments, Data-Based Decision Making and How to Avoid Fooling Yourself Personalizing Behavioral Interventions to Enhance Results: Matching, Mapping, Monitoring, and Meeting Current Thorny Child Find and Eligibility Issues Under the IDEA and Section 504 Secondary MTSS That Make Sense
2:15-3:45	BREAKOUT CHOICES Got Good Culture? School Climate, Infrastructure, and Mind Frames Proactively Designed Basic Skills Screening and Progress Monitoring Effective Universal Instruction: An Action-Oriented Approach to Improving Tier 1 See What Our Sponsors Have to Offer You to Support MTSS Implementation

FRIDAY

8:30-8:45	WELCOME AND JUDICIOUS REVIEW:
8:45-10:00	KEYNOTE SESSION 1 Teach Like Kevin Bacon: What Research-Based Instruction Looks Like!
10:15-11:45	KEYNOTE SESSION 2 TEAM Unity in MTSS: Balancing the I-Me-We
12:30-2:00	BREAKOUT CHOICES MTSS Implementation Begins with Powerful, Appropriately Intensive, and Research-Based Tier 1 Language Arts Decreasing Aggressive Behaviors: Interventions to 'Build a Better Man' in America's Schools Blame Free Implementation Fidelity: Fixing the Weak Link in MTSS
2:15-3:45	BREAKOUT CHOICES Research-Based K-12 Literacy Practices Special Education Decision Making, Including SLD Identification Using RTI Strategic Doing: Enhancing Your MTSS Implementation Plan Strategic Doing: Enhancing TEAM Unity and Focus on Student Outcomes

Conference Description

Data-Based Conferences is collaborating with The Ohio State University School Psychology Program and the Education Service Center of Central Ohio to bring state-of-the art, research-based and practical strategies to promote and improve your MTSS and RTI implementation.

Through a combination of whole group keynotes and smaller group break outs that participants choose to attend, our nationally recognized presenters will offer a range of professional development experiences for schools that are very experienced to those just getting started. Among the key topics will be the following:

TRAUMA-INFORMED, EVIDENCE-BASED PRACTICES IN MTSS

Knowledge of trauma impact is not enough unless it is paired with evidence-based practices that can address the social-emotional and educational impact of trauma. Learn about these practices from Dr. Clayton Cook.

MTSS IN DIVERSE COMMUNITIES FROM TEAMS TO INTERVENTIONS FOR AT RISK MALES OF COLOR

In too many MTSS professional development activities, the importance of socio-economic, cultural, and linguistic diversity gets left behind or left out. In particular, preventive efforts to reduce risk for males of color are neglected. We believe that these topics need explicit attention. Learn about issues of diversity, including teams and teaming, and interventions for high risk males from Drs. Alisia Moutrey and Ramel Smith.

LAW AND LORE

Legal compliance is often cited as a barrier to MTSS implementation, whether in providing more intensive general education intervention, special education eligibility, 504 plans, behavior supports, and special education practices. Learn about these practices from our nation's leading special education law authority, Dr. Perry Zirkel.

