

October 1		
5:30-6:45 pm	Conference check-in	
7:00-8:30 pm	Opening Keynote:	<i>Dr. Luann Purcell</i>
October 2	Concurrent Sessions	
7:45-8:30	Conference check-in continues	
7:45-8:30	Continental breakfast	
8:30-11:00 (full session)	Session 1: <i>Implementation of the Response to Intervention Process</i>	<i>Cara Shores</i>
8:30-9:40 (mini)	Session 2: <i>Implementing Effective Reading Strategies for Fluency, Vocabulary, and Comprehension</i>	<i>Kim Chester</i>
9:50-11:00 (mini)	Session 3: <i>Implementing Effective Math Interventions for Fluency and Problem Solving</i>	<i>Kim Chester</i>
11:00-12:30	Lunch on your own	
11:45 – 12:30	Book signing	
12:30-3:00 (full)	Session 4: <i>Moving Beyond the Basics: RTI Planning and Implementation</i>	<i>Cara Shores</i>
12:30-1:40 (mini)	Session 5: <i>Check-in, Check-out: A Research-based Behavioral Strategy for Tiers 2 and 3</i>	<i>Kim Chester</i>
1:50-3:00 (mini)	Session 6: <i>The Role of Speech/Language Assessment and Services in the RTI Process</i>	<i>Kim Funderburg</i>
October 3	Concurrent Sessions	
7:45-8:30	Conference check-in for day 3 only participants	
7:45-8:30	Continental breakfast	
8:30-11:00 (full)	Session 7: <i>Implementing a Behavioral RTI model</i>	<i>Dr. Cassandra Holifield</i>
8:30-9:40 (mini)	Session 8: <i>Effective Reading Strategies for Fluency, Vocabulary, and Comprehension (repeat)</i>	<i>Kim Chester</i>
9:50-11:00 (mini)	Session 9: <i>A Practical High School Model for RTI</i>	<i>Cara Shores</i>
11:00-12:30	Lunch on your own	
11:45 – 12:30	Book signing	
12:30-3:00 (full)	Session 10: <i>Academic Interventions for the RTI Process: Choosing, Implementing, Monitoring, and Evaluating</i>	<i>Kim Chester</i>
12:30-1:40 (mini)	Session 11: <i>Data-based Decision Making: Setting Goals and Determining Responsiveness</i>	<i>Cara Shores</i>

Session Descriptions

Opening Keynote:

Dr. Luann Purcell, Executive Director of the International Council of Administrators of Special Education, will present the opening keynote for the conference. Dr. Purcell will share the most current information about the National RTI picture and will highlight the new Blueprints developed by the National Association of State Directors of Special Education and the Council of Administrators of Special Education.

Concurrent Sessions: October 2 and 3 will feature a variety of breakout sessions from which participants may choose. Each session block will offer one full session (2 ½ hours) and one or two mini sessions (1 hour 10 minutes). This format will provide participants a choice of multiple topics.

Session 1:

Implementation of the Response to Intervention Process – *This session is designed to give participants an overall understanding of the RTI process. Topics will include models and essential components for effective implementation, including progress monitoring, research-based interventions, and fidelity of instruction.*

Session 2:

Implementing Effective Reading Strategies for Fluency, Vocabulary, and Comprehension – *Kim Chester will lead participants step-by-step through a variety of research-based interventions specifically targeted for struggling readers. Teachers, teacher assistants and other interventionists will come away with knowledge of highly effective strategies that can be implemented immediately to increase reading achievement. Administrators and instructional coaches can redeliver these strategies to staff members within their school.*

Session 3:

Implementing Effective Math Interventions for Fluency and Problem Solving – *This session will follow the same format as the Reading Interventions Session. Once again, research-based strategies will be taught in a manner so that they can be used immediately in the classroom and/or redelivered to additional faculty. The examples used in this session will be at an elementary math level so that all may participate. However, the strategies are applicable to all levels of basic math, including high school.*

Session 4:

Moving Beyond the Basics: RTI Planning and Implementation – *Although RTI is best known for its use in identifying students with learning disabilities, its potential extends far beyond that limited application. RTI is most effectively used as an early intervention and targeted intervention tool for all struggling learners. Participants in this session will learn how to implement RTI as a school improvement process at the building and/or district level. Cara will discuss the importance of a strong Tier 1 process, effective models for implementing Tier 2 interventions (including scheduling options), and the role of special education in Tier 3. In addition, she will present a model for multi-year implementation at the building and district level.*

Session 5:

Check-in, Check-out: A Research-based Behavioral Strategy for Tiers 2 and 3 - *Check-in, Check-out (CICO) is one of the most heavily researched behavioral interventions available for use as a Tier 2 intervention. It can also be adapted for use in Tier 3. General education teachers can implement this strategy with high fidelity due to its ease of use. In this session, participants will learn how to implement CICO in the Tiers 2 and 3 and monitor student progress. Sample forms will be included in the handouts.*

Session 6:

The Role of Speech/Language Assessment and Services in the RTI Process – Speech language pathologists play a vital role in RTI implementation. This session will define the role of SLP's in the RTI process and offer practical suggestions for maximizing this professional's expertise.

Session 7:

Implementing a Behavioral RTI Model – RTI is not just a model for raising academic achievement. In fact, through School-wide Positive Behavior Supports, schools throughout the United States have been successfully using a tiered behavioral intervention model for over a decade. Dr. Cassandra Holifield will provide participants with a framework for implementing a behavioral model and incorporating it with an academic model for a seamless pyramid of intervention.

Session 8:

Implementing Effective Reading Strategies for Fluency, Vocabulary, and Comprehension – (repeat)

Session 9:

A Practical High School Model for RTI – Although RTI has a stronger research base for elementary use, it is also an excellent model for increasing student achievement at the high school level. In this session, participants will learn about a RTI model specifically designed for implementation at the high school level. Developed by the University of Kansas Center for Research on Learning, this model is designed to support students in the general education classroom, through targeted interventions, and in special education.

Session 10:

Academic Interventions for the RTI Process: Choosing, Implementing, Monitoring, and Evaluating – In order to effectively serve students through a multi-tiered model, teachers and other service providers must have a large repertoire of appropriate strategies from which to choose. They must then monitor and evaluate students as they receive strategy instruction in order to make informed decisions about future instructional needs. This session will provide an overview of research-based strategies appropriate for all grade levels. Participants will also learn about tools for monitoring progress as well as how to use student data to make decisions about responsiveness and further instruction.

Session 11:

Data-based Decision Making: Setting Goals and Determining Responsiveness – This mini-session will thoroughly explain how to use student data to set appropriate student goals and determine responsiveness to interventions. Participants will use a scenario appropriate for their grade level to develop a RTI goal and determine outcome measures necessary for increased student achievement.