

DOUBLING DOWN ON MTSS AND RTI SUCCESS: LESSONS LEARNED IN GETTING TO THE NEXT LEVEL OF RESEARCH-BASED PRACTICES

IN COLLABORATION WITH THE NORTHERN ILLINOIS UNIVERSITY SCHOOL PSYCHOLOGY PROGRAM

MAY 21ST AND 22ND, 2018

NORTHERN ILLINOIS UNIVERSITY CONFERENCE CENTER AT NAPERVILLE



WITH SUPPORT FROM:



GENERAL INFORMATION

MONDAY MAY 21ST	
7:30-8:30	Registration and Continental Breakfast
8:30-8:45	Welcome! Lessons Learned in MTSS Implementation
8:45-10:00	KEYNOTE SESSION 1: A Continuum of Behavior Supports: Filling in the Gaps
10:15-11:45	KEYNOTE SESSION 2: Identifying and Treating Dyslexia in the Context of MTSS
11:45-12:30	Lunch Will Be Provided
12:30--2:00	BREAKOUTS
	Classroom Management: The CORE of MTSS for Behavior
	Treat and Test: SLD Eligibility Evaluation Data to Differentiate Instruction
	Knowing Where You Are and Where to Go Next: High Quality MTSS Implementation (Part 1)
	Basics Skills Screening and Proactive Intervention Design
2:15-3:45	BREAKOUTS
	Early-Stage Behavioral Interventions for Individual Students
	Secondary MTSS That Makes Sense
	Knowing Where You Are and Where to Go Next: High Quality MTSS Implementation (Part 2)
	See How Our Sponsors Can Support Your MTSS/RTI Implementation Efforts
TUESDAY MAY 22ND	
8:30-9:00	KEYNOTE SESSION 1: IDEA 2004 in 2017! Where We've Come and Where We're Headed!
9:00-10:00	KEYNOTE SESSION 2: Teach Like Kevin Bacon: What Research-Based Instruction Looks Like!
10:15-11:45	KEYNOTE SESSION 3: Strengthening Your Core Language Arts Instruction To Meet the Needs of Students
12:30-2:00	BREAKOUTS
	Effective K-12 Reading Intervention Across Tiers
	It's About (Monitoring) Progress in MTSS
	A New Approach to Implementation Fidelity: Fixing the Weak Link in MTSS
2:15-3:45	BREAKOUTS
	An Administrator's National Perspective in Making Systems Change Work!
	Strategic Doing: Interactive Session to Enhance Your MTSS Implementation Plan
	Strategic Doing: Interactive Session to Enhance Your Reading Interventions Across Tiers
	Strategic Doing: Interactive Session to Enhance Your Assessment and Decision Making

Conference Description

Illinois and the Midwest historically have been among the nation's leaders in implementing a service delivery system that has come to be known as Multi-Tier System of Supports (MTSS) or Response to Intervention (RTI).

Our team of national experts in research and practice wants to help you get to the next level of implementation, based on "lessons learned" in more than 30 years of practice and gains in the professional literature about "what works."

In conjunction with the School Psychology Program at Northern Illinois University, we will be bringing to you a version of the conferences we have hosted in New Orleans for 4 years and our recent partnerships with state departments of education in Nebraska and Oklahoma.

On Monday and Tuesday, May 21st and 22nd, our team of national experts will work with you bring "something new" to your current efforts, including strengthening reading instruction and intervention across Tiers, including your core language arts program, issues in identification and treatment of reading difficulties including dyslexia, and more scientifically sound screening and progress monitoring practices to promote proactive MTSS design.

We also promise something "old"--critical features to support high quality implementation such as lessons learned in to make MTSS more successful, the roles of leadership, teams, and teaming, secondary MTSS implementation, and creating positive school climate and behavior supports across tiers and within classrooms. Attendees will be able to participate in whole group Keynote sessions as well as select Break Out sessions related to their own interests and needs.

We will also be offering sessions guided by our experts specifically designed to customize your "strategic doing" (aka planning for changes) in 2018-19. You will leave the conference with a written plan you can be accountable for. Join us.

Due to space limitations, we will cap attendance at 300. Register early. We already have attendees!



CONFERENCE LOCATION

NIU Naperville Conference Center
1120 E. Diehl Rd.
Naperville, IL 60563

NIU Naperville is easily accessible from Interstates 88 and 355, just 27 miles from both O'Hare International Airport and Midway International Airport, and less than five miles from the Metra Train Station.

[Directions](#)

Parking is Free and Access is Convenient

ACCOMMODATIONS

Beginning in March, information of local hotels that are close by and/or may offer a discount for attendees will be posted on:

dbconferences.com or contact

mark@dbconferences.com

COST AND REGISTRATION

2-Day Registration

\$350 on or before April 15th, 2018

\$375 after April 15th, 2018

\$75 graduate student

1-Day Registration

\$225 on or before April 15th, 2018

\$275 after April 15th, 2018

REGISTRATION and PAYMENT

1. Go to dbconferences.com and Select the Chicago 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



Monday 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

WELCOME 8:30-8:45

Lessons Learned in Implementation

Mark R. Shinn and W. Alan Coulter

A hearty welcome to the conference and an overview of what you can expect.

KEYNOTE SESSION 1: 8:45-10:00

A Continuum of Behavior Supports: Filling in the Gaps

Randy Sprick

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 and behavior MTSS is viewed by many educators as a different “set of hoops” to jump through to get a student into special education. Five such gaps are identified and suggestions are provided for moving to close those gaps and improve MTSS processes for behavior.

