

2014

Kansas Multi-Tier
System of Supports
Symposium

AGENDA



SEPTEMBER 4-5, 2014
HYATT REGENCY, WICHITA, KANSAS

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KSDE, Division of Learning Services

Kansas Multi-Tier System of Supports Symposium

September 4–5, 2014

Hyatt Regency, Wichita, Kansas



Thursday—September 4, 2014

7:00 – 8:30	Registration & Continental Breakfast	Ballroom Foyer
7:00 – 4:30	Book Room – Thursday Only! Come select 3 books to support the use of your learning after the Symposium	Walnut
Concurrent Sessions 8:30 – 11:30	A. Inclusive Active Participation in the Elementary School <i>Anita Archer</i> Student engagement is central to implementation of MTSS. In this session, Dr. Archer will present research validated procedures for actively involving ALL students in instruction including the use of verbal responses (e.g., choral, partner, and individual), written responses (e.g., response slates and response cards), and action responses (e.g., acting out, gestures, and hand signals). In addition procedures for involving all students in the reading of classroom materials will be presented. Target Audience – Preschool and K-6 teachers and administrators	Ballroom EFGH
	B. Preventing and De-escalating Problem Behavior, K–12 <i>Randy Sprick</i> This session will focus first on developing a pre-practiced protocol for staff to respond to behavioral emergencies such as out-of-control behavior. After discussing pros and cons of room clears vs. restraint, along with essential record keeping and data collection, the session will move on to the essential steps in planning for prevention. Strategies include methods for teaching students skills to manage their emotional behavior, such as being aware of trigger events, calming techniques, how to interact with adults, and more. Also covered are techniques related to overarching prevention, such as building relationships with students, avoiding sarcasm, and creating orderly environments, as well as what staff need to know about deescalating student behavior that is increasing in intensity. This session is based on some of the material in Dr. Sprick's book <i>Interventions: Evidence-Based Behavior Interventions for Individual Students</i> , and participants will receive a copy of that book. Target Audience: Leadership team members, administrators, counselors, school counselors, psychologists, social workers, teachers	Ballroom ABCD
	C. Playing to Your Strength: Enhancing Instruction with Technology <i>Dave Hohulin</i> Technology has changed the face of education forever, and it is challenging to implement technology in the classroom. Many schools have access to technologies, but may not know how to use them for basic tasks, much less integrate their use into the curriculum. This presentation will give participants the opportunity to examine how they are teaching in the classroom and what tools they use to accomplish instruction. We will then identify and explore technology tools that could be used to enhance instruction and explore tools that would provide curriculum access to struggling learners. This is a hands-on sessions and participants are encouraged to bring a laptop.	Trails

