Teach Like Kevin Bacon: What Research-Based Instruction Looks Like

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

Description: The one single feature of instruction that improves reading achievement is increasing instructional explicitness. Unfortunately, explicit, more intentional instruction is often treated as a second-class citizen in practice and teacher education programs. Would Kevin Bacon's instructional practices in Footloose be considered "second class?"

Bio: Nancy Marchand-Martella, Ph.D., BCBA-D is the Suzi and Dale Gallagher Dean of the College of Education at Purdue University. She has over 30 years of experience working with at-risk populations. Dr. Marchand-Martella has over 180 professional publications including programs with McGraw-Hill (two 6-level supplemental reading programs [Lesson Connections and Core Lesson Connections] for Reading Mastery Signature Edition, a two-level adolescent literacy program [Read to Achieve], and a comprehensive reading and language arts intervention system for struggling readers in grades 3 and above [SRA FLEX Literacy™]). Further, Dr. Marchand-Martella has conducted over 400 professional presentations.
Title: What is MTSS? Old Thinking and New Thinking

Mark R. Shinn, Ph.D. and Alan Coulter

Description: Perhaps the biggest challenge in shifting to an MTSS service delivery model is the implicit “changes in thinking” that is required. Educators have operated for more than 40 years thinking that every problem (learning and behavior) is a special education problem driven by knowing what the specific disability is. If there is no disability, the student is left to their own devices, which unfortunately doesn’t work. This session contrasts old thinking and new thinking that is driven by student need, not disability, preventing problems, and early and powerful intervention.

Bio: Dr. Shinn is a professor of school psychology at National Louis University. He has published more than 100 book chapters and refereed journal articles on academic screening, school-based SLD identification practices, and progress monitoring and edited three editions of a research-based PreK–12 academic and behavior interventions book for NASP. Dr. Shinn has provided staff development and consultation to schools and state departments of education in 44 states and most recently was involved in the rollout of Tennessee’s Middle and High School RTI2 plans.

Alan Coulter, Ph.D.

Bio: Dr. Coulter is Director of the T.I.E.R.S. Group that assists SEAs and LEAs to implement Multi-tiered Systems of Support (MTSS) and response to intervention (RtI), Dr. Coulter served on the President’s Commission on Excellence in Special Education in 2001–02 and was director of the National Center for Special Education Accountability Monitoring.
Title: Nuts & Bolts of MTSS: Don’t Fool Yourself

Kimberly Gibbons, Ph.D.

Description: The easiest person to fool is yourself and that applies to installing MTSS. This session will introduce a process for participants to self-assess their practices in the areas of assessment, data-based decision making, practical implementation science, and common cognitive biases in MTSS. Tools will be shared on common implementation errors and ways to prevent them from happening. In addition, tips for streamlining assessments will be shared along with team protocols for decision-making.

Bio: Director, Center for Applied Research and Educational Improvement at the University of Minnesota. Previously, she was executive director of the St. Croix River Education District, which has received national recognition for its pioneering use of RTI since 1979. She has been a director of special education, staff development coordinator, and school psychologist, and coauthored three books on RTI and has supported practical implementation of MTSS with fidelity in multiple districts in multiple states.
Title: Identifying and Treating Dyslexia in the Context of MTSS

Jack Fletcher, Ph.D.

Description: There are many misunderstandings about dyslexia and MTSS frameworks. This presentation reviews current scientific evidence on the identification, treatment, and causes of dyslexia. Neuroscience research shows that dyslexia is best treated in the context of MTSS frameworks that prevent reading problems through early identification and prevention that provides explicit, comprehensive and differentiated core general education and supplemental instruction and remediate when early identification and intervention are not effective.

Bio: Dr. Fletcher is the Hugh Roy and Lillie Cranz Cullen Distinguished Professor of Psychology and Chair, Department of Psychology, University of Houston. For the past 30 years, Dr. Fletcher, a board certified child neuropsychologist, has conducted research on children with learning and attention disorders, and brain injury. Dr. Fletcher directs a Learning Disability Research Center grant and has directed program projects involving neurobiological factors and learning in spina bifida and math disabilities, all funded by the National Institute of Child Health and Human Development. He served on the NICHD National Advisory Council, the Rand Reading Study Group, the National Research Council Committee on Scientific Principles in Education Research, and the President’s Commission on Excellence in Special Education.
Title: Using Trauma-Informed Behavioral Supports to Make MTSS Bigger and Better

Clay Cook, Ph.D.

Description: 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 needed 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.

Bio: Dr. Clay Cook is the John and Nancy Peyton Faculty Fellow in Child and Adolescent Wellbeing at the University of Minnesota and Associate Professor in the School Psychology Program. He has extensive research and practical experiences involving the implementation of multi-tiered systems of support to promote children’s mental and behavioral health. He co-founded the School Mental Health Assessment, Research and Training (SMART) Center at the University of Washington and is a core faculty member within the Institute of Translational Research in Children’s Mental Health at the University of Minnesota. He has received over 8.5 million dollars in external grant funding from multiple agencies and foundations. In addition to his research, he consults with several school systems throughout the US to improve practices and outcomes for students with or at-risk for social, emotional, and behavioral problems.
Title: Goals and Pathways to Effective Behavior Management

Ronald C. Martella, Ph.D., BCBA-D

Description: This presentation will consider issues related to behavior management and areas to consider. An overview of the typical responses to problem behavior and the challenges these responses create is provided. Additionally, there will be four goals overviewed and addressed: (a) train educators in effective behavior management approaches, (b) use an environmental account for behavior, (c) create a reinforcing learning environment, and (d) focus on prevention as well as intervention. The purpose of this presentation is to show how addressing these four goals fit within the MTSS framework.

Bio: Ronald Martella, Ph.D., BCBA-D is a professor of educational studies, special education at Purdue University, teaching classes in applied behavior analysis. He has over 30 years of experience working with at-risk populations. Dr. Martella has approximately 160 professional publications including academic programs with McGraw-Hill. He is the lead author of a comprehensive behavior management text with Sage Publishing and consults with school districts on behavior management issues. Further, Dr. Martella has conducted over 250 professional presentations.