ENSURING PRACTICAL AND SCIENTIFICALLY SOUND MULTI-TIER SYSTEMS OF SUPPORT AND RESPONSE TO INTERVENTION

PRESENTED BY DATA-BASED CONFERENCES WITH SUPPORT FROM OKLAHOMA STATE DEPARTMENT OF EDUCATION, COOPERATIVE COUNCIL FOR OKLAHOMA SCHOOL ADMINISTRATION (CCOSA), THE UNIVERSITY OF OKLAHOMA, AND OKLAHOMA STATE UNIVERSITY

NOVEMBER 15TH AND 16TH, 2017
OKLAHOMA CITY, OKLAHOMA

SPONSORED BY

CALENDAR OF SESSIONS

WEDNESDAY

Time	Session
8:30–8:45	**WELCOME** Opening Remarks by Dr. Cindy Koss, OSDE Deputy State Superintendent of Academic Affairs
8:45–10:00	**KEYNOTE SESSION 1:** Big Ideas of Successful MTSS/RtI Implementation
10:15–11:45	**KEYNOTE SESSION 2:** Teach Like Kevin Bacon: What Research-Based Instruction Looks Like!
12:00-12:30	**WORKING LUNCH PANEL DISCUSSION** On Oklahoma MTSS RTI Implementation
12:30–2:15	**KEYNOTE SESSION 3:** Test and Treat or Treat and Test: A Comparison of SLD Identification Methods
2:30–4:30	**DAY 1 AFTERNOON BREAKOUTS**
	Make MTSS Happen: Evidence-Based Practices in Implementation, Part 1
	Research-Based Practices for Students with Dyslexia and Other Reading Difficulties
	Scheduling Elementary Interventions: The Conundrum of MTSS Implementation
	Proactive Design of MTSS Basic Skills Screening and Progress Monitoring Practices

THURSDAY

Time	Session
8:30–9:30	**KEYNOTE SESSION 1:** Positive Behavior Support as an MTSS Foundation
9:40–10:40	**KEYNOTE SESSION 2:** SLD Identification: The Severe Discrepancy Between Prevailing Perception and Continuing Caselaw
10:50–12:00	**DAY 2 MORNING BREAKOUTS**
	Classroom Management: The CORE of MTSS for Behavior
	Law and Lore of RTI: Professional Liberation Rather Than Paralyzing Fear
	MTSS Happen: Evidence-Based Practices in Implementation, Part 2
	Less is More: The Four Big ideas of Effective Classroom Instruction
12:30–2:15	**DAY 2 AFTERNOON BREAKOUT SESSION 1**
	Early Stage Behavioral Interventions for Individual Students
	Elementary Literacy Practices
	Secondary MTSS that Makes Sense
	The Administrator's Role in Organizing and Implementing Sustainable Multi-Tiered Instructional Support Systems
2:30–4:30	**DAY 2 AFTERNOON BREAKOUT SESSION 2**
	Secondary Literacy Practices
	A New Approach to Implementation Fidelity: Fixing the Weak Link in MTSS
	Focusing on the "Self" in Self-Management Strategies for Students with ASD and Other Disabilities
	Special Education Decision Making in MTSS

Conference Description

Multi-Tier System of Supports (MTSS) implementation, also known as Response to Intervention (RTI), is accelerating rapidly in US schools as they recognize that (a) not all learning and behavior problems are special education problems and (b) early and powerful intervention is the key to school success. *General education and special education must work together* in an "every ed" model to ensure that schools are systematic in these early identification and intervention efforts, bringing powerful and research-based practices to bear in a time and cost efficient manner.

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. For the the past 3 years, we have held a national conference once per year in New Orleans, but recently, we have expanded to Tennessee, Houston, Nebraska, Washington, and now Oklahoma.

The conference emphasizes what *every* educator needs to know about MTSS implementation.

Attendees will learn research-based reading/language arts and behavior support strategies across Tiers as well as strategies for including students with more severe disabilities (e.g., ASD) in MTSS. The focus will be on practical implementation with sessions for schools early in implementation and those working to get to the next level of high fidelity implementation. Relevant legal issues from law, regulation, and hearings are addressed.

Topics also include scientifically sound basic skills screening and progress monitoring, including special education assessment practices for specific learning disabilities and more time and cost efficient IEP goals and progress monitoring.

VENUE

Moore Norman Technology Center
South Penn Campus
13301 S. Pennsylvania
Oklahoma City, Oklahoma 73170
(405)-364-5763 ext. 7260

Established in 1972, Moore Norman Technology Center is viewed as one of the nation's premiere educational and training institutions. MNTC is one of 29 technology centers within Oklahoma's globally recognized CareerTech System.

