

# FOUNDATIONAL MTSS PRACTICES FOR PROMOTING POSITIVE ACADEMIC AND BEHAVIORAL HEALTH DEVELOPMENT AND ENSURING INTENSIVE K-12 EARLY INTERVENTION

IN COLLABORATION WITH  
THE OHIO STATE UNIVERSITY SCHOOL PSYCHOLOGY PROGRAM



APRIL 28TH & 29TH, 2020



# SESSION SCHEDULE

## Conference Description

Join us for our 2ND Annual Conference in Columbus Ohio

### TUESDAY APRIL 28TH

8:30-9:00	WELCOME: Implementing MTSS on a Foundation of Tiers and the Lessons We Have Learned
9:00-10:15	KEYNOTE 1 Teaching Reading Still IS Rocket Science! A 2020 VERSION! KEYNOTE 2 CHOICE A The Next MTSS Frontier: Mathematics KEYNOTE 2 CHOICE B Law and MTSS Implementation
12:45-2:15	DAY 1 AFTERNOON BREAKOUT CHOICES: Close Encounters with Students' Spelling: What Spelling Shows Us about Language Processing Assessments, Data-Based Decision Making and How to Avoid Fooling Yourself Current Thorny Child Find and Eligibility Issues Under the IDEA and Section 504
2:30-4:00	BREAKOUT CHOICES: Got Good Culture?: School Climate, Infrastructure, and Mind Frames Basics Skills Screening and Proactive Intervention Design Effective Core Instruction: An Action-Oriented Approach to Improving Tier 1 Digging Deeper Into Mathematics MTSS

### WEDNESDAY APRIL 29TH

8:30-8:45	WELCOME AND JUDICIOUS REVIEW: Old Thinking Versus New Thinking
8:45-10:00	KEYNOTE 1 Using Trauma-Informed Behavioral Supports to Make MTSS Bigger and Better
10:15-11:45	KEYNOTE 2: Effective Adolescent Read Instruction in Content Area Coursework: What Every Teacher-And Parent-Needs to Know
12:30-2:00	BREAKOUT CHOICES: Personalizing Behavioral Interventions to Enhance Results: The 4 M Method Secondary MTSS That Make Sense Less is More: The Four Big ideas of Effective Classroom Instruction: For ALL Students! A New Approach to Implementation Fidelity: Fixing the Weak Link in MTSS
2:15-3:45	BREAKOUT CHOICES: Focussing on the "Self" in Self-Management Strategies for Students with Autism Spectrum Disorder (ASD) and Other Disabilities It's About PROGRESS, Including IEPs Interactive Session on Adolescent/Content Area Literacy Interactive Session on Supporting MTSS Implementation

In conjunction with The Ohio State University School Psychology Program, we will be bringing our team of national experts to back to Columbus, Ohio on April 28th and 29th to develop further the quality of MTSS implementation through out the region. Last year, we were packed to our capacity of 300 and had we had more space, could easily have accommodated another 100+ on our waiting list. Post conference feedback was extremely positive and we were asked to come back. For those persons who attended last year, there will be new topics and greater depth in some areas. For those considering attending their first time, they will have the opportunity to learn *PRACTICAL* and *Research-Based Practices* that are *DOABLE* and *MAKE a DIFFERENCE!*

In addition to the content below, this year's conference features *Dr. Louisa Moats*, one of our nation's leading authorities on Reading Science and ensuring ALL students receive instruction relevant to school and life success.

#### TEACHING READING IS (STILL) ROCKET SCIENCE

Dr. Moats will present a 2020 version of her foundational American Federation of Teachers (AFT) seminal article (1999) in the context of considerable advances in what we know works--and doesn't--with respect to enabling all students to be successful readers.

#### TRAUMA-INFORMED, EVIDENCE-BASED PRACTICES IN MTSS

Another key to MTSS school success is building a nurturing school culture based on the awareness of students' trauma impact as well as the experiences of the adults that teach them. Trauma awareness is not enough unless it is paired with PRACTICAL and POSITIVE evidence-based practices that can address the social-emotional and educational impact of trauma. Learn about these practices from Dr. Clayton Cook.

#### ADOLESCENT READING IN CONTENT AREA CLASSES

MTSS professional development focusses more often on K-3 reading science than in the later years, but for too many students, the REAL challenges lie when they experience more complex text in middle and high school. Too many students--and their parents--struggle and secondary teachers report great frustration with the challenges of meeting high standards. Learn about reading science and adolescents from Dr. Nancy Marchand Martella

#### MATHEMATICS AND MTSS

Typical MTSS implementation begins and ends with reading/language arts and behavior supports. However, the needs of America's students in mathematics are just as important. Learn about how to undertake Math MTSS implementation from Dr. Amanda VanDerHeyden.

