TASN KSDE Special Education Services
A TASN Event

**Kansas Multi-Tier
System of Supports Symposium**

September 5–7, 2012
Pre-conference September 5, 2012
Hyatt Regency, Wichita, Kansas

Pre-Conference: Wednesday—September 5, 2012

| 8:30 – 6:00 | **Kansas MTSS Evaluation Meetings** | Walnut |

| 10:00 – 4:30 | **SECD Rollout** | Cypress A |

The SECD Model Standards provide the framework to develop the social-emotional skills and character competencies needed for success in a 21st century learning environment. We will explore the three Strands of the SECD Model Standards: Character Development, Personal Development, and Social Development. Through this exploration, participants will gain an understanding of the social and emotional learning skills students need to develop at various developmental levels (Grade Level Standards). Participants will also develop a deeper appreciation of how to create a strong school culture focusing on student success and built on shared principles, goals, and competencies. This Pre-Conference Event is designed for K-12 classroom teachers and administrators, SPED teachers, and Counselors.

| 10:00 – 4:30 | **MTSS Leadership Essentials** | Redbud C |

MTSS Leadership Essentials is the starting point for building and district administrators prior to the MTSS training. During this workshop, administrators will review the general MTSS process and identify the tasks and leadership competencies necessary to facilitate a successful MTSS. Critical requisites for MTSS will be identified and discussed. Administrators will be prepared to ready their buildings and districts for a MTSS in which data-based decision making and intentional redesign of instructional practices are paramount. Recommended participants include district office and building administrators including principals/assistant principals, curriculum & instruction leaders, assessment leaders, state & federal program leaders, and directors/assistant directors of entitlement programs.

| 10:00 – 4:30 | **MTSS System Check-Up** | Redbud B |

MTSS System Check-Up is designed for members of building leadership teams who are in buildings that have completed MTSS Structuring and Implementation training addressing reading or math. During this session, participants will have an opportunity to check the practices of the building leadership team and collaborative teams including the use of the most current MTSS materials. Also covered will be signs of common errors of implementation with discussions on how to improve the system. Due to time constraints, this workshop is not able to provide training on the use of all of the current tools but will provide leadership team members information that will enable them to identify areas for refinement and needed future professional development for both building leadership and collaborative teams.

| 12:00 – 1:00 | **Lunch** | Eagle A, B, C, D |

| 2:30 – 2:45 | **Break** | |

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Thursday—September 6, 2012

7:00 – 8:30	**Registration & Continental Breakfast**	Ballroom Foyer

Concurrent Sessions 8:30 – 11:30		

A. The Magic Behind the Math Ballroom A,B,C
Chris Cain

Ever wonder why when you divide by a fraction your answer gets larger and why we tell children you can't take a big number from a small number or why key words (e.g., "more" means add) really don't work? This training helps teachers understand how to make strong mathematical connections in order to explain the procedures used in mathematics. It will ensure that you are able to help your students demystify and conceptualize mathematics instead of only developing the procedural knowledge to produce to the "right" answer. Your students will find a new love of mathematics when you allow them to begin to reason about the math rather than just "do" the math.

B. Thinking Smart About Assessments & the Assessment Process Ballroom D
for MTSS
Ben Clarke

The purpose of this session is to cover in-depth the assessment-related recommendations in the IES practice guide, Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools. The presentation will provide a review of the suggested practices for schools implementing RTI screening and progress monitoring systems, potential roadblocks to implementation, and strategies to overcome common challenges.

C. Universal Screening and Tiers Behavior System Ballroom E
Kathleen Lane

In this presentation, we introduce comprehensive, integrated three-tiered models of prevention, with an emphasis on behavior screenings.

D. A Continuum of Behavior Support: Filling in the Gaps Ballroom F,G,H
Randy Sprick

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

Concurrent Sessions 8:30 – 11:30	**E. LETRS: Module 4 (continued 1:00 – 4:00)** Chisholm, Stimson, Santa Fe, Maple ------Pre-registration required------ *Jane Seward, Robin Cabral, Mary Kelly*

The Mighty Word: Building Vocabulary and Oral Language—Recommended for Individuals who have completed Module 1 and/or are Secondary Staff. This module provides information for all grades. Vocabulary instruction differs from other areas of reading. This module addresses varied approaches to instruction, including indirect (contextual) and direct methodologies and stressing techniques for fostering word use, knowledge of word relationships, and awareness of word structure and its connection to meaning. Participants apply what they have learned about vocabulary instruction to several examples of narrative and expository text.

