Expanding MTSS/RTI and Ensuring Results

HUMAN DEVELOPMENT CENTER, LSUHSC NEW ORLEANS

APRIL 27 & 28, 2017

SPONSORED BY
Conference Topics
This year’s conference—Expanding MTSS/RTI and Ensuring Results—will convene in New Orleans to work with school leaders and practitioners to provide state-of-the-art information on best practices. This 2-day conference will cover a range of previous topics and go broader and deeper in new content. In addition to our previous national experts on positive behavior support (Randy Sprick, Ph.D.), K–12 language arts/literacy (Nancy Marchand-Martella, Ph.D.), basic skills progress monitoring and screening (Mark R. Shinn, Ph.D.), high-quality implementation (W. Alan Coulter, Ph.D., and Kimberly Gibbons, Ph.D.), we are adding experts in mathematics in a tiered-services model (Marcy Stein, Ph.D), more individual intensive behavior supports for students with challenging behavior (Bill Jenson, Ph.D.), and supporting students with autism spectrum disorder (ASD) in tiered services (Ron Martella, Ph.D., BCBA). Our sponsors will also offer optional sessions on how they can support implementation. Although presenters are content-area experts, the emphasis will be on practical implementation—translating talk into action!

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

ACCOMMODATIONS
Check dbconferences.net for hotel updates or contact info@dbconferences.net

COST & REGISTRATION
2–Day Registration
$350 on or before April 10th
$375 after April 10th
$75 graduate student

1–Day Registration
$250 on or before April 10th
$275 after April 10th

REGISTRATION IS A 2-PART PROCESS
1. Go to http://x.co/NOLA2017 to REGISTER.
2. Go to dbconferences.net, select the New Orleans MTSS “product,” and make payment arrangements.

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

Opportunities to Earn Credit
Documentation for Continuing Professional Development (CPD) credit for school psychologists.

Cancellation Policy
Payment accepted through PayPal, credit card, or purchase order. Conference fees are refundable less $50 if cancelled 30 days prior to conference. No refunds after that point.
Thursday Schedule

7:45 Registration/Refreshments
8:30–11:45 Keynotes
11:45–12:30 Box Lunch
12:45–2:15 Breakout Sessions
2:30–4:30 Breakout Sessions

Introductory KEYNOTE
Building MTSS on a Foundation of Tiers
8:30–9:15
W. Alan Coulter & Mark R. Shinn

This introductory session highlights key contributions of the conference to high quality and comprehensive tiered services.

KEYNOTE
Is It True That Some Kids Just Can’t Do Math?
With thanks to Dan Willingham
9:15–10:30
Marcy Stein

In this session Dr. Stein will discuss common myths about the performance of U.S. students in math. She will also discuss common challenges teachers face when trying to improve students' performance, outline research findings relevant to bettering math instruction, and explore how and why some of those findings have failed to influence classroom practice.

KEYNOTE
A Continuum of Behavior Support: Filling in the Gaps
10:45–11:45
Randy Sprick

Within MTSS, positive behavior support should ensure that no student fails to thrive academically due to behavior, discipline, or social-emotional difficulties. However, in many schools, there are significant gaps in this continuum. For example, in many schools, MTSS for behavior is viewed by too many general education administrators and teachers as a different “set of hoops” one must jump through to get a student placed in special education. In this session, five such gaps are identified and suggestions are provided for moving to close those gaps and improve MTSS processes for behavior.

BREAKOUT
Designing Positive School-wide Discipline Plans
12:30–2:15
Randy Sprick

A major objective of this session is to provide information on how to involve the staff, students, and parents in designing a data-driven, continuous improvement process for behavior support that is proactive and preventative. This session will also provide a template that identifies components of an effective school-wide policy. Information will be provided on how to evaluate current policies and practices, and how to revise those policies and practices to meet the realities of today’s schools.

BREAKOUT
Make MTSS Happen: Evidence-Based Practices in Implementation, Part 1
12:30–2:15
W. Alan Coulter & Kim Gibbons

Sufficient evidence exists identifying the big errors that schools and districts make in designing and implementing MTSS/RTI. This interactive session frames three critical errors in initial design and implementation that should be avoided and provides participants with guidelines and tools that can be used to increase the probability of success.

BREAKOUT
Differentiating Elementary Math Instruction in an MTSS/RTI Environment
12:30–2:15
Marcy Stein

“Differentiating instruction” is a term used to represent a vast assortment of instructional activities that include those supported by research and those that are not. In this session, the concept of differentiated instruction will be discussed with a focus on evidence-based practices in math and MTSS/RTI. Implications for designing high-impact math instruction for elementary students will be discussed.