RESEARCH-BASED AND EXPLICIT READING INSTRUCTION

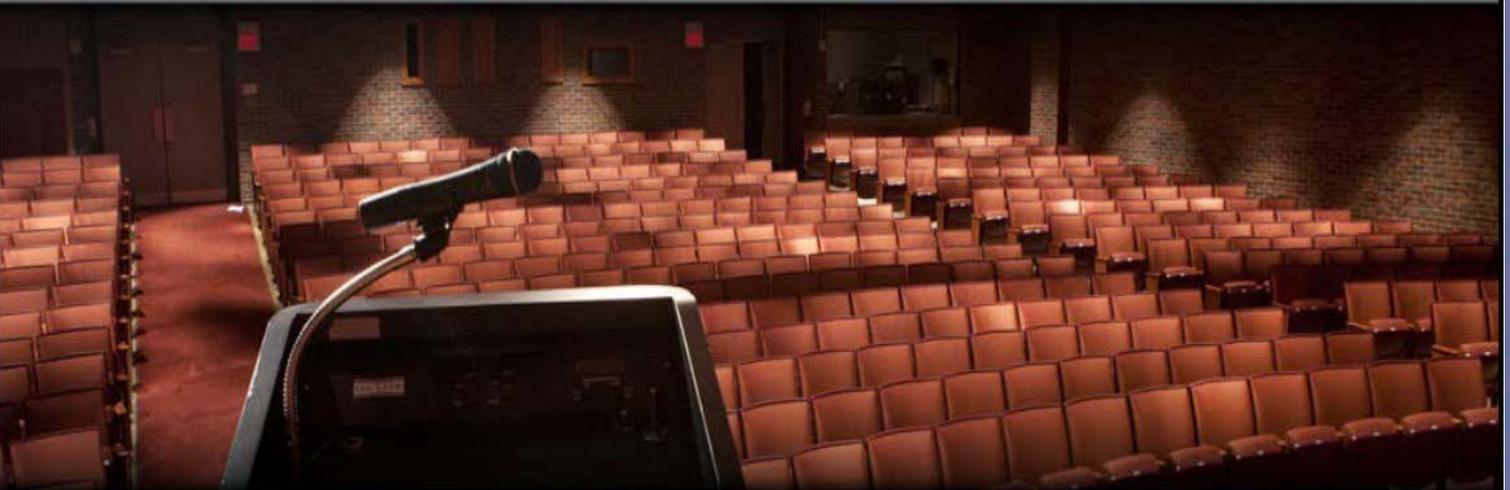
There is consensus in the research communities about "what works" to ensure students become successful readers, but there remains a large gap in practice. Learn about effective reading instruction across tiers and interventions from Dr. Nancy Marchand-Martella.

Our other nationally recognized experts will bring professional development on MTSS practices that are scientifically sound, AND practical to support your implementation efforts, including:

- * Behavior support strategies to improve school climate
- * 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), and writing more time and cost efficient IEP goals to ensure scientifically sound progress monitoring and revision of IEPs when appropriate
- * Secondary MTSS
- * Supporting high quality and high fidelity implementation.

Join us by going to the Pull Down Menu entitled Purchasing Conference Attendance to Register and make Payment Arrangements. For more detailed information, go to the Ohio MTSS conference page.

Attendance is limited and we expect to fill all available spaces within 45 days of initial announcement.



The Ohio State University
Fawcett Center
CONFERENCES • MEETINGS • RECEPTIONS

CONFERENCE LOCATION

FAWCETT CENTER
2400 Olentangy River Rd.,
Columbus, OH 43210

The Fawcett Center is situated just 15 minutes northwest of Port Columbus International Airport and within a 10-minute drive of downtown Columbus.

Directions can be found at this link:

<https://www.fawcettcenter.com/page/directions>

Parking is Free and Access is Convenient

ACCOMMODATIONS

A list of potential hotels will be developed as the conference date approaches and will be posted on the conference website.

FOR MORE INFORMATION:

dbconferences.com

or contact

mark@dbconferences.com

[847.275.7200](tel:847.275.7200)

COST & REGISTRATION

2-Day Registration

\$350 on or before FEBRUARY 15TH
\$400 after FEBRUARY 15TH
\$75 for FULL-TIME graduate students

1-Day Registration

\$250 on or before FEBRUARY 15TH
\$275 after FEBRUARY 15TH

REGISTRATION and PAYMENT

1. Go to dbconferences.com and Select the OHIO 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

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

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

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

CONFERENCE SESSIONS

Thursday Schedule

7:45	Registration/Refreshments
8:30–11:45	Keynotes
11:45–12:30	Box Lunch
12:30–2:00	Breakout Session I
2:15–3:45	Breakout Session II

KEYNOTE SESSION 1

8:30-9:00

Welcome: Old Thinking and New Thinking and Implications for MTSS

Alan Coulter and Mark R. Shinn

MTSS is based on "new thinking," that not every problem learning is a special education problem, but requires early and powerful general education intervention. Implementation challenges are not just about behavior change, but changes in long-standing views about how we provide educational services.

KEYNOTE 1

9:00-10:15

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. Findings from the Adverse Childhood Experience Study (ACES) remind us that significant numbers of students experience traumatic events that may impact their social, emotional, behavioral and academic development in school. As a result, trauma-informed practices should be integrated into MTSS to increase student access to these supports. This keynote discusses the "why" and "how" schools can expand MTSS to incorporate a continuum of evidence-based, trauma-informed practices to promote well being and reduce social, emotional, and behavioral barriers to academic and life success.