#### LAW AND LORE

Legal compliance is often cited as a barrier to MTSS implementation, whether in providing more intensive general education intervention, special education eligibility, 504 plans, behavior supports, and special education practices. Learn about these practices from our nation's leading special education law authority, Dr. Perry Zirkel.

#### OTHER TOPICS DESIGNED TO PROMOTE YOUR MTSS SUCCESS

- \* Supporting school culture from leadership and teaming to promote high quality and high fidelity implementation
- \* Practical secondary MTSS that makes sense--to TEACHERS and students
- \* Behavior support strategies to support nurturing school climates and make teaching a little easier
- \* Simple and scientifically sound basic skills screening for early intervention and to determine when disability may be suspected
- \* Appropriately intensive Tier 2, 3, and special education reading and mathematics interventions
- \* Meeting the needs of all students including more severe disabilities like ASD through MTSS
- \* Progress monitoring across Tiers and programs

Join us by going to the Pull Down Menu entitled Purchasing Conference Attendance to Register and make Payment Arrangements. Attendance is limited to 300 we expect to fill all available spaces within 45 days.



The Ohio State University  
**Fawcett Center**  
CONFERENCES • MEETINGS • RECEPTIONS

## CONFERENCE LOCATION

FAWCETT CENTER  
2400 Olentangy River Rd.,  
Columbus, OH 43210

The Fawcett Center is situated just 15 minutes northwest of Port Columbus International Airport and within a 10-minute drive of downtown Columbus.

Directions can be found at this link:

<https://www.fawcettcenter.com/page/directions>

Parking is Free and Access is Convenient

### ACCOMMODATIONS

This Link Provides an Interactive Maps to Hotels in the Area that Have Offered Competitive Rates. Note that some school internet services BLOCK these sites. Here is a direct link.

<https://www.stay22.com/events/ohio-mtss-2020>

FOR MORE INFORMATION:

[dbconferences.com](http://dbconferences.com)

or contact

[mark@dbconferences.com](mailto:mark@dbconferences.com)

[847.275.7200](tel:847.275.7200)

## COST & REGISTRATION

### 2-Day Registration

\$350 on or before March 1st

\$400 after March 1st

### 1-Day Registration

\$250 on or before March 1st

\$300 after March 1st

### FULL TIME (Starving) 2-Day Graduate Student Rate

\$150 on or before March 1st

\$200 on or before March 1st

### REGISTRATION and PAYMENT

1. Go to [dbconferences.com](http://dbconferences.com) and Select the Columbus OHIO 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

Payment accepted through credit card, PayPal, or purchase order. Conference fees are refundable less \$75 if cancelled 30 days prior to conference. **NO REFUNDS AFTER THAT POINT.** *Registration is an obligation to pay unless the cancellation policy is followed.*

For more information, go to [dbconferences.com](http://dbconferences.com)

## Tuesday Schedule

7:45	Registration/Breakfast
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

### **INTRODUCTORY SESSION 8:30-9:00**

#### **Implementing MTSS on a Foundation of Tiers and the Lessons We Have Learned**

Alan Coulter and Mark R. Shinn

30 Years of implementation efforts have identified "lessons learned" that facilitate implementation success and reduce the "mistakes" that can derail good practice. This session gives us 10 lessons that serve as consistent themes across all sessions.

### **KEYNOTE 1 9:00-10:15**

#### **Teaching Reading Still IS Rocket Science! A 2020 VERSION!**

Louisa Moats

Louisa's seminal "Reading as Rocket Science" paper of 1999, sponsored by the American Federation of Teachers (AFT), called for rigorous teacher preparation and professional development aligned with reading science. This keynote is based on an AFT-sponsored update to the 1999 paper and enumerates the progress toward the goals enumerated 20 years ago! Louisa will identify changes and challenges that remain so that ALL educators (and parents) are well prepared to ensure that all students become literate

### **SELECT 1 OF THESE 2 KEYNOTES**

**10:30-11:45**

#### **The Next MTSS Frontier: Mathematics**

Amanda VanDerHeyden

Too many children struggle to master important math skills, closing doors to long-term school and career success. MTSS is an ideal framework to improve math achievement schoolwide. This keynote will detail how to launch your mathematics MTSS implementation, getting adults to do what works, from core instruction and

remedial interventions that close math achievement gaps for at risk students. Attendees will see a concrete vision of "how to" deliver multi-tiered prevention and intervention services in mathematics, how to know if efforts are working, and how to adjust course when efforts are not paying off.

