RTI and MTSS in an ESSA Era

UNIVERSITY OF HOUSTON
DEPARTMENT OF PSYCHOLOGY AND THE TEXAS CENTER FOR LEARNING DISABLITIES

JANUARY 11 & 12, 2017

SPONSORED BY

RANDY SPRICK'S
safe & civil
SCHOOLS

Mc
Graw
Hill
Education

UNIVERSITY of
HOUSTON

CALENDAR OF SESSIONS

WEDNESDAY

8:15–8:30	Introductory Remarks Setting the Stage: From RTI to MTSS
8:30–9:30	KEYNOTE 1 Hi Ho Texas: From Today to Leading in MTSS Implementation
9:45–10:45	KEYNOTE 2 SLD Identification: The Severe Discrepancy Between Prevailing Perception and Continuing Case Law
10:45–11:45	KEYNOTE 3 Teach First-Test Second: What We've Learned About SLD Identification
12:45–2:00	BREAKOUTS
	Law and Lore of RTI: Professional Liberation Rather than Paralyzing Fear
	From Identification to Intervention
	Leadership: Just Three Things
	Improve Basic Skills Progress Monitoring for ALL by Ensuring Quality IEP Goals
2:15–3:30	BREAKOUTS
	Using RTI as a Key Component in SLD Eligibility
	You Bet It Does: Real Data Where Increases in Achievement Decreases SLD Identification
	Implementation Fidelity: The Missing Link in Implementation
	Needed Policy Changes to Implement MTSS: Guidance for School Leaders

THURSDAY

8:15–8:30	MTSS: Better to Best Practice
8:30–9:30	KEYNOTE 1 Behavior Support: The Cornerstone of MTSS and Increased Student Achievement
9:45–10:45	KEYNOTE 2 When It Comes to Best Practices in Literary Instruction, Remember to Be Like Kevin Bacon!
10:45–12:00	BREAKOUTS
	Improving RtI/MTSS: Do You Have What It Takes to Sustain Implementation Over the Long Haul? (Pt. 1)
	Classroom Management: The CORE of MTSS for Behavior
	Elementary Literacy Strategies and Programs for Successful MTSS Implementations
12:45–2:00	BREAKOUTS
	Secondary Literacy Strategies and Programs for Successful MTSS Implementations
	Early-Stage Behavioral Interventions for Individual Students
	Improving RtI/MTSS: Do You Have What It Takes to Sustain Implementation Over the Long Haul? (Pt. 2)
	Secondary MTSS/RTI: It's Different Than Elementary
2:15–3:30	ESSA: The Synthesis of Strategies to Improve Results

Conference Topics

In conjunction with the Department of Psychology and the Texas Center for Learning Disabilities, University of Houston, Data-Based Conferences will be bringing our team of national experts to Houston on Wednesday and Thursday January 11th and 12th to work with school leaders and practitioners to provide state-of-the-art information on best practices for instruction, behavior support, and assessment.

Many school districts struggle with "ownership" and implementation practices in RTI. For some, it is a "special education initiative" where practices and policies are geared toward "getting students into special ed" with a set of hurdles for teachers, parents, and students. For others, RTI is a "general education initiative," focusing solely on general education practices like screening, tiered intervention, etc., but with the potential consequence of special education being left behind in its separate assessment and intervention decision-making practices. Our approach is one of "Every Ed," where implementation success is a collaborative effort among multiple parties, including general, remedial, and special education.

Our 2-day conference entitled *From RTI to MTSS in an ESSA Era* will cover a range of topics where Response to Intervention (RTI) narrows more concisely to a process for Specific Learning Disabilities (SLD) identification as but one component of a compressive, data-driven, early and research-based service delivery system, Multi-Tiered System of Supports (MTSS). Our emphasis will be on practical and research-based proactive and seamless design. Based on legal foundations, schools ensure a solid foundation of core behavior and instructional programs interventions of increased intensity that, if ineffective, may lead to state-of-theart special education.

VENUE

Student Center
University of Houston
4800 Calhoun St. (entrance 1)
Houston TX 77074

ACCOMMODATIONS

In the next few weeks, information of local hotels that are close by and/or may offer a discount for attendees will be posted on:
dbcconferences.net or contact
info@dbcconferences.net

COST AND REGISTRATION

2–Day Registration

$350 on or before December 15, 2016
$375 after December 15, 2016
$75 graduate student

1–Day Registration

$225 on or before December 15, 2016
$275 after December 15, 2016

REGISTRATION IS A 2-PART PROCESS

1. Go to **x.co/RTIHouston** to REGISTER any attendees.
2. Go to **dbcconferences.net** and select the Houston 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.