Concurrent
Sessions
8:30 – 11:30

D. Co-Teaching for Student Success; Communication, Creativity, and Conflict Resolution in Action <i>Richard Villa</i>	Birch
<p>Through presentation and viewing of DVD footage, participants will become familiar with four approaches to co-teaching. Participants will learn strategies for effective collaboration, creative problem solving, communication, and conflict resolution to enhance their effectiveness as co-teachers. In addition, scheduling, role clarification, administrative support, lesson planning, and other logistical issues will be explored.</p>	
E. Using Low-Intensity Supports to Manage Challenging Behavior and Facilitate Instruction: Simple Strategies that Work <i>Kathleen Lane</i>	Redbud A
<p>In this session we introduce low intensity strategies that are both research-based and practice-based, with evidence to suggest implementing these strategies results in improved academic engagement for students. The specific strategies include: behavior specific praise, providing opportunities to respond, and incorporating choice into instruction. Participants will learn about the importance of implementing these strategies with integrity and monitoring changes in student performance with attention to issues of social validity.</p>	
F. Academic Language Instructional Routines: Grades K-3 <i>Deborah Glaser</i>	Redbud B
<p>What is <i>academic language</i>? This workshop is grounded in research that reveals the importance of attending to academic language in classrooms because of the contribution it makes to reading comprehension and writing. Attendees will become familiar with instructional routines that can be used with a variety of whole and small group lessons to increase vocabulary and oral and written language skills. Decoding, comprehension, and writing skills are addressed in this grade band specific K-3 session.</p>	
G. From Assessment to Instruction: Tales of a (Whimpy) 4th Grade Student <i>Carol Tolman</i>	Redbud C
<p>Join Dr. Tolman as she outlines the diagnostic-prescriptive nature of instruction through the lens of a 4th grade student. You'll dig into the specifics of assessment, progress monitoring, and instruction as you take a data walk through the decision-making process. Although data focuses on one 4th grader, this session is applicable to all grade levels.</p>	
H. The Building Blocks of Early Math <i>Douglas Clements</i>	Cypress B
<p>What are the building blocks of mathematics? We summarize recent research and development work, including the National Research Council report on early childhood mathematics, the report of President Bush's National Math Advisory Panel, and the Common Core. One effective instructional approach featured in all these is basing instruction on <i>learning trajectories</i>. This approach will be illustrated through a set of NSF- and IES (U.S. Dept. of Education)-funded projects that have developed and scaled up effective early math instruction.</p>	
I. The Magic Behind Conceptual Understanding: Why Is Conceptual Understanding Important and How Do We Make It Happen?) <i>Chris Cain & Valerie Faulkner</i>	Cypress A
<p>Have you ever said "you can't take a big number from a small number" or told a student that "more means add" or "left means subtract" (key words) and then found out it really didn't hold true?. Ever said, "you can't learn your multiplication tables, you just have to memorize them"? If so, this training session is for you. We will help 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 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.</p>	

11:30 – 1:00	Lunch	Expo Hall
Concurrent Sessions 1:00 – 4:00	J. Engaging Them All: Active Participation Strategies in Middle School and High School Classes <i>Anita Archer</i> Target Audience – Middle School and High School teachers and administrators Do you have students who are not attending or participating during your lessons? In this session, Dr. Archer will present research validated procedures for actively involving ALL students in instruction including the use of verbal responses (e.g., gaining choral responses , using partners and cooperative teams, and using effective procedures for calling on individuals), written responses (e.g., using a variety of written responses including quick writes, notes, partial notes, vocabulary logs, and different types of materials such as response slates, response cards, smartboards, clickers, and ipads), and action responses (e.g., acting out, gestures, and hand signals). Examples will represent a variety of courses (e.g., language arts, science, math, health, social studies, and intervention).	Ballroom EFGH
	K. Preventing and De-escalating Problem Behavior, K–12 <i>Randy Sprick</i> Target Audience: Leadership team members, administrators, counselors, school counselors, psychologists, social workers, teachers This session will focus first on developing a pre-practiced protocol for staff to respond to behavioral emergencies such as out-of-control behavior. After discussing pros and cons of room clears vs. restraint, along with essential record keeping and data collection, the session will move on to the essential steps in planning for prevention. Strategies include methods for teaching students skills to manage their emotional behavior, such as being aware of trigger events, calming techniques, how to interact with adults, and more. Also covered are techniques related to overarching prevention, such as building relationships with students, avoiding sarcasm, and creating orderly environments, as well as what staff need to know about deescalating student behavior that is increasing in intensity. This session is based on some of the material in Dr. Sprick's book <i>Interventions: Evidence-Based Behavior Interventions for Individual Students</i> , and participants will receive a copy of that book.	Ballroom ABCD
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	R. The Magic Behind Conceptual Understanding: Why Is Conceptual Understanding Important and How Do We Make It Happen? <i>Chris Cain & Valerie Faulkner</i> Have you ever said "you can't take a big number from a small number" or told a student that "more means add" or "left means subtract" (key words) and then found out it really didn't hold true?. Ever said, "you can't learn your multiplication tables, you just have to memorize them"? If so, this training session is for you. We will help 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 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.	Cypress A
4:00	Adjourn Parking Garage will be open, no validation needed	

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THURSDAY ONLY 7:00am – 4:30pm



