

DIGGING DEEPER INTO MTSS PRACTICES: WHAT WE KNOW ABOUT READING, MATHEMATICS AND SCHOOL CLIMATE THAT IS TRAUMA-INFORMED AND EVIDENCE-BASED

HUMAN DEVELOPMENT CENTER, LOUISIANA STATE UNIVERSITY HEALTH SCIENCES
CENTER

APRIL 11TH & 12TH, 2019



WITH SUPPORT FROM



CALENDAR OF SESSIONS

THURSDAY

8:30-9:00	WELCOME: Implementing MTSS on a Foundation of Tiers and the Lessons We Have Learned
9:00-10:15	KEYNOTE 1 Knowledge of Language: The Critical Foundation for Reading Instruction
	KEYNOTE 2 CHOICE A The Next MTSS Frontier: Mathematics
	KEYNOTE 2 CHOICE B Law and MTSS Implementation
12:45-2:15	DAY 1 AFTERNOON BREAKOUT CHOICES: Assessments, Data-Based Decision Making and How to Avoid Fooling Yourself Making Sense of English Spelling Digging Deeper Into Mathematics MTSS Current Thorny Child Find and Eligibility Issues Under the IDEA and Section 504
2:30-4:00	BREAKOUT CHOICES: Got Good Culture?: School Climate, Infrastructure, and Mind Frames Basics Skills Screening and Proactive Intervention Design Effective Universal Instruction: An Action-Oriented Approach to Improving Tier 1 See What Our Sponsors Have to Offer to Support Implementation Success

FRIDAY

8:30-8:45	WELCOME AND JUDICIOUS REVIEW: Old Thinking Versus New Thinking
8:45-10:00	KEYNOTE SESSION 1: Using Trauma-Informed Behavioral Supports to Make MTSS Bigger and Better
10:15-11:45	KEYNOTE SESSION 2: TEAM Unity in MTSS: Balancing the I-Me-We
12:30-2:00	BREAKOUT CHOICES: Personalizing Behavioral Interventions to Enhance Results: The 4 M Method Secondary MTSS That Make Sense Decreasing Aggressive Behaviors: Interventions to 'Build a Better Man' in America's Schools A New Approach to Implementation Fidelity: Fixing the Weak Link in MTSS
2:15-3:45	BREAKOUT CHOICES: Interactive Session to Enhance Your MTSS Implementation Plan Interactive Session to Enhance Your Trauma-Informed and Behavior Support Services Interactive Session to Enhance Your Assessment and Decision Making It's About PROGRESS

Conference Description

Join us for our 5th Annual MTSS Conference in New Orleans

In conjunction with the the Louisiana State University Human Sciences Human Development Center (LSUHDC), Data-Based Conferences will be bringing our team of national experts to back to New Orleans on Thursday and Friday, April 11th and 12th, 2019.

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:

HOW READING SCIENCE *SHOULD* INFORM READING INSTRUCTION

There is a remarkable consensus about the key components of effective reading instruction, yet the gap between what we know and what we do still impacts millions of students. Learn about what works (and doesn't) from one of our leading reading experts, Dr. Louisa Moats.

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 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.

MATHEMATICS AND MTSS

Typical MTSS implementation begins and ends with reading/language arts and behavior supports. However, the needs of America's students in mathematics are just as important. Learn about how to undertake Math MTSS implementation from Dr. Amanda VanDerHeyden.

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 New Orleans MTSS conference page.

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

Attendance is limited to 300.



VENUE

LSUHSC Human Development Center
411 S. Prieur, New Orleans, LA

ACCOMMODATIONS

The Human Development Center is conveniently located to any of the hotel areas of New Orleans and is less than 1 mile from the Superdome, 1 mile from the Warehouse District, 2 miles from the French Quarter, and 3 miles from the Garden District. Check dbconferences.com for hotel updates or contact mark@dbconferences.com.

NETWORKING EVENT ON THURSDAY LATE AFTERNOON

Back by popular demand, DBC Conferences will host a social event at Avenue Pub (theavenuepub.com) at 1732 St. Charles Avenue right off the street car! Rated one of the best craft beer places in the US (and great food), we "cover" the tab until our contribution runs out!

COST & REGISTRATION

2-Day Registration

\$350 on or before March 15th
\$400 after March 15th
\$75 FULL-TIME graduate student

1-Day Registration

\$250 on or before March 15th
\$300 after March 15th

REGISTRATION and PAYMENT

1. Go to dbconferences.com and Select the New Orleans 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 an obligation to pay unless the cancellation policy is followed.*

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

INTRODUCTORY SESSION 8:30-9:00

Implementing 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 "lessons learned" that facilitate implementation success and reduce the "mistakes" that can derail good practice. This session gives us 10 lessons that serve as consistent themes across all sessions.

KEYNOTE 1 9:00-10:15

Knowledge of Language: The Critical Foundation for Reading Instruction

Louisa Moats

To align reading instruction with current theories of reading development, we must take into account the language processes on which both word recognition and language comprehension depend. Failure to acknowledge and address those processes leads to ineffective, albeit popular, approaches to instruction. Insights into how the brain reads and the nature of the language concepts to be learned by young readers can make explicit teaching even more effective.

SELECT 1 OF THESE 2 KEYNOTES 10:30-11:45

The Next MTSS Frontier: Mathematics

Amanda VanDerHeyden.