F. The Buttons to Push to Change Student Outcomes in a Major Way   Cypress A, B
Don Deshler

"Vital behaviors" are actions that drive change in a big way. If identified and implemented with laser-like focus, the high-leverage nature of these kinds of behaviors can really change results. Some vital behaviors have been identified for losing weight (e.g., never skip breakfast and weigh yourself daily) or in stopping the spread of New Guinea tapeworm in third world countries (i.e., filter water before drinking it)… but what about vital behaviors in working with struggling learners? What have we learned from our work in schools that would measure up to being vital behaviors? The purpose of this session is to roll up our sleeves and explore this question. One of the resources for this session will be John Hattie's new book *Visible Learning for Teachers.*

G. Explicit Instruction: Effective and Efficient Teaching   Redbud A,B
Anita Archer

Dr. Archer will review the past 30 years of research on explicit instruction and show how the major findings can be translated into daily practice for prevention of academic challenges and for intervention. Scientifically based practices for designing lessons, delivering instruction, and providing appropriate practice will be discussed and directly modeled.

H. Reading FAST or Reading WELL? Rethinking the role of Fluency Assessments and How to Teach Fluency   Redbud C
Jan Hasbrouck

The national Reading Panel report identified fluency as "a critical component of skilled reading…often neglected in classroom instruction." Fluency has also been included in an essential foundation skill in the Common Core State Standards. Educators took note, and as a result, reading fluency is now a BIG part of teaching and assessing. There are some who feel that there is now perhaps too much emphasis on fluency. This session—presented by one of the nation's experts on fluency—provides a *functional* definition of reading fluency. The session clarifies the role of curriculum-based measures (CBM) of oral reading fluency (ORF), often used to screen students and monitor their overall progress in reading: What do these measures really tell us and how should they be used appropriately? Research-supported fluency instruction strategies will also be addressed. This session provides an opportunity to reflect on how fluency should fit into a comprehensive and effective reading program.

I. Algebraic Readiness   Birch
Brad Witzel

Students' success or failure in formalized algebra class has much to do with elementary mathematics understanding. Using the arithmetic-to-algebra gap framework (Witzel et al., 2001), Dr. Witzel will present research-supported instruction and differentiation methods that help students with learning difficulties build foundational math skills. Also, he will use the CCSS as a guide to show progressions of such difficult math skills as place value and rational numbers.

Concurrent Sessions 8:30 – 11:30	**J. LETRS Module 1 (continued 1:00 – 4:00)**	Osage, Cedar, Oak

J. LETRS Module 1 (continued 1:00 – 4:00) Osage, Cedar, Oak
------Pre-registration required------
Renee Hopper, Dawn Obermeyer, Gina Schutt, Jennifer Anderson, Linda Flint, Mary Liebl

The first module in the LETRS series explores the reasons why many students have reading difficulties and explains how children learn to read. Case studies illustrate the progression of reading development; the influences of biological, genetic, cognitive, environmental, and instructional factors in learning to read; and the components of effective reading instruction. A "four-part processing system" model is explored in detail. Foundational information for all grade levels!

11:30 – 1:00 **Lunch** Expo Hall

Concurrent Sessions 1:00 – 4:00

K. The Magic Behind the Math Ballroom A,B,C
Chris Cain

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M. Academic and Behavior Relationship Ballroom E
Kathleen Lane

We focus on teacher-directed strategies to prevent problems occurring by refining academic instruments using behavior support.

