

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

HUMAN DEVELOPMENT CENTER, LSUHSC NEW ORLEANS

APRIL 12TH & 13TH, 2018



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## CALENDAR OF SESSIONS

### THURSDAY

8:30–8:45	WELCOME AND CONFERENCE OVERVIEW What's In Store for You in the Next 2 Days
8:45–10:00	KEYNOTE 1: Powerful MTSS Implementation Begins with Core Language Arts Instruction
10:15–12:00	KEYNOTE 2: Using Trauma-Informed Behavioral Supports to Make MTSS Bigger and Better
12:45–2:15	BREAKOUT CHOICES: Knowing Where You Are and Where to Go Next: High Quality MTSS Implementation (Part 1) K-12 Research-Based Literacy Practices Treat and Test: SLD Eligibility Evaluation Data to Differentiate Instruction See How Our Sponsors Can Support Your MTSS/RTI Implementation Efforts
2:30–4:00	BREAKOUT CHOICES: Knowing Where You Are and Where to Go Next: High Quality MTSS Implementation (Part 2) Basic Skills Screening and Proactive Intervention Design Identifying and Treating Dyslexia in the Context of MTSS Personalizing Behavioral Interventions to Enhance Results: Matching, Mapping, Monitoring, and Meeting

### FRIDAY

8:30–8:45	WELCOME AND JUDICIOUS REVIEW: Old Thinking Versus New Thinking
8:45–10:00	KEYNOTE 1: TEAM Unity in MTSS: Balancing the I-Me-We
10:15–11:45	KEYNOTE SESSION 2: CHOICE A OR B CHOICE A: Don't Let Disruptive Behaviors Impede Instruction: Practical, Evidence-Based Strategies CHOICE B: Decreasing Aggressive Behaviors: Interventions to 'Build a Better Man' in America's Schools
12:30–2:00	BREAKOUT CHOICES: Preventing Disruptive Behaviors Before They Start: Screening and Early Intervention Secondary MTSS That Makes Sense A New Approach to Implementation Fidelity: Fixing the Weak Link in MTSS
2:15–3:45	BREAKOUT CHOICES: Strategic Doing: Interactive Session to Enhance Your MTSS Implementation Plan Strategic Doing: Interactive Session on TEAM Unity and Focus on Student Outcomes It's About Progress: For MTSS and Special Education SUCCESS!

## Conference Topics Conference Description

In conjunction with the the Louisiana State University Health Human Development Center (LSUHSC), Data-Based Conferences will be bringing our team of national experts back to New Orleans on Thursday and Friday, April 12th and 13th, 2018. This conference will be our 4th in New Orleans, where we routinely attract 300 educators from across the country to learn about pragmatic and research-based practices within a Multi-Tier System of Supports (MTSS) and Response to Intervention.

This year, we promise "something new"--expansions of last year's MTSS content to related topics with particular attention to trauma-related mental health interventions, dyslexia. diversity in team building, and severe disruptive behavior.

We also promise something "old," but updated for 2018--critical features to support high quality implementation such as foundations of research-based language arts interventions across tiers, including how to strengthen your core curriculum, functional assessment and decision making, 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.

This year, we offer sessions guided by our experts specifically designed to customize your "strategic doing" (aka planning for changes) in 2018-19. You'll leave New Orleans with a written plan you can be accountable for.

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 by Registering and making Payment Arrangements at [dbconferences.com](http://dbconferences.com). *Register early! 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](http://dbconferences.com) for hotel updates or contact [mark@dbconferences.com](mailto: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](http://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  
\$375 after March 15th  
\$75 graduate student

### 1-Day Registration

\$250 on or before March 15th  
\$275 after March 15th

### REGISTRATION and PAYMENT

1. Go to [dbconferences.com](http://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
- BCBA Credits for Board Certified Behavior Analysts



Payment accepted through credit card, PayPal, or purchase order. Conference fees are refundable less \$50 if cancelled 30 days prior to conference.

# 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 8:30-8:45

#### What's In Store for You in the Next 2 Days!

Alan Coulter

A hearty welcome and preview of what you can expect!

### KEYNOTE 1: 8:45-10:00

#### 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 healthy 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.

### KEYNOTE 2: 10:15-12:00

#### 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.

### LUNCH PROVIDED 12:00-12:45

Please visit with our sponsors and learn more about their products.

### AFTERNOON BREAKOUT SESSIONS 12:45-2:15

#### Knowing Where You Are and Where to Go Next for High Quality MTSS Implementation (Part 1-Culture, Climate, & Nuts and Bolts of Process)

Kim Gibbons and Alan Coulter

This first session of two will guide participants through a process to audit their MTSS practices in leadership, assessment and data-based decision making, intervention(s), 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.

#### K-12 Research-Based 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 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.