BREAKOUT
Proactive Design of MTSS Screening and Progress Monitoring Practices
12:30–2:15
Mark R. Shinn

Considerable advances have been made in MTSS/RTI screening practices that can reduce decision-making time and the amount of testing for students and teachers while increasing the opportunity for intervention planning time. Likewise, clarity of progress monitoring practices across tiers has enabled more efficient practices. This session will present how these advances can improve screening and progress monitoring practices in K–12 and expand data use to area like communication with parents and instructional planning.

BREAKOUT
Early-Stage Behavioral Interventions for Individual Students
2:30–4:30
Randy Sprick

This session will provide information on five interventions that can become a standard protocol within a district—what teachers should implement first when an individual student’s behavior is problematic. Strategies include planned discussion, goal setting, data collection and debriefing, increasing positive interactions, and function-based interventions. Each strategy will include some easy-to-use implementation forms and worksheets. This protocol or something similar is essential for creating the link between universal procedures and Tier 2 and Tier 3 intervention support.

BREAKOUT
Make MTSS Happen: Evidence-Based Practices in Implementation, Part 2
2:30–4:30
Kim Gibbons & W. Alan Coulter

BREAKOUT
Differentiating Secondary Math Instruction in an MTSS/RTI Environment
2:30–4:30
Marcy Stein

“Differentiating instruction” is a term used to represent a vast range of instructional activities that include those supported by research and those that are not. In this session, the concept of differentiated instruction will be discussed with a focus on evidence-based practices in math and MTSS/RTI. Implications for designing high-impact math instruction for secondary students will be discussed.

BREAKOUT
Using a Dual-Discrepancy Approach in RTI SLD Eligibility Determination
2:30–4:30
Mark R. Shinn

More than a decade after IDEA-2004, schools still often struggle with what data are essential and how to make decisions when an RTI process is used for SLD eligibility determination. This session will illustrate how a dual-discrepancy model is used to make quality eligibility decisions in a process that addressed the determinant and exclusionary components required by federal law.

Friday Schedule

7:45 Refreshments
8:30–9:45 Keynotes
9:45–11:45 Breakout Sessions
11:45–12:30 Box Lunch
12:30–2:00 Breakout Sessions
2:15–3:15 Breakout Sessions

KEYNOTE
Some Judicious Review: Big Ideas from Day 1 and a Road Map to Day 2
8:30–9:45
W. Alan Coulter & Mark R. Shinn

A judicious review of Day 1 to set the stage for Day 2.

KEYNOTE
Tough Kids: Why Do We Have Them, What Are Their Serious Behaviors, and How Do We Manage Them within MTSS
8:45–9:45
Bill Jenson

This keynote focuses on Tough Kids, the 3 to 7% of students frequently found on Tier 2 and Tier 3 of MTSS. A working definition of Tough Kids, causes for their behaviors, and evidence-based strategies for managing their most serious behaviors in MTSS will be presented. The importance of “keystone” behaviors and their management within the MTSS model will be emphasized. Practical strategies such as the Principal’s 200 Club, Precision Requests, Mystery Motivators, the “Sure I Will” program, and others will be presented.

For more information, visit dbcconferences.net
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.

**BREAKOUT**

**Less Is More: The Four Big Ideas of Effective Classroom Instruction**

9:45–11:45  
**Nancy Marchand-Martella & Ron Martella**

Inservice and preservice training programs tend to target too many instructional skills, leaving educators with knowledge that is a “mile wide and an inch deep.” This presentation will focus on four big ideas of effective classroom instruction and is based on our published paper in Intervention in School and Clinic (Marchand-Martella, Martella, & Lambert, 2015). These big ideas include (a) setting expectations, (b) increasing student engagement, (c) providing praise, and (d) conducting error correction procedures.

**BREAKOUT**

**Motivating Tough Kids within the MTSS Model**

12:30–2:00  
**Bill Jenson**

This session gives practical explanations of why Tough Kids are not motivated academically and behaviorally and how to improve motivation within the MTSS model. Approaches such as the IFEEDAV principles for designing and implementing incentive interventions for Tier 2 and Tier 3 will be presented. How to select motivating consequences for Tough Kids will be offered. Specific motivating interventions such as enhanced Mystery Motivators, Dots for academic motivation, reinforcer spinners, reward chart moves, and several additional interventions will be covered.

**BREAKOUT**

**Designing MTSS for Secondary Schools**

9:45–11:45  
**Mark R. Shinn**

Middle and high school MTSS/RTI still lags behind elementary implementation, or to try 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 will describe 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 vs. content area instructional and/or behavioral support.

**BREAKOUT**

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

9:45–11:45  
**W. Alan Coulter & 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.