N. A Continuum of Behavior Support: Filling in the Gaps Ballroom F,G,H
Randy Sprick

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Concurrent Sessions 1:00 – 4:00

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Cypress A, B

Don Deshler

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Q. Reading FAST or Reading WELL? Rethinking the role of Fluency Assessments and How to Teach Fluency
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Jan Hasbrouck

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R. Middle School/Secondary Algebra
Birch

Brad Witzel

The National Math Panel (2008) and the Institute for Educational Sciences (2009) concluded that all students can learn mathematics and most can succeed through Algebra 2. However, many students fail in algebra due to missing precursor knowledge and motivation and the abstractness of secondary math. In this session, Dr. Witzel will provide information on algebra interventions and research-supported instructional interventions shown effective with algebra students who have a history of difficulty with mathematics.

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Friday—September 7, 2012

7:00 – 8:00	**Registration & Continental Breakfast**	Ballroom Foyer

Concurrent Sessions 8:00 – 9:30	**S. What Teachers Need to know to Teach Mathematics at the Elementary Grades**	Ballroom A,B,C

Sybilla Beckmann

This session will examine some of the key ideas in the K-5 Common Core State Standards domains of Operations and Algebraic Thinking and Numbers and Operations in Base Ten.

T. Preventing Discipline Problems in the Classroom	Ballroom F,G,H

Randy Sprick

This session will examine what can be done to organize classrooms and other school settings to reduce discipline problems and prompt responsible behavior from students. Specific strategies covered will include effective use of classroom rules, strategies for teaching students to behave responsibly, effective and ineffective room arrangements, and effective instructional practices for keeping students engaged. This session will assist regular and special education teachers in grades K-12 to evaluate current practices, confirm effective practices, and revise some aspects of their current classroom organization.

U. Error Pattern Analysis in Math	Ballroom D

Brad Witzel

Students who struggle learning need specific and direct feedback on their performance in order to improve. In this session, Dr. Witzel will demonstrate how formative assessment practices provide focused intervention and instruction based on the needs of students. Using error pattern analyses as part of a formative assessment, participants will practice analyzing student work in order to plan individualized intervention.

V. Cutting through the Fog:	Ballroom E

Technology's Role in the Education of All Students

Dave Hohulin

Technology is a natural part of our students' everyday lives, and it can be an integral part of their instruction and access to the curriculum. However, educators often struggle with how to implement technology, perhaps because its different uses and what effective technology use looks like have not been clearly defined. This presentation will address the role of technology throughout the curriculum of educational services from Universal Design for Learning (UDL) and access to the core curriculum to the similarities and differences between UDL and Differentiated Instruction to the role that technology plays in the MTSS framework and Special Education.

Concurrent Sessions 8:00 – 9:30	**W. Implementing MTSS with Instructional Coaching Support** *Sara Turvey, Krissy Matthaei*	Chisholm, Stimson, Santa Fe

W. Implementing MTSS with Instructional Coaching Support — Chisholm, Stimson, Santa Fe
Sara Turvey, Krissy Matthaei

This session presents the instructional coaches' perspective on supporting the structuring and implementation of MTSS for Literacy and behavior in a large district. The presenters will share their experiences in supporting teachers and leadership teams with fidelity to the MTSS structure. Topics will include supporting the role of the leadership teams, initiating a culture shift, fidelity to a district-wide assessment system, support for strengthening core and intervention instruction, and classroom management.

X. Explicit Vocabulary Lessons—Elementary — Cypress A
Anita Archer

Students' vocabularies contribute to academic success in all domains and are directly related to reading and listening comprehension. When students have vocabularies significantly lower than their peers, schools must emphasize vocabulary development. In this session, Dr. Archer will apply the principles of explicit instruction to the design and delivery of vocabulary lessons. Elementary examples and videos will be used throughout the presentation.

Y. Year One of Implementation: Lessons Learned — Cypress B
Nathan Sherwood, Shawnda Wishart, Mary Maloney, Cindy Schaker, Brenda Young, Doug Bacon

With one year of math implementation under their belts, Circle Middle School shares practical insights into what it takes to move from building a structure for MTSS and actually implementing an MTSS process. Learn what has worked well and what they've had to revisit, and see the results with their students!