1 semester hour of graduate credit from NLU may be earned by attending the workshop, submitting an analysis of your district's MTSS/RTI plan, and participating in an online discussion. Cost is $265.

Cancellation Policy
There is a $50 processing fee for cancellations made by January 3rd. No refunds are offered after January 3rd.

Introductory Remarks
Setting the Stage: From RTI to MTSS

8:15–8:30

Alan Coulter and Mark R. Shinn

Texas, like most states faces challenges of implementation of "RTI." This first session kicks off Day 1 with a focus on narrowing use of RTI to identification of specific learning disabilities AND powerful changes in special education practices that will accelerate/expedite implementation of MTSS, a comprehensive, proactively designed system of powerful, increasing intensive intervention.

KEYNOTE
Hi Ho Texas: From Today to Leading in MTSS Implementation

8:30–9:30

Robert Pasternack

Former US Department of Education Assistant Secretary Robert Pasternack presents that status of MTSS and RTI in the context of the needs of all students, teachers, schools, and families.

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

9:45–10:45

Perry A. Zirkel

Tracing the long line of hearing/review officer and court decisions specific to specific learning disability (SLD) Identification reveals a surprising consistency of issues and outcomes that contrasts with what most stakeholders perceive.

KEYNOTE
Teach First-Test Second: What We've Learned About SLD Identification

10:45–11:45

Jack Fletcher

This presentation contrasts traditional approaches to SLD identification based on cognitive discrepancies with a hybrid approach that emanates from a RTI/MTSS framework. No formula-based approach permits reliable identification of individuals with SLD and no approach can be used as a single or primary criterion for identification. In addition, there is little validity of approaches based on cognitive discrepancies, including approaches based on IQ-achievement discrepancies and patterns of cognitive strengths and weaknesses, such as the cross battery approach. Approaches from RTI/MTSS frameworks prioritize screening and progress monitoring, permitting correction of screening errors through the recursive process of checking student progress in relation to instruction inherent in the framework. In addition, by focusing on intractability to instruction as a key criterion, students receive services as part of the eligibility process. Instructional casualties are reduced and intervention is prioritized over placement.

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

12:30–2:00

Perry A. Zirkel

Systematic and objective synthesis of the applicable (a) federal and state laws, (b) OSEP policy interpretations, and (c) hearing and court decisions reveals ample latitude for best practice rather than the misperceptions of looming liability.

BREAKOUT
From Identification to Intervention

12:30–2:00

Jack Fletcher

Equally important to the question of eligibility emerging from a comprehensive evaluation as mandated by IDEA is the question of intervention, especially for students who are not adequately responding to instruction. In this presentation, cost effective methods for moving from the comprehensive evaluation to evidence-based interventions are discussed, including the nature of a comprehensive data gathering process as defined by IDEA. Evidence-based interventions for the six major types of SLD in IDEA are discussion, along with issues related to the best service delivery methods.

BREAKOUT
Leadership: Just Three Things

12:30–2:00

Alan Coulter

School leaders are critical to the implementation of MTSS. This session highlights three specific strategies school leaders can do to support implementation of MTSS.

BREAKOUT
Improve Basic Skills Progress Monitoring for ALL by Ensuring Quality IEP Goals

12:30–2:00

Mark R. Shinn

Monitoring basic skills progress frequently remains a challenge in Tiers 2 and 3 in MTSS. This session presents strategies thar resolve practitioners' long-standing concerns of procedural IEP compliance and poor progress monitoring AND ensures that local capacity is increased for Tier 2 and 3 MTSS.

BREAKOUT
Using RTI as a Key Component in SLD Eligibility

2:15–3:30

Mark R. Shinn

More than a decade after IDEA-2004, schools still use SLD eligibility practices that are not scientifically sound nor time and cost efficient. This session illustrates how a dual-discrepancy model is used to make quality eligibility decisions that are more practical, but also expedite shift to a more comprehensive MTSS model.