The Oklahoma State Department of Education may reimburse school districts for attendance, up to 15 persons per district.

Substitute, travel, and registration reimbursement for this event is available through the OSDE-SES's Project 613 for Oklahoma Public School employees only. In order to take advantage of this opportunity, districts will need to obtain pre-approval by submitting a request via email to your Compliance, Data, and Finance Specialist. Please use "Project 613 – OKMTSS" in the subject line and provide the following details:

1. Names and title of staff members attending
2. Dates of attendance (Nov. 15th and 16th)
3. Estimated total cost

Additional instructions will be sent after approval.

For questions, please contact:
Carole Tomlin: carole.tomlin@sde.ok.gov – 405-521-2335
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ACCOMMODATIONS

Check dbcconferences.com for hotel updates or contact

mark@dbcconferences.com

847-275-7200

COST & REGISTRATION

2–Day Registration

• *$175 for Oklahoma Educators on or before September 15th--$225 after September 15th

• $350 for Out-of State Educators on or before September 15th--$375 after September 15th

• $75 graduate student

* Oklahoma educators Registration Fee will be reimbursed by the Oklahoma Department of Education. Details to the left on this brochure.
Payment through PayPal, credit card as a Paypal "guest," or purchase order/invoice.

REGISTRATION AND PAYMENT IS COMPLETED AT:

1. dbcconferences.com
2. Select the Oklahoma Educator MTSS or Out of State Oklahoma Educator "Product"

Registration includes continental-style breakfast and box 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

Cancellation Policy:
Conference fees are refundable less $50 if cancelled 30 days prior to conference. No refunds after that date.

CONFERENCE SESSIONS

NOVEMBER 15th WEDNESDAY SCHEDULE

7:45	Registration/Refreshments
8:30–11:45	Keynotes
12:00–12:30	Working Box Lunch
12:45–2:15	Keynote
2:30–4:30	Breakout Sessions

OPENING REMARKS 8:30-8:45

Opening Remarks

Dr. Cindy Koss, OSDE Deputy State Superintendent of Academic Affairs

WEDNESDAY KEYNOTE 1: 8:45-10:00

Big Ideas of Successful MTSS Implementation

W. Alan Coulter and Mark R. Shinn

This session makes explicit the defining features of MTSS/RTI that lead to practical implementation including differentiating MTSS as a broad service delivery system from RTI, a process for determining eligibility for special education. An emphasis will be on lessons learned for success.

WEDNESDAY KEYNOTE 2: 10:15-11:45

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

Nancy Marchand-Martella

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

WORKING LUNCH: PANEL DISCUSSION 12:00-12:30

What We Know About Oklahoma MTSS Implementation

Nancy Goosen, Special Education Director, Edmond Public Schools, Katy McFadden and Cara Jernigan, Frontier Elementary

Gary Duhon Oklahoma State University (Moderator)

During this working lunch, with a Question and Answer format, conference attendees hear how Oklahoma educators are implementing MTSS/RTI.

WEDNESDAY KEYNOTE 3: 12:30-2:15

Test and Treat or Treat and Test: A Comparison of SLD Identification Methods

Jack Fletcher

Despite IDEA 2004 changes in SLD identification requirements more than a decade ago, many schools still use SLD identification practices based on cognitive discrepancies (e.g., Ability-Achievement Discrepancy or Cognitive Patterns of Strengths and Weaknesses (PSW)). These approaches lack research support and have potential negative consequences for some students with achievement difficulties, especially for students from low SES backgrounds. The presentation reviews what we know about identifying students with reading difficulties, including students with dyslexia. A hybrid approach that emanates from a RTI framework where "teach first-test second" is prioritized, using powerful early intervention and progress monitoring. More importantly, features of powerful research-based reading interventions for students with reading difficulties will be presented.

Make MTSS Happen: Evidence-Based Practices in Implementation, Part 1

W. Alan Coulter and 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.

Research-Based Practices for Students with Dyslexia and Other Reading Difficulties

Jack Fletcher

There are many misunderstandings about dyslexia and related reading disabilities, but there is a research base to guide practice. Beginning with definition, this presentation adrresses screening and identification of dyslexia, its neurobiological basis, and effective intervention practices driven by the need for early intervention in a MTSS model that links prevention and remediation when preventative efforts aren't sufficient.