Z. Experience from Adding MTSS Behavior to Reading — Redbud A
Joan Schieferecke, Emily Greer, Brian Peters, Jenny Wiens

Adding a second content area to implementation of MTSS can be a challenge for leadership teams and building staff members. Two elementary buildings who have been implementing MTSS for reading and who have recently added behavior will discuss the challenges and successes of expanding the MTSS framework in their buildings.

AA. What Successful Schools Have in Common — Redbud B
Don Deshler

The biggest changes in student achievement are dependent on high quality instruction. However, in order for teachers to provide this kind of instruction consistently, the right types of instructional conditions and supports must be in place within schools and districts. The purpose of this session will be to discuss what the most recent research on school improvement tells us about those schools that are getting extraordinary results.

BB. Understanding RtI in Mathematics: — Redbud C
Lessons from the RtI Mathematics Practice Guide
Ben Clarke

The purpose of this session is to introduce participants to multiple facets of implementing RTI in the area of mathematics. Primary coverage will be for grades K-6 with a focus on Tier 1 mathematical content, research- based interventions, and instructional strategies for Tiers 2 and 3. Particular attention will be paid toward ensuring a successful start to mathematics in the early primary grades. The research base supporting each component of a RTI mathematics system is covered as summarized in the IES practice guide: Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools. The

Concurrent Sessions 8:00 – 9:30	presentation is targeted towards school district personnel with the goal of supporting districts and schools in implementing tiered levels of support in mathematics for all learners.

CC. The Pyramid Model: A promotion, prevention, intervention approach — Maple
Lise Fox

In this session, an overview of the Pyramid Model will be described with illustrations of the teaching practices that are required to implement the model within a preschool classroom. Information on each tier of the model will be shared along with the research evidence that supports the model and the relationship between implementation fidelity and child outcomes.

DD. Experience of District Facilitation for MTSS — Walnut
Shanna Dinkel, Jerry Braun, Josh Robinson, Shannon Fanning, Donna Davis, Jeanne Stroh, Cindy Cooprider, Linda Grote

This panel session will be facilitated by staff from the Kansas MTSS Project and include staff from Ottawa, Hutchinson, and Hays who will share their experiences with MTSS District Level Facilitation. They will be sharing their perspectives about how implementing the MTSS from the district level has impacted their districts and will share lessons learned.

EE. MTSS Reading Update: A summary of changes in MTSS materials for reading — Cedar
Kansas MTSS Project

This session will review changes made over the previous year in MTSS materials for Reading Structuring and Implementation. The information presented will include changes regarding recommended assessment and instructional practices, grouping for instruction, progress monitoring, and data-based decision-making for collaborative teams and building leadership teams. We will also review recommended leadership practices leading to better sustainability for the MTSS system.

FF. Building the Ship: Why Planning Is so Important — Osage
Scott Friesen, Joe Pfannenstiel, Sara Cottam

The old adage "go slow to go fast" is a great description of the importance of building a structure to support an MTSS in your building or district. Inman Jr. Sr. High shares some of the important discussions and decisions that need to be made before a building jumps into interventions with students. Learn what needs to be put into place to set your building up for this process!

GG. Nuts & Bolts, MTSS & Fidelity — Oak
Kelly Gentry, Kelly McDiffett, Heather Honas

During this session, the Council Grove curriculum director, high school principal, and MTSS instructional coach will walk you through their MTSS structuring and implementation experience. They will focus on how maintaining fidelity to the entire process and using a recognized facilitator played a vital role in the success of their MTSS.

9:30 – 9:45	**Break**

Concurrent Sessions 9:45 – 11:15	**HH. Understanding and Teaching Fractions** — Ballroom A,B,C *Sybilla Beckmann* This session examines key ideas that are essential for effective fraction instruction aligned with the Common Core State Standards.

Concurrent Sessions 9:45 – 11:15	**II. Behavioral Interventions for At-Risk Students** Ballroom F,G,H *Randy Sprick*

II. Behavioral Interventions for At-Risk Students Ballroom F,G,H

Randy Sprick

This session will explore how to work collaboratively to design and implement interventions for students with chronic behavioral or motivational problems. Participants will learn to design a "Problem Profile" on an individual student. Next, participants will learn how to select interventions that have a high probability of helping the student improve his/her behavior. Collaboration in designing and implementing interventions will be a major focus of this session.