BREAKOUT
You Bet It Does: Real Data Where Increases in Achievement Decreases SLD Identification

2:15–3:30

Kim Gibbons

This session presents years of data demonstrating that providing quality universal instruction, increasing collaboration among teachers using data-based practices, and providing research-based interventions increase achievement across the board with concomitant decreases in numbers of students identified as SLD. Discussion centers on how this was done in Dr. Gibbon's districts.

BREAKOUT
Implementation Fidelity: The Missing Link in Implementation

2:15–3:30

Alan Coulter

Despite the best intentions, many schools falter in effective implementation of MTSS because they do not attend to supporting the critical educator behaviors. This session describes a new approach to increasing fidelity of implementation.

BREAKOUT
Needed Policy Changes to Implement MTSS: Guidance for School Leaders

2:15–3:30

Robert Pasternack

While implementation of MTSS occurs at the school level, district staff play a critical role. Aligning district policies and resources play a pivotal role in implementation. This session offers specific steps towards district support of schools.

Thursday Schedule

7:45   Refreshments
8:15–10:45   Keynotes
10:45–12:00   Breakout Sessions
12:00–12:45   Box Lunch
12:45–3:30   Breakout Sessions

MTSS: Better to Best Practice

8:15–8:30

Alan Coulter and Mark R. Shinn

MTSS is much broader than RTI as SLD eligibility. Day 2 content is about building a powerful, comprehensive system to promote positive development, prevent academic and behavior problems, and deliver increasingly intensive intervention to students at risk.

KEYNOTE
Behavior Support: The Cornerstone of MTSS and Increased Student Achievement

8:30–9:30

Randy Sprick

It has been well established that a positive school and class-room 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.

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

9:45–10:45

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.

BREAKOUT
Improving RTI/MTSS: Do You Have What It Takes to Sustain Implementation Over the Long Haul?

10:45–12:00

Kim Gibbons and Alan Coulter

Part 1, 10:45–12:00; Part 2, 12:45–2:00

This session will 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. 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.

BREAKOUT
Classroom Management: The CORE of MTSS for Behavior

10:45–12:00

Randy Sprick

This session will examine what can be done schoolwide to help teachers organize classrooms to reduce discipline problems and prompt responsible behavior from students. The session will examine 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. The research on effective classroom management is clear and consistent. The trick lies in getting staff to implement effective practice on a regular basis in their classrooms.

BREAKOUT
Elementary Literacy Strategies and Programs for Successful MTSS Implementations

10:45–12:00

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
Secondary Literacy Strategies and Programs for Successful MTSS Implementations

12:45–2:00

Nancy Marchand-Martella

Grades 6–12 is an often overlooked group of students in MTSS efforts. Best practices for older students point to the importance of being more intentional in our instructional efforts, again calling for more explicit instruction as a primary approach for how we conduct business with them. This session will focus on second-ary 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.

BREAKOUT
Early-Stage Behavioral Interventions for Individual Students

12:45–2:00

Randy Sprick

This session will provide information on five interventions that can become a standard protocol within a district—what should teachers 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
Improving RTI/MTSS: Do You Have What It Takes to Sustain Implementation Over the Long Haul?

12:45–2:00

Kim Gibbons and Alan Coulter

Part 1, 10:45–12:00; Part 2, 12:45–2:00

Continuation of Part I from the morning.

BREAKOUT
Secondary MTSS/RTI: It's Different Than Elementary

12:45–2:00

Mark R. Shinn

Middle and high school MTSS/RTI still lags behind elementary implementation, or tries 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 versus content area instructional and/or behavioral support.

BREAKOUT
ESSA: The Synthesis of Strategies to Improve Results

2:15–3:30

Robert Pasternack

The Every Student Succeeds Act offers a watershed of supportive concepts for schools. From a new definition of evidence-based strategies to an added emphasis on student's non-cognitive abilities, ESSA offers new hope for schools. This session will synthesize what has been offered during the two days and integrate ideas into the promise of ESSA for schools.

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 1,450 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.

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.

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.

Bob Pasternack, Ph.D.

The Honorable Robert H. Pasternack, Ph.D. currently serves as the Chief Education Officer for Accelify. Prior to assuming this position in 2014, Dr. Pasternack led the Special Education Practice at Cambium Learning Group. Prior to joining Cambium Learning Group Dr. Pasternack 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.

Jack Fletcher, Ph.D.

Jack M. 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.

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. He is the Past President of the International Neuropsychological Society.

More information, **dbcconferences.net**
Register, **http://x.co/RTIHouston**