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Friday—September 5, 2014

7:00 – 8:00	Registration & Continental Breakfast	Ballroom Foyer
Concurrent Sessions 8:00 – 9:30	S. Reading Foundation Skills for Administrators and Coaches <i>Anita Archer</i> Target Audience: Administrators. Coaches are invited to attend with their principals. In terms of reading proficiency, the first years of schooling are essential. In this specially designed session for administrators, Dr. Archer will discuss what should be taught in the primary grades, how the foundation skills should be taught, and what to look for during walk throughs.	Ballroom EFGH
	T. Reducing Chronic Absenteeism, K–12 <i>Randy Sprick</i> Target Audience: Leadership team members, administrators, counselors, school counselors, school psychologists, school social workers, and teachers Attendance matters. If students are going to succeed in school, they first have to <i>be</i> in school. Research indicates that even as early as kindergarten, students who miss too many days of school are at risk for lower academic performance. By sixth grade, chronic absenteeism is a clear predictor of dropping out. This session identifies ways to examine attendance data—specifically, how to look beyond average daily attendance to identify areas and students of concern. The presentation then examines practical solutions that schools can implement to improve attendance at the schoolwide and classroom levels. The major focus will be on universal practices to reduce chronic absenteeism, but suggestions will also be given for looking at function-based interventions for individual students with the most pervasive difficulties regarding school attendance.	Ballroom ABCD
	U. Mathematics Common Core Late Elementary (grades 4–6) Conceptual Fractions <i>Chris Cain & Valerie Faulkner</i> Ever been told when you divide your answer should get smaller? Well, this holds true with whole numbers, but what happens when we involve fractions? The fact is when we divide by a fraction our answers may get larger! It's this kind of mathematical phenomenon that often makes fractions difficult to understand and conceptualize. In this session we will learn the basic premise of how to teach fractions in a way that helps students truly master working with fractions in order to conceptualize beyond the basic procedure and build an understanding that can be applied in the real world.	Cypress A

Concurrent
Sessions
8:00 – 9:30

V. Introducing CI3T Models Into Lawrence Public Schools: A Journey in Progress

Cypress B

Lawrence Public Schools USD 497

In this session we describe Lawrence Public Schools' journey into Comprehensive, Integrated, Three-tiered (CI3T) models of prevention developed to meet all students' academic, behavior, and social needs. This model represents a blending of response to intervention (RTI), positive behavior interventions and supports (PBIS), and a validated character education program (Positive Action). In this session we explain the team-based training process with elementary CI3T teams trainings in the first cohort (2013-2014) and middle and high school CI3T teams training in the second cohort (2014-2015). We also describe plans for implementation and address commonly asked questions, including how to get started, how to select academic and behavior screening tools, how to select a validated social skill program, how to measure implementation and stakeholders views, how to monitor student performance, and how to fund this adventure!

W. Getting Your Ducks in a Row: Data-Driven Conversations

Redbud A

Kansas MTSS Project: James Baker & Denise Brown

Your school has their MTSS up and running. But, is it really working? How do you know? Join MTSS Core Team members James Baker and Denise Brown for a hands-on look at what your data could be telling you and leave with next steps for your school.

X. Getting to the Heart of the Matter: Why are Students Struggling and How Can We Help?

Redbud B

Dave Hohulin

Johnny has trouble reading and Susie has trouble writing. Lee is in danger of failing math. Why? This presentation will challenge participants to get specific about the areas of difficulty that their students experience academically and identify if there are ways that instruction can be altered to address their needs. Reading, writing, and math will be broken down into individual components that typically cause difficulty for students and potential solutions will be explored.

Y. Teaching with Deep Lexical Quality (LQ): Implications for Accuracy and Fluency

Redbud C

Carol Tolman

Our brains sort words at multiple levels, with each level an integral part of the big picture of learning to read and comprehend. During this session, you will discover the importance of the term 'Lexical Quality' as it relates to each layer of language. Join Dr. Tolman as she reviews classroom instructional practices that support deep knowledge of words for both accurate and automatic reading.