JJ. Effective Math Instruction: Using Schema-based Problem Solving & Ballroom D
Differentiated Instruction

Brad Witzel

Students who perform well on math problem solving activities typically perform better in more advanced mathematics (McCloskey, 2007). However, math problem solving is often a barrier for students in class and on formal summative assessments. Based on math textbook reading level analyses and the Institute of Education Sciences problem solving practice guide (Woodward, et al., 2012), Dr. Witzel will discuss key recommendations and demonstrate visuals used in schema-based problem solving

KK. Cutting through the Fog: Ballroom E
Technology's Role in the Education of All Students

Dave Hohulin

Technology is a natural part of our students' everyday lives, and it can be an integral part of their instruction and access to the curriculum. However, educators often struggle with how to implement technology, perhaps because its different uses and what effective technology use looks like have not been clearly defined. This presentation will address the role of technology throughout the curriculum of educational services, from Universal Design for Learning (UDL) and access to the core curriculum to the similarities and differences between UDL and Differentiated Instruction to the role that technology plays in the MTSS framework and Special Education.

LL. High School MTSS Literacy Implementation: Chisholm,
From the Ground Up Stimson,

Ken Thiessen, Sandy Price, Rabiha Hatridge Santa Fe

Learn how one high school implemented a school-wide MTSS plan for literacy. The presenters will share their experiences in starting the process of implementation as well as changes and adjustment made over the past three years. Topics that will be covered include

- Using assessments/data to create criteria for placement of Tier 1, Tier 2, and Tier 3 students;
- Developing a master schedule that allows for the movement of students; and
- Positioning your plan for continued adjustment as challenges and needs arise.

MM. Explicit Vocabulary Lessons – Secondary Cypress A

Anita Archer

Students' vocabularies contribute to academic success in all domains and are directly related to reading and listening comprehension. When students have vocabularies significantly lower than their peers, schools must emphasize vocabulary development. In this session, Dr. Archer will apply the principles of explicit instruction to the design and delivery of vocabulary lessons across content areas. Secondary examples and videos will be used throughout the presentation.

Concurrent Sessions 9:45 – 11:15

NN. Enrichment in MTSS for Reading and Math

Cypress B

Stacy McElderry, Rachel Padfield, Shelly Hunter, Dr. Jill Dicerkson

In this session, Tonganoxie Middle School MTSS Team members will describe their approach to providing interventions/enrichment for students above benchmark in MTSS math and reading. They will explain how topics/projects are chosen for the enrichment classes and how this has become a vital part of the overall MTSS math and reading process.

OO. Integrating and Aligning Positive Behavior Supports and MTSS for Behavior

Redbud A

Susan Schiffelbein, Barbie Hartwell, Kacie Olson, Jan Irby, Brenda Wiley

The Eudora School District started working on behavior through Positive Behavior Supports and later moved into MTSS training. They will talk about the relationships between PBIS and MTSS, how they have integrated the two systems, and the work they have done with MTSS for Behavior

PP. Why Secondary Students May Not be Able to Read

Redbud B

Don Deshler

Significant progress has been made in the last five years in improving literacy outcomes for struggling adolescent readers. Despite these gains, there remains a group of students who do not seem to respond to the best of what we seem to know. This session will provide some possible explanations for why some students are "non-responders" and what instructional strategies might be considered to improve their achievement.

QQ. Understanding RtI in Mathematics: Lessons from the RtI Mathematics Practice Guide

Redbud C

Ben Clarke

The purpose of this session is to introduce participants to multiple facets of implementing RTI in the area of mathematics. Primary coverage will be for grades K-6 with a focus on Tier 1 mathematical content, research-based interventions, and instructional strategies for Tiers 2 and 3. Particular attention will be paid toward ensuring a successful start to mathematics in the early primary grades. The research base supporting each component of a RTI mathematics system will be covered as summarized in the IES practice guide: Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools. The presentation will be targeted towards school district personnel with the goal of supporting districts and schools in implementing tiered levels of support in mathematics for all learners.