Too many children struggle to master important math skills, closing doors to long-term school and career success. MTSS is an ideal framework to improve math achievement schoolwide. This keynote will detail how to launch your mathematics MTSS implementation, getting adults to do what works, from core instruction and remedial

interventions that close math achievement gaps for at risk students. Attendees will see a concrete vision of "how to" deliver multi-tiered prevention and intervention services in mathematics, how to know if efforts are working, and how to adjust course when efforts are not paying off.

OR

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 12:00-12:45

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

AFTERNOON BREAKOUT SESSIONS I 12:45-2:15

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

Kim Gibbons and Alan Coulter

The easiest person to fool is yourself when 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 MTSS biases with tools to avoid common implementation errors and ways to prevent them. Tips for streamlining assessments and protocols for decision-making.

Making Sense of English Spelling

Louisa Moats

Although English orthography is more complex some languages' symbol systems, it can be taught in a way that makes sense. Teachers will seldom have to say, "English is just a crazy language," or resort to rote visual learning methods. Rather, if we consider

phoneme-grapheme correspondences, orthographic patterns, morphology, and etymology (language of origin), most words' spellings can be understood and thus, more easily remembered.

Digging Deeper Into Mathematics MTSS

Amanda VanDerHeyden.

At risk children fare the worst in K-12 math instruction. This session provides an overview of key elements of effective core mathematics instruction, describes how to use math screening data, and gives attendees the "how to" lead the successful implementation of math MTSS. This session will help schools identify and implement intensive and individual interventions for at risk students to catch them up.

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.

AFTERNOON BREAKOUT SESSIONS II 2:30-4:00

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

Alan Coulter

Implementing MTSS typically focusses on assessment and interventions. However, without leaders who build a positive school culture and climate and install mind frames for student success, implementation will not produce the desired outcomes. MTSS fails 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.

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. This session presents how simple, time efficient basic skills data can be used to triage students into appropriately intensive interventions aligned to intervention resources.

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

Kim Gibbons

Core instruction is presumed to meet most students needs. However, many schools have found themselves trying to "intervene their way to improvement" by providing all students below grade level with Tier 2 or 3 interventions. This session introduces an action plan that answers five questions:

1. Is universal instruction effective?
2. What needs must be addressed to improve it?
3. How will identified universal instruction be addressed?
4. How will universal instruction improvements be monitored over time? and
5. Have universal instruction improvements 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
2:15–4:00	Breakout Session II

WELCOME SESSION: 8:30-8:45

Old Thinking vs New Thinking

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.

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 these 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: 10:15-11:45

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

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.

Secondary MTSS That Makes Sense

Mark R. Shinn

MTSS/RTI often doesn't make sense to secondary teachers. 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.

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 male students that revolves around the Masculine Developmental Hierarchy (MDH). Designed for adolescent males of color and 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 (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 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 2:15-4:00

It's About PROGRESS

Mark R. Shinn

Monitoring basic skills progress frequently remains a challenge in Tiers 2 and 3 in MTSS and especially special education IEPs. This session presents simple, inexpensive, yet scientifically sound progress monitoring strategies that have been shown to increase student achievement.

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.

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

Clay Cook

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.

Interactive Session on 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



Louisa Moats, Ed.D.,

Teacher, psychologist, researcher, graduate school faculty member, and author of many influential scientific journal articles, books, and policy papers on the topics of reading, spelling, language, and teacher preparation. She was Co-Principal Investigator of an NICHD Early Interventions Project in Washington, D.C., public schools and Principal Investigator on two small business innovation research (SBIR) grants from the National Institutes of Health. She led the committee that developed the International Dyslexia Association's Knowledge and Practice Standards for Teachers of Reading and LETRS, a teacher professional development program. Dr. Moats' awards include the prestigious Samuel T. and June L. Orton award from the International Dyslexia Association for outstanding contributions to the field, and the Eminent Researcher Award from Learning Disabilities Australia.



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.



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 MTSS and 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.



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.



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 facilitates teams implementing MTSS in California and was the lead consultant for Baltimore City Schools MTSS implementation. Her 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.



Amanda VanDerHeyden, Ph.D.

President of Education Research and Consulting and author of Spring. Math. She has served as a contributor to NIH, IES at the U.S. Department of Education and on numerous boards including the RTI Advisory Board for the National Center for Learning Disabilities and SEDL. Dr. VanDerHeyden has published more than 80 scholarly articles and chapters, 7 books, and addressed state school psychology associations and state departments of education in 30 states. Having directed many school-wide improvement efforts with strong results on student learning, she is a productive author and policy advisor in education.



Ramel LaMont Smith, Ph.D., LP

Licensed psychologist in Wisconsin and Milwaukee Bucks team psychologist. He is co-author of Building A Better Man: A Blueprint for Decreasing Violence and Increasing Prosocial Behavior in Men. His interests are cross-cultural competence, community and school relationships and violence prevention.



Mark R. Shinn, Ph.D.

Professor of school psychology at National Louis University and author of more than 100 book chapters and journal articles on academic screening, school-based SLD identification practices, and progress monitoring. Dr. Shinn has provided staff development to schools/state departments of education in 44 states including the rollout of Tennessee's Middle and High School RTI2 plans.



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.