**OR**

#### **Law and MTSS Implementation**

Perry Zirkel

This session addresses the federal and state law provisions specific to MTSS and RTI, with due differentiation between (a) mandatory and permissive legal provisions; (b) legal provisions and agency "guidance," and (c) legal requirements and professional best practices. The session synthesizes applicable case law, identifying those issues that are (a) clearly settled, (b) currently a matter of controversy, and (c) to a surprisingly predominant extent, left for school districts to decide.

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

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

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

#### **Close Encounters with Students' Spelling: What Spelling Shows Us about Language Processing**

Louisa Moats

Despite decades of research on the relation between our oral and written language (i.e., spelling), this critical area remains a distant or disconnected component of language arts curriculum. In those unusual circumstances where spelling is addressed, it is often driven by poor instructional practices. Learning to spell depends on several aspects of linguistic awareness, not on rote visual memory of letter strings. This session examines the written work of developing spellers to judge what students know about phoneme awareness, orthographic memory, and morpheme awareness. These observations will be tied to selection of instructional targets and instructional activities.

## Current Thorny Child Find and Eligibility Issues Under the IDEA and Section 504

Perry Zirkel

This session digs deeper on legal issues that are currently a matter of controversy, with a focus on child find and eligibility under the IDEA and Section 504. These issues include (a) the blurry boundary between general and special education; (b) the interaction between RTI and child find or eligibility; (c) the under- and over-identification of Section 504 students; and (d) alleged new disabilities, including complex trauma, lead exposure, and electromagnetic hypersensitivity syndrome.

## Assessments, Data-Based Decision-Making, and How to Avoid Fooling Yourself

Kim Gibbons and Alan Coulter

The easiest person to fool is yourself when installing MTSS. This session introduces a process for participants to self-assess their practices in assessment, data-based decision-making, practical implementation science, and common cognitive MTSS biases with tools to avoid common implementation errors and ways to prevent them. Tips for streamlining assessments and protocols for decision-making.

## **AFTERNOON BREAKOUT SESSIONS II** **2:30-4:00**

### Digging Deeper Into Mathematics MTSS

Amanda VanDerHeyden.

At risk children fare the worst in K-12 math instruction. This session provides an overview of key elements of effective core mathematics instruction, describes how to use math screening data, and gives attendees the "how to" lead the successful implementation of math MTSS. This session will help schools identify and implement intensive and individual interventions for at risk students to catch them up.

### Got Good Culture?: School Climate, Infrastructure, and Mind Frames

Alan Coulter

Implementing MTSS typically focusses on assessment and interventions. However, without leaders who build a positive school culture and climate and install mind frames for student success, implementation will not produce the desired outcomes. MTSS fails without effective organizational culture. This session identifies how leaders can build an infrastructure to support MTSS including 10 mind frames linked to positive student outcomes.

## Basic Skills Screening and Proactive Intervention Design

Mark R. Shinn

Considerable advances have been made in MTSS basic skills screening practices that reduce testing and decision-making time while increasing the opportunity for intervention planning. This session presents how simple, time efficient basic skills data can be used to triage students into appropriately intensive interventions aligned to intervention resources.

## Effective Core Instruction: An Action-Oriented Approach to Improving Tier 1

Kim Gibbons

Core instruction is presumed to meet most students needs. However, many schools have found themselves trying to "intervene their way to improvement" by providing all students below grade level with Tier 2 or 3 interventions. This session introduces an action plan that answers 5 questions:

1. Is universal instruction effective?
2. What needs must be addressed to improve it?
3. How will identified universal instruction be addressed?
4. How will universal instruction improvements be monitored over time? and
5. Have universal instruction improvements been effective? Tools and resources will be shared to guide the work.

# CONFERENCE SESSIONS

## Wednesday Schedule

7:45	Continental Breakfast
8:30–11:45	Keynotes
11:45–12:30	Box Lunch
12:30–2:00	Breakout Session I
2:15–4:00	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

#### 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.

### KEYNOTE 2: 10:15-11:45

#### Effective Adolescent Read Instruction in Content Area Coursework: What Every Teacher-And Parent-Needs to Know

Nancy Marchard-Martella

Although so much of the focus of effective reading instruction and reading science has an elementary, if not K-3 focus, there also is reading science for students in

secondary grades, especially when it comes to navigating complex text. Unfortunately, for too many students, they lack the skills and strategies to be successful when reading advanced narrative and informational text. Of course, for teachers, these deficits make the students “more difficult” to teach. For parents, it creates situations where they feel powerless to help their students succeed. This session will overview the elements of effective reading instruction for middle and high school students and supplemental or supplanted intervention programs will be shared.