RR. Promoting Social Emotional Skills in Young Children: Tier 2 and the Pyramid Model

Maple

Lise Fox

Tier two of the Pyramid Model includes planned instruction on specific social and emotional skills for children at risk for developing more challenging behavior, such as severe aggression, property destruction, noncompliance, or withdrawal. Children who may be considered at risk for challenging behavior are persistently noncompliant, have difficulty regulating their emotions, do not easily form relationships with adults and other children, have difficulty engaging in learning activities, and are perceived by teachers as being likely to develop more intractable behavior problems. This session will include a description and illustrations of social emotional teaching practices and resources that can be used for implementation of Tier 2 interventions.

SS. In This Together: A District's Reflections on Structuring for MTSS

Walnut

Denise Guy, Ron Wilson, Chris Cooper, Tom Schwartz, Ben Smith

The Abilene school district completed structuring an MTSS last year as a district rather than individual buildings. Join this district Leadership team in this panel discussion of the decisions and discoveries that were part of their first year of building an MTSS.

Concurrent Sessions 9:45 – 11:15	**TT. MTSS Math Update: A summary of changes in MTSS Math materials**	Cedar

Laura Jones, Todd Wiedemann

Recent research and work with national math experts initiated revisions to the MTSS math grouping process for intervention. This session will review changes made this year in the MTSS Math materials for MTSS Structuring and Implementation. The information presented will include changes regarding recommended assessment and instructional practices, grouping for instruction, progress monitoring, and data-based decision-making for collaborative teams and building leadership teams. We will also review recommended leadership practices leading to better sustainability for the MTSS system.

UU. Raising Achievement of Special Education Students   Oak

Janice Romeiser, Cynthia Schrader , Martha House, Kelly Gentry

USD 417 is part of the Flint Hills Special Education Cooperative and was On Improvement in Reading for the subgroup Students with Disabilities. Through the MTSS process and work between the two organizations, they have raised the achievement of these students. Practical information will be given regarding use of benchmark testing and progress monitoring (AIMSweb), work with SpEd and regular education teachers, revising student schedules, core and intervention materials, and communication among key leaders.

VV. Tracking Reading Data Panel   Osage

Darci Weiser, Jill Beam, Laura Leis, Patty Giltner

This sessions will demonstrate how three schools (Fort Scott Middle School, McPherson Washington Elementary and Seaman North Fairview Elementary) track and manage their data to keep it visible and useful to staff.

11:15 – 12:30	**Lunch**	Expo Hall

Concurrent Sessions 12:30 – 2:00	**WW. Understanding and Teaching Ratios and Proportions**	Ballroom A,B,C

Sybilla Beckmann

This session examines key ideas that are essential for effective instruction in the Ratios and Proportional Relationships domain of the Common Core State Standards, including how these topics are an essential foundation for algebra.

XX. Behavioral Interventions for At-Risk Students   Ballroom F,G,H

Randy Sprick

This session will explore how to work collaboratively to design and implement interventions for students with chronic behavioral or motivational problems. Participants will learn to design a "Problem Profile" on an individual student. Next, participants will learn how to select interventions that have a high probability of helping the student improve his/her behavior. Collaboration in designing and implementing interventions will be a major focus of this session.

YY. OPTIMIZE—Task analysis for core & intervention instruction.   Ballroom D

Brad Witzel

Educators are under tremendous pressure to increase student mathematics achievement. However, from instructional spiraling to poor examples to too little opportunities for practice, the design of mathematics textbooks is not always ideal for helping students gain mastery. Using the OPTIMIZE method (Witzel & Riccomini, 2007), Dr. Witzel will demonstrate how to analyze the sequence of textbook lessons and develop more efficient instructional progressions throughout instructional units.

Concurrent Sessions 12:30 – 2:00

ZZ. Cutting through the Fog: Technology's Role in the Education of All Students
Dave Hohulin

Ballroom E

Technology is a natural part of our students' everyday lives, and it can be an integral part of their instruction and access to the curriculum. However, educators often struggle with how to implement technology, perhaps because its different uses and what effective technology use looks like have not been clearly defined. This presentation will address the role of technology throughout the curriculum of educational services from Universal Design for Learning (UDL) and access to the core curriculum to the similarities and differences between UDL and Differentiated Instruction to the role that technology plays in the MTSS framework and Special Education.