Z. Multi-Tiered System of Supports: Preschool Implementation Updates

Birch

TASN KITS/Kansas MTSS: Misty Goosen

Research related to the implementation of MTSS in preschool is very new, and therefore, changes rapidly. In this session, participants will review early literacy universal screening assessments administered in preschool programs engaged in MTSS activities. Changes made to currently available preschool tools will be discussed along with a review of tools that should be available to the public in the very near future. Information will also be shared regarding the use of newer assessments in the MTSS implementation process and how teams currently using older tools may move forward.

AA. Vocabulary Strategies in the Content Area

Maple

Basehor-Linwood High School USD 458

In this session learn how to incorporate vocabulary strategies as a Tier I focus across high school content areas.

Concurrent Sessions 8:00 – 9:30	BB. Systemwide Rigor, Relevance, and Relationships Walnut <i>Garden City USD 457</i> Garden City Public Schools, the tenth largest school district in the State of Kansas, serves a community that embraces its diversity, accepts difficult challenges, and makes no excuses. The district is committed to a culture of continuous learning and developing district-wide systems. During this presentation, learn how four of the buildings in the district, with support from the administration, the Board of Education, and the community, have focused on rigor, relevance, and relationships while embracing MTSS and the Brockton Model of systemic teacher leadership and professional development around literacy.
	CC. Family Literature and Engagement Cedar <i>Wichita Public Schools USD 259 – Linwood Elementary</i> At Linwood Elementary in Wichita, family engagement is more than just a buzz word. Parents come to school during the day and in the evening to learn English, learn to read, prepare for the GED, and spend time in their child’s classroom. Come hear their success stories and learn how they make this program work!
9:30 – 9:45	Break
Concurrent Sessions 9:45 – 11:15	DD. Scaffolding Comprehension of Informative Text: Responding to the Demands of the Common Core State Standards Ballroom EFGH <i>Anita Archer</i> Target Audience: 4 – 12 grade teachers, coaches, administrators The Common Core State Standards place increased emphasis on reading and comprehending complex, informative text. In this session, Dr. Archer will present a variety of instructional and student strategies to scaffold the reading comprehension of all students, particularly struggling students. She will focus on interventions that could be completed before text reading (introducing the pronunciation and meaning of academic vocabulary, teaching critical background knowledge, and previewing the text), during passage reading (asking evidence-required, comprehension questions, scaffolding comprehension responses, teaching students to generate questions, and teaching comprehension strategies such as verbal rehearsal, and note-taking), and after passage reading (completing graphic organizers and writing summaries).
	EE. Reducing Chronic Absenteeism, K-12 Ballroom ABCD <i>Randy Sprick</i> Attendance matters. If students are going to succeed in school, they first have to <i>be</i> in school. Research indicates that even as early as kindergarten, students who miss too many days of school are at risk for lower academic performance. By sixth grade, chronic absenteeism is a clear predictor of dropping out. This session identifies ways to examine attendance data—specifically, how to look beyond average daily attendance to identify areas and students of concern. The presentation then examines practical solutions that schools can implement to improve attendance at the schoolwide and classroom levels. The major focus will be on universal practices to reduce chronic absenteeism, but suggestions will also be given for looking at function-based interventions for individual students with the most pervasive difficulties regarding school attendance. Target Audience: Leadership team members, administrators, counselors, school counselors, school psychologists, school social workers, and teachers.
	FF. Mathematics Common Core Late Elementary (grades 4-6) Conceptual Fractions Cypress A <i>Chris Cain & Valerie Faulkner</i> Ever been told when you divide your answer should get smaller? Well, this holds true with whole numbers, but what happens when we involve fractions? The fact is when we divide by a fraction our answers may get larger! It’s this kind of mathematical phenomenon that often makes fractions difficult to understand and conceptualize. In this session we will learn the basic premise of how to teach fractions in a way that helps students truly master working with fractions in order to conceptualize beyond the basic procedure and build an understanding that can be applied in the real world.