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

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

### AFTERNOON BREAKOUT SESSION I 12:30-2:15

#### 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' time and resources. This session discusses an approach to personalizing interventions to students with SEBD that has been shown to increase successful outcomes. Attendees will learn about this IM4 – intervention matching, mapping, monitoring, and meeting – and be provided with resources to guide and support successful implementation in their schools.

#### 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.

## Less is More and The Four Big Ideas of Effective Classroom Instruction: For ALL Students

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 focuses on four big ideas of effective classroom instruction applicable for ALL students including students with disabilities: (a) setting expectations, (b) increasing student engagement, (c) providing praise, and (d) conducting error correction procedures.

## 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 SESSION II 2:15-4:00

## Focussing on the "Self" in Self-Management Strategies for Students with Autism Spectrum Disorder (ASD) and Other Disabilities

Ron Martella

Self-management is considered a pivotal response skill for students with Autism Spectrum Disorder (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.

## It's About PROGRESS

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.

## Interactive Session to Dig Deeper Into Adolescent Literacy

Nancy Marchard-Martella

This session enables participants to interact with Dr. Marchard-Martella about a range of topics to support students' skills in navigating complex text and writing with evidence.

## Interactive Session to Enhance Your MTSS Implementation Plan

W. Alan Coulter and Kim Gibbons

This session enable attendees to use some of the information gained at the conference to improve the quality of their MTSS implementation.

# OUR PRESENTERS



**Louisa Moats E.D.**

SLP teacher, psychologist, researcher, graduate school faculty member, and author of many influential scientific journal articles, books, and policy papers on the topics of reading, spelling, language, and teacher preparation. She was Co-Principal Investigator of an NICHD Early Interventions Project in Washington, D.C., public schools and Principal Investigator on two small

business innovation research (SBIR) grants from the National Institutes of Health. She led the committee that developed the International Dyslexia Association's Knowledge and Practice Standards for Teachers of Reading and LETRS, a teacher professional development program.

Dr. Moats' awards include the prestigious Samuel T. and June L. Orton award from the International Dyslexia Association for outstanding contributions to the field, and the Eminent Researcher Award from Learning Disabilities Australia.



**Clay Cook, Ph.D.**

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 MTSS implementation to promote children's mental

and behavioral 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.



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

Dean, College of Education at Purdue University. Dr. Marchand-Martella has more than 30 years of experience and research on evidence-based reading and instructional practices with 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 SRA FLEX Literacy.



**Amanda VanDerHeyden, Ph.D.**

President of Education Research and Consulting and author of Spring Math. She has served as a contributor to NIH, IES at the U.S. Department of Education and on numerous boards including the RTI Advisory Board for the National Center for Learning Disabilities and SEDL. Dr. VanDerHeyden has published more than 80 scholarly articles and chapters, 7 books, and addressed state school

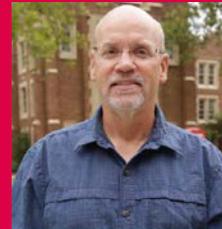
psychology associations and state departments of education in 30 states. She has directed many school-wide improvement efforts with strong results on student learning,



**Perry A. Zirkel, Ph.D., J.D., LL.M.**

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



**Ron Martella, Ph.D., BCBA-D.**

Dr. Martella is a Professor of Special Education at Purdue University. 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.



**Kimberly Gibbons, Ph.D.**

Director of the Center for Applied Research and Educational Improvement at the University of Minnesota. She was executive director of the St. Croix River Education District, which received national recognition for its pioneering use of RTI since 1979. A former director of special education, staff development coordinator, and school psychologist, she

has coauthored three books on MTSS/RTI and supported MTSS implementation multiple districts in multiple states.



**W. Alan Coulter, Ph.D.**

Dr. Coulter supports schools and state departments of education to design and implement Multi-tiered Systems of Support (MTSS) and response to intervention (RtI). He served on the President's Commission on Excellence in Special Education in 2001-02. Dr. Coulter has 48 years of experience

in organizational change and leadership to ensure schools provide early intervening services and appropriate, nondiscriminatory identification of disabilities with fidelity.



**Mark R. Shinn, Ph.D.**

Dr. Shinn has provided staff development to schools and state departments of education in 44 states and recently was involved Tennessee's secondary RTI2 plans. He has published more than 100 book chapters and journal articles on academic screening, SLD identification practices, and progress monitoring and 3 editions of NASP's

PreK-12 academic and behavior interventions.

FOR MORE INFORMATION:  
GO TO [DBCCONFERENCES.COM](http://DBCCONFERENCES.COM)