## Treat and Test: Using Dylexia/SLD Data to Differentiate Instruction

Jack Fletcher

Eligibility for special education for SLD and dyslexia in many districts still emphasizes use of some type of cognitive assessment model with lots of testing before intervention. The lack of research support for any cognitive assessment model before treatment will be reviewed and contrasted to a treatment-oriented first approach is maximized in MTSS.

## See How Our Sponsors Can Support Your MTSS/RTI Implementation

CORE, Pearson aimswebPlus, McGraw Hill Education, FastBridge

Take this opportunity to see how our carefully selected sponsors can support your MTSS implementation through staff development and research-based intervention and assessment programs.

## AFTERNOON BREAKOUT SESSIONS

2:30-4:00

## Where You Are and Where to Go Next: (Part 2-Leadership & Implementation Plan Execution)

Alan Coulter and Kim Gibbons

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.

## 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 immediately triage students into appropriately intensive interventions aligned to their intervention resources.

## Identifying and Treating Dyslexia in the Context of MTSS

Jack Fletcher

There are many misunderstandings about dyslexia and MTSS frameworks. This session reviews current scientific evidence on the identification, treatment, and causes of dyslexia. Neuroscience research shows that dyslexia is best treated in the context of MTSS frameworks that prevent reading problems through early identification and prevention that provides explicit, comprehensive and differentiated core general education and supplemental instruction and remediate when early identification and intervention are not effective.

## 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.

# 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**

#### **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**

#### **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.

### **KEYNOTE 2: CHOICES A OR B 10:15-11:45**

#### **CHOICE A: Don't Let Disruptive Behaviors Impede Instruction: Practical, Evidence-Based Strategies**

Frank Gresham

MTSS Disruptive behavior disorders (DBDs), antisocial behavior and defiant/disrespect behavior

patterns, have a prevalence rate of 10% in any given school population and create substantial problems for teachers, school administrators, and parents. This keynote describes how DBDs develop and how evidence-based assessment and multi-tiered interventions for DBDs can be delivered.

#### **CHOICE B: 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 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.

### **LUNCH PROVIDED 11:45-12:30**

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### **AFTERNOON BREAKOUT SESSIONS 12:30-2:15**

#### **Preventing Disruptive Behaviors Before They Start: Screening & Interventions**

Frank Gresham

This session details evidence-based screening and assessment strategies for disruptive behavior disorders that educators can use to reduce disruptive behavior and increase student achievement. Evidence-based intervention strategies based on MTSS (Tier 1 Universal, Tier 3 Selected and Tier 3 Intensive) will be described. Participants will gain knowledge about how to assess and intervene with children and youth with disruptive behavior disorders.

## 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.

## 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 SESSIONS**

**2:15-4:00**

## It's About PROGRESS for MTSS and Special Education!

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.

## 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 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



**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.



**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.



**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.



**Jack Fletcher, Ph.D.**

Dr. Fletcher is the University of Houston Hugh Roy and Lillie Cranz Cullen Distinguished Professor of Psychology and Chair, Department of Psychology. He is a board-certified child neuropsychologist and is a premier researcher on identification and treatment of students with reading disorders, including SLD and dyslexia. Dr. Fletcher directs 1 of 3 National Institute of

Child Health and Human Development Learning Disability Research Centers as well as program projects involving neurobiological factors and learning in spina bifida and math disabilities. Dr. Fletcher served on the NICHD National Advisory Council, the President's Commission on Excellence in Special Education.



**Frank Gresham, Ph.D.**

Dr. Gresham has developed social skills assessments (Social Skills Improvement System-Rating Scales – SSIS) and interventions for students with or at-risk for emotional and behavioral disorders. He authored the Classwide Intervention Program, a social skills

intervention for K-5 students in K through 5th grade, and the Social Skills Improvement System-Intervention Guide, a Tier 2 social skills intervention. He is a Fellow of the American Psychological Association (APA), and a Fellow in the Divisions of School Psychology and Clinical Child and Adolescent Psychology.



**Clay Cook, Ph.D.**

Dr. Cook is the 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 implementation of MTSS 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 a faculty member of the University of Minnesota Institute of Translational Research in Children's Mental 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.**

Dr. Moutry is 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.**

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.



**Ramel LaMont Smith, Ph.D., LP**

Dr. Ramel Smith, is a licensed psychologist in Wisconsin and the team psychologist for the Milwaukee Bucks, a professional NBA team. He is co-author of Building A Better Man: A Blueprint for Decreasing Violence and Increasing Prosocial Behavior in Men (Routledge Press). Since 2007, Dr. Smith has been President of

BLAQUESMITH Psychological Consultative Services, LLC. His current research interests are cross-cultural competence, community relationship (including schools), and effective service delivery to prevent violence.