Concurrent
Sessions
9:45 – 11:15

**GG. Grow the GREEN and Mellow the YELLOW to Stop the Spread of RED:
Core Features of Implementation and Evaluation of Tiers 1 and 2 in a PBIS
Framework**

Cypress B

Kansas MTSS & TASN ATBS: Kelcey Schmitz, Cherie Blanchat, Jamie Wolfe

The behavior framework of instruction and intervention for MTSS:CI3T includes a continuum of support across three tiers. When implemented with fidelity, most students (80-95%) can be supported using primary and secondary prevention efforts that are part of a school-wide, proactive behavior support system. Without a solid Tier 1 foundation, schools are likely to experience high numbers of students with needs from advanced tiers. Tertiary supports, which should be reserved for students with serious chronic behavior, require a significant investment of time and resources from behavioral experts. Participants in this session will learn about critical features of Tier 1 and Tier 2 behavior supports that aim to increase academic engagement for all students and reduce/prevent the need of resource heavy tertiary supports. During this session we will identify tools that teams can use to evaluate the effort, outcomes, and fidelity of implementation. Teams will learn how to determine readiness for advanced tiers and create an action plan for next steps. An example of a low-cost, high-quality, evidence-based Tier 2 intervention, Check-in/Check-out (CICO), will be shared with participants.

HH. Getting Your Ducks in a Row: Data-Driven Conversations

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**II. Getting to the Heart of the Matter: Why are Students Struggling and
How Can We Help?**

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KK. Voices from the Field: Implementing MTSS in Pre-K

Birch

*Topeka Public Schools – USD 501, Maize – USD 266, and the
Opportunity Project, Wichtia*

Teachers, coaches, and an administrator will comprise this panel. Each panelist will provide their unique perspective on implementing MTSS in pre-K, with ample time allowed for audience questions. Come prepared to hear practitioners "Tell it like it is!"

LL. Building a Culture for Student Success

Maple

El Dorado Middle School USD 490

As El Dorado Middle School (EMS) began full implementation of the MTSS process for math, reading, and behavior we found we did not have all the answers and were continually reassessing what would work best for our students. Learn about EMS' MTSS/PBIS process and Intervention success. After many trials, setbacks, and overcoming some shortfalls, we are continuing to work to meet the needs of every student at EMS. We will discuss schedule development (which includes time for both math and reading for all tier levels), teacher leaders, and data sorting. Join us to learn how your school can implement some of the same interventions.

Concurrent Sessions 9:45 – 11:15	<div> MM. Driving Learning Together Walnut </div> <div> <i>Pittsburg Community Schools USD 250</i> </div> <p>A critical component of successful MTSS implementation is to have a successful DLT process in place in your district. It is important that the central office and building administrators communicate often and are on the same page when it comes to student performance, interventions, and protocols. In Pittsburg, each child is everyone's responsibility. Our DLT meetings are open and honest discussions about ongoing student achievement and continued areas of concern. By having a successful DLT process and an ongoing corrective feedback loop, we are able to have close connections to what is happening in the classrooms across the district.</p>
	<div> NN. Empowering Families in a Multi Tier System of Support (MTSS) Cedar </div> <div> <i>Wichita Public Schools USD 259 – Cessna Elementary School USD 259 and Kansas Parent Information Resource Center: Jane Groff</i> </div> <p>Developing meaningful family engagement strategies are critical components for creating an empowering culture in a Multi Tier System of Supports (MTSS). In this session, presenters will share with participants the new Dual Capacity Framework for Family School Partnerships recently released by the USDE and its alignment with MTSS. Matt Snodgrass, principal of Cessna Elementary School in Wichita, KS, will share his MTSS journey along with Cessna's innovative approach to engaging families in their children's learning.</p>
11:15-12:30	<div> Lunch Expo Hall </div>
Concurrent Sessions 12:30 – 2:00	<div> OO. Short Writing OFTEN Not Just Long Writing Seldom Ballroom EFGH </div> <div> <i>Anita Archer</i> </div> <p>Target Audience 4 – 8 grade teachers, coaches, administrators</p>
	<p>Much attention is being given to planning, writing, and revising long narrative, informative, and argumentative products. However, perhaps even more gains in writing will flow from a focus on writing for learning: completing short writing assignments often in all classes. In this session, Dr. Archer will present procedures to scaffold writing summaries, compare-contrast paragraphs, and responses to reading (explanations, opinions, etc.) using strategies, writing frames, and think sheets.</p>
	<div> PP. When and How to Use Structured Reward Systems- Whole Class and Individual Student, K-12 Ballroom ABCD </div> <div> <i>Randy Sprick</i> </div> <p>Target Audience: Teachers, school counselors, school psychologists</p> <p>Use of reward systems in schools remains a somewhat contentious topic, with professionals either for them or against them. This session takes a middle-ground position—reward systems are important tools but, like any tool, they can be misused or applied to the wrong job. This session begins with when and when not to use a structured reward system. Then explains how to design effective reward systems and avoid common pitfalls. The session ends with tips on fading the use of an effective system so the more intrinsic reinforcers maintain the behavior.</p>
	<div> QQ. Conceptual Algebra: Linear Equations Cypress A </div> <div> <i>Chris Cain & Valerie Faulkner</i> </div> <p>Current demands on teachers include ensuring that students are not just 'doing' algebra but visualizing relationships and connecting algebra to meaningful situations. Here you will learn how to get students to create algebraic stories and move from equations to ideas back to equations. Like all of math, algebra is not about getting an 'answer', but about relationships. Come learn how you can teach ALL children conceptual algebra through a simple shopping model.</p>