KEYNOTE 2

10:30-11:45

Law and MTSS Implementation

Perry Zirkel

This session addresses the federal and state law provisions specific to MTSS and RTI, with due differentiation between (a) mandatory and permissive legal provisions; (b) legal provisions and agency "guidance," and (c) legal requirements and professional best practices. The session synthesizes applicable case law, identifying those issues that are (a) clearly settled, (b) currently a matter of controversy, and (c) to a surprisingly predominant extent, left for school districts to decide.

LUNCH PROVIDED 11:45-12:30

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

AFTERNOON BREAKOUT SESSIONS I

12:30-2:00

Assessments, Data-Based Decision-Making, and How to Avoid Fooling Yourself

Kim Gibbons and Alan Coulter

The easiest person to fool is yourself and that applies to installing MTSS. This session will introduce a process for participants to self-assess their practices in the areas of 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 from happening. In addition, tips for streamlining assessments will be shared along with team protocols for decision-making.

Personalizing Behavioral Interventions to Enhance Results: Matching, Mapping, Monitoring, and 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 how *personalizing*

interventions to students with SEBD that significantly increases the probability of successful outcomes. Attendees will learn how *intervention matching, mapping, monitoring, and meeting* works and gain access to resources that support successful implementation.

Current Thorny Child Find and Eligibility Issues Under the IDEA and Section 504

Perry Zirkel

This session digs deeper on legal issues that are currently a matter of controversy, with a focus on child find and eligibility under the IDEA and Section 504. These issues include (a) the blurry boundary between general and special education; (b) the interaction between RTI and child find or eligibility; (c) the under- and over-identification of Section 504 students; and (d) alleged new disabilities, including complex trauma, lead exposure, and electromagnetic hypersensitivity syndrome.

Secondary MTSS That Makes Sense

Mark R. Shinn

MTSS/RTI often doesn't make sense to secondary teachers. This session describes how secondary MTSS is different—from prevention for core content area instruction to screening and progress-monitoring practices—with attention to differentiating and intervening with students who need *Treatment* versus content area instruction and/or behavioral *Support*.

AFTERNOON BREAKOUT SESSIONS II 2:15-3:45

Got Good Culture?: School Climate, Infrastructure, and Mind Frames

Alan Coulter

While much focus has been placed on assessments and interventions when implementing an MTSS framework, 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. MTSS will fail without effective organizational culture. This session identifies the essentials of how leaders can build an infrastructure to support MTSS including 10 mind

frames linked to positive student outcomes. A self-assessment tool will be provided for participants to identify strengths and opportunities.

Proactively Designed Basic Skills Screening and Progress Monitoring

Mark R. Shinn

Considerable advances have been made in MTSS screening and progress monitoring that reduces decision-making time and the amount of testing for students and teachers while increasing intervention. This session presents these advances to improve K-12 screening and progress monitoring and expand data use.

Effective Universal Instruction: An Action-Oriented Approach to Improving Tier 1

Kim Gibbons

Today's educators are expected to help every student grow academically, and that starts with effective core instruction. However, many schools have found themselves trying to "intervene their way to improvement" by providing students below grade level proficiency with Tier 2 or 3 intervention alone. This session introduces an action plan that answers five questions:

1. Is universal instruction effective?
2. What needs must be addressed to improve universal instruction?
3. How will the needs identified in universal instruction be addressed?
4. How will the effectiveness and efficiency of universal instruction improvements be monitored over time? and
5. Have improvements to universal instruction been effective? Tools and resources will be shared to guide the work.

See What Our Sponsors Have to Offer You to Support MTSS Implementation

CORE, aimsweb, McGraw Hill Education, Branching Minds, Educational Technology Innovations

Take this opportunity to see how our carefully selected sponsors can support your MTSS implementation, intervention and assessment.

CONFERENCE SESSIONS

Friday Schedule

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

WELCOME SESSION

8:30-8:45

Welcome and Some Judicious Review

Mark R. Shinn and W. Alan Coulter

KEYNOTE 1

8:45-10:00

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?"