KEYNOTE SESSION 2: 10:15-11:45

Identifying and Treating Dyslexia in the Context of MTSS

Jack Fletcher

There are many misunderstandings about dyslexia and MTSS frameworks. This keynote reviews current scientific evidence on the identification, treatment, and causes of dyslexia. Neuroscience research shows that dyslexia is best treated through an MTSS framework that prevents reading problems with 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.

LUNCH 11:45-12:30

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

AFTERNOON BREAKOUT SESSION I 12:30-2:00

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 good classroom management outcomes, and (c) supportive classroom coaching. 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.

Treat and Test: Using SLD Eligibility Evaluation Data to Differentiate Instruction

Jack Fletcher

Eligibility for special education in the SLD category in the Midwest is a range of practices from RTI to “pattern of cognitive strengths and weaknesses.” The implications for treatment for the different approaches embedded in these guidelines will be reviewed, with an emphasis on how treatment-oriented assessments are maximized in MTSS frameworks.

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.

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.

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

Early-Stage Behavioral Interventions for Individual Students

Randy Sprick

This session provides information on 5 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 includes easy-to-use implementation forms and

worksheets. This protocol is essential for creating the link between universal procedures and Tier 2 and Tier 3 intervention support.

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.

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.

See How Our Sponsors Can Support Your MTSS/RTI Implementation

CORE, Pearson aimsweb, 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.

Tuesday Schedule

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

KEYNOTE SESSION 1: 8:30-9:00

IDEA 2004 in 2017! Where We've Come and Where We're Headed!

The Honorable Robert Pasternack

As the former US Department of Education Assistant Secretary of Education, Dr. Pasternack guided the President's Commission on Excellence in Special Education and other policy groups that provided the foundation for IDEA 2004. This session visits how far we've come in a new vision for research-based practices to promote positive development for all students as well as timely and powerful interventions for those students who need it, including students with disabilities.

KEYNOTE 2: 9:00-10:00

When It Comes to Best Practices in Literary Instruction, Remember to Be Like Kevin Bacon!

Nancy Marchand-Martella

If there is one single feature of instruction that improves reading achievement, it is increasing the level of explicitness of how we teach. Unfortunately, explicit and more intentional instruction is often treated as a second-class citizen in many teacher education programs. This session will highlight the elements of explicit instruction wrapped around a movie clip featuring Kevin Bacon.

KEYNOTE 3: 10:15-11:45

Powerful MTSS Implementation Begins with Core Language Arts Instruction Aligned to the Needs of Students

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 health start. Unfortunately, too many schools do not have such a strong core, with an over-reliance on teacher-made curriculum and/or level-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.

LUNCH 11:00-12:30

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

AFTERNOON BREAKOUT SESSION I 12:30-2:00

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-12) literacy strategies with a focus on explicit learning-to-read and reading-to-learn strategies and effective reading programs for those needing more intensive interventions.

It's About PROGRESS (Monitoring)!

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.

A New Approach to 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.

STRATEGIC "DOING" SESSIONS

2:15-3:45

Strategic Doing: Interactive Session for Administrators to Make Systems Change Work

The Honorable Robert Pasternack

Too often, people reflect that large scale changes, especially in education, can't happen. Yet we repeatedly see circumstances where change is possible, based on accumulated data and implementation experience. This session will include a historical perspective on major changes in practice, especially regarding special education, and how we can apply what's been learned at the school, district, community, and state level.

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 to Enhance Your K-12 Language Arts Practices

Nancy Marchand-Martella

This session is intended to enable attendees to use some of the information gained at the conference to improve the quality of their language arts implementation plan K-12 across tiers.

Strategic Doing: Interactive Session to Enhance Your General and Special Education Assessment and Decision Making Practices

Mark R. Shinn

This session is intended to enable attendees to use some of the information about assessment and decision making to improve the quality of their MTSS assessment practices.

PRESENTERS



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.



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.



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.



Bob Pasternack, Ph.D.

The Honorable Robert H. Pasternack, Ph.D. served as Assistant Secretary for the Office of Special Education and Rehabilitative Services (OSERS) at the U.S. Department of Education from 2001 to 2004. During his tenure at the US Dept of

Education, Dr Pasternack led the 2004 Reauthorization of IDEA, and helped with the implementation of NCLB. Dr. Pasternack served on the President's Commission on Excellence in Special Education and the President's Mental Health Commission and as the Chair of the Federal Interagency Coordinating Committee during his time as the Assistant Secretary.

Dr. Pasternack has over 40 years of experience in public education. Prior to being appointed by President Bush and Confirmed by the US Senate, Dr. Pasternack was the State Director of Special Education for the State of New Mexico. Dr. Pasternack is a Certified Teacher, former Superintendent, Nationally Certified School Psychologist, and member of the American Psychological Association.



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 Fletcher, Ph.D.

Dr. Fletcher is the Hugh Roy and Lillie Cranz Cullen Distinguished Professor of Psychology and Chair, Department of Psychology, University of Houston. For the past 30 years, Dr. Fletcher, a board certified child neuropsychologist, has conducted research

on children with learning and attention disorders, and brain injury. Dr. Fletcher directs a Learning Disability Research Center grant and has directed program projects involving neurobiological factors and learning in spina bifida and math disabilities, all funded by the National Institute of Child Health and Human Development. 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.



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.