Concurrent
Sessions
12:30 – 2:00

**RR. Grow the GREEN and Mellow the YELLOW to Stop the Spread of RED:
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**TT. Vocabulary Across the Curriculum: Teaching through the Lens of Word
Generation**

Redbud C

Carol Tolman

Vocabulary, as one of the strongest predictors of comprehension, is a crucial component of instruction across the curriculum. The 'how' of teaching vocabulary, however, is as important as the 'what' of teaching vocabulary. Pulling from the Common Core Strands of reading, writing, speaking, and listening, Dr. Tolman outlines an example of how to infuse vocabulary across the curriculum through the use of Word Generation. This session is most appropriate for those working in grades 4 through 12

UU. The Good, The Bad, and The Ugly of Tonganoxie Middle School MTSS

Cedar

Tonganoxie Middle School USD 464

During this presentation Tonganoxie Middle School will share their experiences with implementing MTSS addressing math at the middle school level. This will include sharing helpful math interventions and a discussion of successes and failures over the past four years in reading and math with supporting data to show what has and has not worked.

VV. Building and Sustaining Leadership Capacity

Maple

Wichita Public Schools USD 259 – Jefferson Elementary

Building and sustaining leadership capacity through the use of Behavior, Academic, and Family Engagement Committees to:

- Interpret data for effective intervention both academically and behaviorally, and to adjust instruction
- Effectively collaborate for purposeful planning
- Facilitate good communication between families and staff

Concurrent Sessions 12:30 – 2:00	WW.Utilizing MTSS to Empower Change <i>Wichita Public Schools USD 259 – Harry Street & Anderson Elementary</i> Anderson Elementary and Harry Street Elementary in Wichita USD259 are Priority and Focus Schools. They have utilized the MTSS framework to identify areas of strength and challenges and developed plans for improvement. Their data indicates success at the early stage of this implementation. They will share their challenges and successes with you in this session.	Walnut
2:00	Adjourn Parking Garage will be open, no validation needed	

To access the conference materials scan QR code or type in weblink below!



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Internet Access Code for Ballrooms, Trail Rooms, and Lower Gallery

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2. If you are using a wired connection, verify you have a link light on your adapter.
3. If you are using a wireless connection, search and select the wireless network (SSID) called **"HYATT-MR"**. Your wireless adapter should show "Connected".
4. Launch your Internet browser, go to a public Internet page (IE: www.google.com) and you should be redirected to the guest login page.
5. Enter the "Access Code" provided above in the appropriate field on the login page.
6. Accept the Terms (if applicable) and click the Sign Up Now button to login.
7. You should be redirected to the PSAV home page and are now connected to the Internet.