KEYNOTE 2

10:15-11:45

MTSS TEAM Unity: Balancing the I-Me-We

Alisia Moutry and Ramel Smith

This keynote focuses on effective teaming structures that emphasize equity, advocacy, and mindfulness that improve the quality of MTSS implementation. The act of balancing self and others within MTSS will be discussed, showing how these concepts increase the probability of improved results. Participants will gain access to resources that guide and support successful implementation of TEAM unity in the MTSS in schools and districts.

LUNCH PROVIDED 11:45-12:30

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

AFTERNOON BREAKOUT SESSION I 12:30-2:15

MTSS Implementation Begins with Powerful, Appropriately Intensive, and Research-Based Tier 1 Language Arts

Nancy Marchand-Martella and Mark R. Shinn

MTSS success is based on a strong research-based 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 leveled-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.

Decreasing Aggressive Behaviors: Interventions to 'Build a Better Man' in America's Schools

Alisia Moutry and Ramel Smith

Many schools and communities are experiencing an alarming increase in criminal and disrespectful behavior. This session focuses on teaching a middle and high school social skills curriculum, *Building a Better Man*, for adolescent male students of color students that revolves around the Masculine Developmental Hierarchy (MDH). Designed around the three "I's" of *Intrapersonal*, *Interpersonal Skills* and *Involvement*, participants will learn how the MDH curriculum increases prosocial student behavior.

Blame Free Implementation Fidelity: Fixing the Weak Link in MTSS

W. Alan Coulter and Kim Gibbons

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 evidence-based steps to use in real-world settings.

AFTERNOON BREAKOUT SESSION II **2:15-3:45**

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.

Special Education Decision Making, Including SLD Identification Using RTI

Mark R. Shinn

The fastest way to ensure quality "every education" MTSS implementation is for special education to LEAD in changing its assessment practices for SLD eligibility, writing IEP goals, and progress monitoring. These changes facilitate necessary changes in thinking and provide remedies to long-standing complaints about procedural compliance and advance a Results-Driven Accountability (RDA) initiative.

Strategic Doing: Enhancing 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: Enhancing TEAM Unity and Focus on Student Outcomes

Alisia Moutry and Ramel Smith

Without an effective team, MTSS will not happen. This session focuses on essential teaming skills including roles and communication routines to implement MTSS. Properly operating school, district, and state teams increase successful implementation and sustainability of MTSS.

Strategies for effective teaming will be described that results in relentless nurturing of a vision of equity and excellence. Effective teaming Structures will be described and illustrated with examples as the key to successful and sustainable MTSS.

PRESENTERS



Clay Cook, Ph.D.

University of Minnesota John and Nancy Peyton Faculty Fellow in Child and Adolescent Wellbeing and Associate Professor of School Psychology. He has extensive research and practical experiences in MTSS implementation to promote children's mental and behavioral health. He

has received over \$ 8.5 million in grant funding from multiple agencies and foundations. Dr. Cook routinely consults with school systems throughout the US to improve practices and outcomes for students with or at-risk for social, emotional, and behavioral problems.



Mark R. Shinn, Ph.D.

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.



Alisia M. Moutry, Ph.D.

President/CEO of 4AM Consulting, LLC and a Regional Director for SWIFT (University of Kansas-School-Wide Integrated Framework for Transformation Center). She trains and facilitates teams implementing

MTSS in California. Previously, she was the lead consultant for implementation of MTSS teams in Baltimore City Schools. Her research interests focus on RtI/MTSS and cross-cultural practices. Recently, she authored *All Children are Special: Response-to- Intervention for African American Students in Special Education Practices: Personal Narratives of African American Scholars, Educators, and Related Professionals*.



Kimberly Gibbons, Ph.D.

Director of the Center for Applied Research and Educational Improvement 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.



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

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*.



W. Alan Coulter, Ph.D.

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. Dr. Coulter has supported MTSS implementation in school districts around the country and served as a court-appointed monitor for school improvements in high needs school districts.



Ramel LaMont Smith, Ph.D., LP

Licensed psychologist in Wisconsin and Milwaukee Bucks, a professional NBA team, team psychologist. He is co-author of *Building A Better Man: A Blueprint for Decreasing Violence and Increasing Prosocial*

Behavior in Men (Routledge Press). His research interests are cross-cultural competence, community relationship (including schools), and effective service delivery to prevent violence.



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

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.