AAA. System-wide to Classroom-based: Project KORE Professional Development Program
Dr. Socorro Herrera, Cristina Fanning, Shabina Kavimandan, Dr. Francie Christopher, Dr. Salim Sehlaoui, Dr. Nancy Albrecht

Chisholm, Stimson, Santa Fe

This session will present critical information to assist schools, districts, and MTSS staff in understanding the alignment of Project KORE with Kansas MTSS, identifying the personnel necessary to begin the implementation and delivery of professional development, and to ensure fidelity to the project goals and objectives. The presentation will be the first opportunity to identify schools interested in participating, schedule professional development sessions for recognized MTSS facilitators and teams, and locate leaders within the schools to become trained as KORE External Coaches. The session will also provide general information about Project KORE, how it aligns with the goals of Kansas MTSS, and what type of professional development content is provided through the series of KORE modules and training. information about Project KORE, how it aligns with the goals of Kansas MTSS, and what type of professional development content is provided through the series of KORE modules and training.

BBB. Providing Appropriate Independent Practice
Anita Archer

Cypress A

If students are to retain information and become automatic at skills and strategies, judicious practice is necessary. In this session, Dr. Archer will explore the following topics: 1) the importance of practice; 2) designing practice plans including initial, distributed, and cumulative practice; 3) selecting appropriate individual, group, or partner practice activities; and 4) providing feedback.

CCC. Why Secondary Students May Not be Able to Read
Don Deshler

Redbud B

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EEE. Addressing Young Children's Persistent Behavior Challenges: Tier 3 and the Pyramid Model

Maple

Lise Fox

Even when teachers establish positive relationships, implement classroom preventive practices, and use explicit teaching strategies, a few children are likely to continue to display challenging behavior. In the last decade, research has demonstrated that individualized Positive Behavior Support (PBS) is a highly effective intervention approach for addressing severe and persistent challenging behavior. As an approach for addressing a child's problem behavior, PBS is based on research and humanistic values. It offers a method for identifying the environmental events, circumstances, and interactions that trigger problem behavior, the purpose of problem behavior, and the development of support strategies for preventing problem behavior and teaching new skills (Fox, Dunlap, & Cushing 2002). The focus of PBS is to help the child develop new social and communication skills, enhance relationships with peers and adults, and experience an improved quality of life.

FFF. Keeping your MTSS on Track

Walnut

Kansas MTSS Project

This session provided by staff from the Kansas MTSS Project will draw upon their experiences of working with schools and the book *Keeping your RtI on Track: How to Identify, Repair and Prevent Mistakes that Derail Implementation* by VanDerHeyden and Tilly II (2010). Covered in this session will be data that buildings should be monitoring to ensure the health of their MTSS and, if these signs are seen, areas of the system that should be investigated by the building leadership team.

GGG. MTSS Process for Reading and Two Years of Data

Cypress B

Kim Woodall, Mary Bartels, Lynn Franey

Participants will learn about the Tonganoxie Middle School MTSS Reading Implementation process, data analysis, and student achievement growth.

HHH. What We are Doing Differently as a Result of Our Data

Oak

Kevin Schmidt, Terre McDorman, Kate Barnes, Dani Schmidt

Caldwell MS/HS will share how they have used data to between with addressing behavior vs. reading or math; what changes in staff need to take place to be successful; how this effects the schedule; and how to maintan momentum throughout the year.

III. The Integration of Preschool Programs into School-Based MTSS: Strengthening Reading Ability from Start to Finish

Osage

Misty Goosen, Stacy Batchman, Andria Harris Meade

This informal session will feature the Meade building leadership team and their MTSS Core Team consultant as they discuss the process that was followed to install MTSS structures and begin MTSS implementation practices from preschool through 8th grade. General information of this process and implications for all grade levels will be discussed, as well as challenges faced and after-the-fast insight gained by members of this leadership team.