Where can I connect?

Search for the network/SSID that begins with **"HYATT-MR"** and check if you are in a covered area. Make sure that you have a "Good" or "Excellent" signal strength when you connect your computer to the wireless network.

Troubleshooting tips

Please check the following:

1. Connection through a **Proxy Server** is *unchecked*.
2. A **static IP address** is *not* used.
3. The **homepage** is *not* an internal (company) intranet site.
4. **Pop-ups** are temporarily *enabled* on the browser.

Need more help?

Contact PSAV staff or call (316) 262-4923 if you need personal assistance to connect to the Internet.

Internet Access for Upper Gallery, Redbud, Cypress, Birch, Maple, Cedar, Walnut, and Oak rooms

Internet access will be available to attendees in these rooms during the conference. Use the below information to connect, then accept the terms and click the Sign Up Now button to login. Please Keep mind that internet usage will be high so access may be limited at times.

Network/SSID: Century 2 Convention Center

No password needed



#KSMTSS



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KSDE, Division of Learning Services

Kansas Multi-Tier System of Supports Symposium

September 4–5, 2014

Hyatt Regency, Wichita, Kansas



Agenda At-a-Glance

Thursday—September 4, 2014

Time	Information	Presenter	Location
7:00 – 8:30	Registration & Continental Breakfast		Ballroom Foyer
7:00 – 4:00	Book Room – <i>Thursday Only!</i>		Walnut
Concurrent Sessions 8:30 – 11:30			
8:30 – 11:30	A. Inclusive Active Participation in the Elementary School	Anita Archer	Ballroom EFGH
	B. Preventing and De-escalating Problem Behavior, K-12	Randy Sprick	Ballroom ABCD
	C. Playing to Your Strength: Enhancing Instruction with Technology	Dave Hohulin	Trails
	D. Co-Teaching for Student Success; Communication, Creativity, & Conflict Resolution in Action	Richard Villa	Birch
	E. Using Low-Intensity Supports to Manage Challenging Behavior and Facilitate Instruction: Simple Strategies that Work	Kathleen Lane	Redbud A
	F. Academic Language Instructional Routines: Grades K-3	Deborah Glaser	Redbud B
	G. From Assessment to Instruction: Tales of a (Whimpy) 4 th Grade Student	Carol Tolman	Redbud C
	H. The Building Block of Early Math	Douglas Clements	Cypress B
	I. The Magic Behind Conceptual Understanding	Chris Cain & Valerie Faulkner	Cypress A
11:30 – 1:00	Lunch		Expo Hall
Concurrent Sessions 1:00 – 4:00			
1:00 – 4:00	J. Engaging Them All: Active Participation Strategies in Middle School and High School Classes	Anita Archer	Ballroom EFGH
	K. Preventing and De-escalating Problem Behavior, K-12	Randy Sprick	Ballroom ABCD
	L. Playing to Your Strength: Enhancing Instruction with Technology	Dave Hohulin	Trails
	M. Co-Teaching for Student Success; Communication, Creativity, & Conflict Resolution in Action	Richard Villa	Birch
	N. Using Low-Intensity Supports to Manage Challenging Behavior and Facilitate Instruction: Simple Strategies that Work	Kathleen Lane	Redbud A
	O. Academic Language Instructional Routines: Grades 4-6	Deborah Glaser	Redbud B
	P. From Assessment to Instruction: Tales of a (Whimpy) 4 th Grade Student	Carol Tolman	Redbud C
	Q. The Building Block of Early Math	Douglas Clements	Cypress B
	R. The Magic Behind Conceptual Understanding	Chris Cain & Valerie Faulkner	Cypress A

Free Internet Available - Access Information Located in Back of Full Agenda

Get conference materials online at www.kansasmtss.org/2014symposium.html
or by scanning the QR Code