Scheduling Elementary Interventions: The Conundrum of MTSS Implementation

Michelle M. Shinn

Many schools have programs, staff, and students with needs, but struggle with creating a building schedule that allows for coordinated service delivery. If you need ideas for getting the right people and programs together at the same time and you want to build a schedule that is driven by student need, this session is for you! Tips for making the scheduling process easier will be presented, as well as creative ways to find time.

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

THURSDAY KEYNOTE 1: 8:30-9:30

Positive Behavior Support as an MTSS Foundation

Randy Sprick

It has been well established that a positive school and classroom climate is conducive to student achievement and that prevention is the name of the game. Many schools think their universal practices are "good enough," but any school that is truly implementing multi-tiered behavior support is striving to continually upgrade universal practices to improve school safety, climate, and discipline.

THURSDAY KEYNOTE 2: 9:40-10:40

SLD Identification: The Severe Discrepancy Between Prevailing Perception and Continuing Caselaw

Perry A. Zirkel

This session will provide a systemic and objective analysis of the applicable laws for MTSS and RTI, including Oklahoma's regulations specific to specific learning disabilities (SLD) identification, that proves that school personnel have ample latitude for prudent discretion; best practice rather than looming liability is the accurate legal take-away

THURSDAY MORNING BREAKOUTS 10:50-12:00

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.

Law and Lore of RTI: Professional Liberation Rather than Paralyzing Fear

Perry A. Zirkel

This session provides an in-depth examination of a) federal and state laws, (b) OSEP policy interpretations, and (c) hearing and court decisions specific to SLD identification for three approaches: severe discrepancy, RTI, and pattern of strengths and weaknesses. It also provides a parallel examination of the pertinent provisions in federal legislation and agency policy interpretations of MTSS.

MTSS Happen: Evidence-Based Practices in Implementation, Part 2

Kim Gibbons and W. Alan Coulter

This session is a continuation of Part 1 to ensure that participants are knowledgable and skilled in implementing key features of MTSS.

Less is More: The Four Big Ideas of Effective Classroom Instruction

Nancy Marchand-Martella and 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.

THURSDAY AFTERNOON BREAKOUT SESSION 1 12:45-2:15

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.

Elementary 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 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.

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.

The Administrator's Role in Organizing and Implementing Sustainable Multi-Tiered Instructional Support Systems

Michelle M. Shinn

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 proivdes particpiants with ideas for aligning resources and beliefs to create such a culture.

THURSDAY AFTERNOON BREAKOUT SESSION 2
2:30-4:30

Secondary Literacy Practices

This session focusses on secondary literacy strategies for students in grades 6–12. Learning-to-read and reading-to-learn strategies will be shared along with curricular programs shown to be effective for those needing strategic and/or intensive interventions. Study strategies found

to promote college and career readiness will also be highlighted.

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

W. Alan Coulter and 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.

Focussing on the "Self" in Self-Management Strategies for Students with ASD and Other Disabilities

Ron Martella

Self-management is considered a pivotal response skill for students with ASD and other disabilities. This presentation will focus on teaching self-management skills to students at the Tier 2 or Tier 3 levels as part of MTSS efforts. Emphasis will be placed on goal setting, self-recording, self-monitoring, and self-evaluation strategies.

Special Education Decision Making in MTSS

Mark R. Shinn

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

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.

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 focussing 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 coauthor 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.

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.

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.

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.

Jack M. Fletcher, Ph.D.

Dr. Fletcher is the Hugh Roy and Lillie Cranz Cullen Distinguished Professor of Psychology at the University of Houston. As a board certified child neuropsychologist, he has conducted research on children with learning and attention disorders, and brain injury. He directs a Learning Disability Research Center grant funded by the National Institute of Child Health and Human Development (NICHD). He served on the NICHD National Advisory Council, the Rand Reading Study Group, the National Research Council Committee on Scientific Principles in Education Research, and the President's Commission on Excellence in Special Education. Dr. Fletcher was the recipient of the Samuel T. Orton award from the International Dyslexia Association in 2003 and a co-recipient of the Albert J. Harris award from the International Reading Association in 2006.

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.

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.

Michelle M. Shinn, Ph.D.

Dr. Shinn is a principal in Lake Forest, IL for School District 67. She has over 20 years' experience as an an elementary school principal and administrative coach implementing school- and districtwide MTSS to improve outcomes for all learners. She has consulted with administrators and school staff in IL, OR, MN, and NH, and MA as part of the National Special Education Urban Project and Massachusetts Problem Solving Initiative. She has presented at national conferences on implementing tiered services at the school and district levels, with particular attention to issues of scheduling and getting staff buy in.