**BREAKOUT**

**Elementary Literacy Practices**

12:30–2:00  
**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 will focus on elementary literacy strategies for students in grades K–5 with a focus on explicit instruction. Learning-to-read and reading-to-learn strategies will be shared along with curricular programs found to be effective for those needing strategic and/or intensive interventions.

**BREAKOUT**

**Providing Behavior Support to Students with Autism Spectrum Disorder (ASD)**

12:30–2:00  
**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.

**BREAKOUT**

**Validation and Practical Applications of Advanced MTSS Interventions for Tough Kids**

2:15–3:45  
**Bill Jenson**

The focus of this presentation will be practical applications of advanced Tier 2 and Tier 3 interventions for Tough Kids and their evidence-based research. Specifically and applications for advanced interventions such as the Electronic Home Note/ Daily Behavior Report Card, On-Task in a Box, the Electronic Check-In and Check-Out program, and the Quiet Classroom Group Contingency will be presented along with their validation research. Practicality, usefulness, and how they work, with evidence-based research, will be a main theme of this presentation.
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.

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

Dr. Marchand-Martella is department chair and professor of education psychology at the University of Oklahoma. She teaches classes in academic remediation focusing on 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 credited to her name. 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 co-author of the digital, print, and project-based SRA FLEX Literacy. Finally, she 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.

Dale Webster, Ph.D.

Dale Webster is Chief Academic Officer for CORE, which provides professional development and technical assistance services to schools and districts across the country. Dale earned his Ph.D. in education at the University of California, Irvine, where his research focused on vocabulary development for English learners. Dale has served on the California Curriculum Commission, an advisory body to the California State Board of Education on curriculum frameworks and textbook adoptions and leads the Educational Services division for CORE’s educational consulting and management staff.

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 RLD 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.

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.

Jay Connor, JD/MBA

Jay Connor, is the Founder/CEO of Learning Ovations, Inc, which supports K-3 teachers and administrators in achieving third grade reading outcomes for all children in general education classrooms. In numerous clinical trials (RCTs), in very diverse environments, children average reading at 5th grade level at the end of 3rd grade. Recognized as an ESSA “strong evidence” research-based technology.

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.

Bill Jenson, Ph.D.

Dr. Jenson is a Professor in the School Psychology Program at the University of Utah. His research interests include autism, externalizing behavior disorders, the management of noncompliance and aggression, practical classroom behavior management, educational technology, behavioral assessment, academic interventions, and parent training. Dr. Jenson has published over 170 research articles, chapters, and books including the Tough Kid On-Task in a Box Program, Functional Behavior Assessment of Chronic Absenteeism, and Truancy and Interventions Book, Functional Behavior Assessment of Bullying Behavior and Interventions Book, Superheroes Social Skills Training Program, Tough Kid Book, Tough Kid Yo-Yo Box: A Resource Book; Tough Kid New Teacher Survival Kit, Tough Kid Parent Training Book: Why Me?, and Tough Kid Principal’s Briefcase.

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

Dr. Martella is a Professor of Special Education at the University of Oklahoma. He teaches classes in the area of applied behavior analysis with a focus on behavior management approaches and research methodology. Dr. Martella has more than 30 years of experience working with individuals with disabilities and is a board certified behavior analyst at the doctoral level and licensed as a behavior analyst in the state of Oklahoma. He is an SRA McGraw-Hill author of Lesson Connections and Core Lesson Connections for Reading Mastery, Read to Achieve, and SRA FLEX Literacy.

Dean Ballard

Dean Ballard is the Director of Mathematics for CORE. He holds a master’s degree in math education from Sonoma State University (SSU) and secondary teaching credentials for both mathematics and English. As CORE’s Director of Mathematics, he has developed CORE’s math trainings, overseen their development for English learners, and with schools, teachers, and consultants on effective instruction and implementation of rigorous standards including implementation of the Common Core State Standards for Mathematics.

Marcy Stein, Ph.D.

Dr. Stein is a Professor at UW Tacoma where she is one of the founding faculty members of the School of Education. She has published extensively in the areas of both special education and general education on reading and mathematics instruction, curriculum analysis, and textbook adoption. She is an author of Direct Instruction Mathematics (fifth edition due out in spring 2017). In 2006, she received the UW Distinguished Scholarship Award; in 2015 she and her colleagues received the UW Community Engagement Award. Dr. Stein has considerable experience consulting with teachers and administrators on improving the performance of students who are at risk for academic failure. She also has consulted with state departments of education throughout the country on how research findings can be used effectively to improve instructional practice, and with schools, districts, and states on the systematic evaluation of mathematics and literacy curriculum materials.