Friday—September 5, 2014

Time	Information	Presenter	Location
7:00 – 8:00	Registration & Continental Breakfast		Ballroom Foyer
Concurrent Sessions 8:00 – 9:30			
8:00 – 9:30	S. Reading Foundation Skills for Administrators and Coaches	Anita Archer	Ballroom EFGH
	T. Reducing Chronic Absenteeism, K-12	Randy Sprick	Ballroom ABCD
	U. Mathematics Common Core Late Elementary (Grades 4-6)	Chris Cain & Valerie Faulkner	Cypress A
	V. Introducing CI3T models into Lawrence Public Schools: A Journey in Progress	Lawrence Publics Schools	Cypress B
	W. Getting Your Ducks in a Row: Data-Driven Conversations	Kansas MTSS Project	Redbud A
	X. Getting to the Heart of the Matter: Why are Students Struggling and How Can We Help	Dave Hohulin	Redbud B
	Y. Teaching with Deep Lexical Quality (LQ): Implications for Accuracy and Fluency	Carol Tolman	Redbud C
	Z. Multi-Tiered System of Supports: Preschool Implementation Updates	TASN KITS/Kansas MTSS	Birch
	AA. Vocabulary Strategies in the Content Area	Basehor-Linwood High School	Maple
	BB. System wide Rigor, Relevance and Relationships	Garden City	Walnut
	CC. Family Literature and Engagement	Wichita Linwood Elementary	Cedar
9:30 – 9:45	Break		
Concurrent Sessions 9:45 – 11:15			
9:45 – 11:15	DD. Scaffolding Comprehension of Informative Text: Responding to the demands of the Common Core State Standards	Anita Archer	Ballroom EFGH
	EE. Reducing Chronic Absenteeism, K-12	Randy Sprick	Ballroom ABCD
	FF. Mathematics Common Core Late Elementary (Grades 4-6)	Chris Cain & Valerie Faulkner	Cypress A
	GG. Grow the GREEN and Mellow the YELLOW to Stop the Spread of RED	Kansas MTSS Project & TASN ATBS	Cypress B
	HH. Getting Your Ducks in a Row: Data-Driven Conversations	Kansas MTSS Project	Redbud A
	II. Getting to the Heart of the Matter: Why are Students Struggling and How Can We Help	Dave Hohulin	Redbud B
	JJ. Teaching with Deep Lexical Quality (LQ): Implications for Accuracy and Fluency	Carol Tolman	Redbud C
	KK. Voices from the Field: Implementing MTSS in Pre-K	Topeka, Maize, Opportunity Project	Birch
	LL. Building a Culture for Student Success	El Dorado Middle School USD	Maple
	MM. Driving Learning Together	Pittsburg Community Schools	Walnut
	NN. Empowering Families in a Multi-Tier System of Support (MTSS)	Wichita Cessna Elem & KPIRC	Cedar
11:15 – 12:30	Lunch		Expo Hall
Concurrent Sessions 12:30 – 2:00			
12:30 – 2:00	OO. Short Writing OFTEN not just Long Writing Seldom	Anita Archer	Ballroom EFGH
	PP. When and How to use Structured Reward Systems- Whole Class and Individual Student, K-12	Randy Sprick	Ballroom ABCD
	QQ. Conceptual Algebra: Linear Equations	Chris Cain & Valerie Faulkner	Cypress A
	RR. Grow the GREEN and Mellow the YELLOW to Stop the Spread of RED	Kansas MTSS & TASN ATBS	Cypress B
	SS. Getting to the Heart of the Matter: Why are Students Struggling and How Can We Help	Dave Hohulin	Redbud B
	TT. Vocabulary Across the Curriculum: Teaching through the Lens of the Word Generation	Carol Tolman	Redbud C
	UU. The Good, The Bad, and The Ugly of Tonganoxie Middle School MTSS	Tonganoxie Middle School	Cedar
12:30 – 2:00	VV. Building and Sustaining Leadership Capacity	Wichita Jefferson Elementary	Maple
	WW. Utilizing MTSS to Empower Change	Wichita Harry Street and Anderson Elementary	Walnut