



Wednesday Schedule (Sets A, B, C)

Set A: 10:30 - 11:45

A1: Tiered Math Interventions

Meridian A, E, F

Topics: MTSS, RTI, Numeracy, Tier 2 & 3 Interventions

Presenters: **Kathleen Begeny-Johnson**, Integrated Supports Coach, **Jody Sailor**, Math Specialist, Granite School District _ **Becky Unker**, Program Specialist, Utah Personnel Development Center

Participants will engage in creating a more rigorous and targeted intervention that matches a students' math needs and is based on the Utah Core State Standards (UCSS). They will analyze assessment data tied to the UCSS, determine how to diagnose students' math needs, and work with a planning template to create more successful interventions. Participants will also be provided a copy of the math practice standards with questions that will guide students to use these practices.

A2: Team Initiated Problem Solving

Meridian B

Topics: MTSS, RTI, PBIS, Teams/PLCs, Administrative Support

Presenters: **Rob Horner**, Professor of Special Education, University of Oregon

A3: Curriculum-Based Measures: Math

Meridian C

Topics: Numeracy, Assessment

Presenters: **Kat Nelson**, Clinical Instructor, University of Utah

This presentation will include a review of critical features including administration, scoring, and interpretation of CBM math for benchmarking and progress monitoring using AIMSweb M-COMP & M-CAP Measures. Examples of math probes will be provided along with actual practice using the measures. Additional resources for CBM math will be explored along with web-based data entry sites.

A4: Increasing Attendance and Climate: Implementing Administrative Intervention in High School

Meridian G

Topics: Tier 2 & 3 Interventions, Administrative Support, Classroom Management

Presenters: **Rikki K. Wheatley, Richard P. West, Rob Wessman, Tricia Wells, Boyd Teemant, Matthew J. Taylor, Cade T. Charlton**, Utah State University

Administrative Intervention was used to provide targeted intervention to struggling students. Administrators taught specific skills to students based on details from Office Discipline Referrals. Students were assisted in identifying a specific skills deficit, given a rationale for the use of the skill, and afforded the opportunity to practice the skill before returning to class. Suspensions, fights, absences, and tardies were significantly decreased across the school year and in school safety, climate were also observed.

A6: Coaching for All

Stratus 5 & 6

Topics: MTSS, Coaching

Presenters: **Amber Roderick-Landward, Leigh Anstadt**, Canyons School District

A7: Teacher Behavior: The Key to Enhancing the Learning Environment

Stratus 7 & 8

Topics: MTSS, RTI, PBIS, Behavior, Administrative Support, Classroom Management

Presenters: **Michelle Marchant**, Associate Professor, **Darlene Anderson**, Adjunct Professor, Brigham Young University _ **Michelle Thompson**, Behavior Specialist, Nebo School District

If you are among the educators overwhelmed with an array of special needs and behavioral challenges in your school, we invite you to join us to explore strategies for attending to your students' needs as well as methods to support you in to consistently and effectively implementing these strategies. First, we will share methods for establishing a positive learning environment, including teacher praise. Second, we will discuss professional development techniques, specifically a multi-level approach.

A8: Alternatives to Session-Based Functional Analysis

Stratus 9

Topics: Behavior, Tier 2 & 3 Interventions, Autism, UtABA

Presenters: **Sarah E. Bloom, Shanun Kunnavatana, Andrew Samaha**, Utah State University

A9: PLC: Shifting from So-So to Success

Twilight 1 & 2

Topics: MTSS, Teams/PLCs

Presenters: **Peggy Childs**, Program Specialist, Utah Personnel Development Center

Okay, our school has PLC time. Do we know what is happening during that time? It might be time to assess and make some critical shifts in our practice. This session will look at common PLC practices and teach some “next steps” in making the critical shift into a productive PLC that focuses on student learning. Participants will re-examine the fundamental purpose of a PLC, re-think assessments, take a critical look at the work of teachers, make connections to professional development that supports the PLC work, gain new ideas to help students when they don’t learn, and explore ways to create a school culture centered on student learning.

A10: Utilizing school discipline data to efficiently identify school discipline problems and implement effective interventions.

Twilight 3 & 4

Topics: MTSS, PBIS, Behavior, Teams/PLCs, Tier 2 & 3 Interventions, Administrative Support

Presenters: **Glenn Dyke**, Program Specialist, Utah Personnel Development Center

Feeling data rich but information poor when it comes to addressing discipline problems within the school setting. This session will review and provide examples of the critical components of an effective and efficient data collection system that will give school teams the information they need to solve their school-wide discipline problems.

Lunch Meetings: 11:45 - 1:00

ATP Licensure

Zephyr

Presenters: **Marilyn Likins, Co Brunner**, Utah State University

Set B: 1:00 - 2:15

B1: MTSS in the Self-Contained Classroom

Meridian A, E, F

Topics: MTSS, Numeracy, Assessment

Presenters: **Becky Unker**, Program Specialist, Utah Personnel Development Center _ **Jody Sailor**, Math Specialist, **Dana Okerlund**, Special Ed. Teacher, Granite School District

This session will provide participants a detailed look at how one district is implementing MTSS in a Self-Contained Classroom through the math block. Participants will get a detailed look at what it took to get this service pattern up and running as well as looking at the data of the students.

B2: Bully Prevention in Positive Behavior Support

Meridian B

Topics: PBIS, Behavior, Bully Prevention

Presenters: **Scott W. Ross**, Assistant Professor, Utah State University

B3: Utilizing school discipline data to efficiently identify school discipline problems and implement effective interventions.

Meridian C

Topics: MTSS, PBIS, Behavior, Teams/PLCs, Tier 2 & 3 Interventions, Administrative Support

Presenters: **Glenn Dyke**, Program Specialist, Utah Personnel Development Center

Feeling data rich but information poor when it comes to addressing discipline problems within the school setting. This session will review and provide examples of the critical components of an effective and efficient data collection system that will give school teams the information they need to solve their school-wide discipline problems.

B4: Instructional Interventions Students with Autism

Meridian G

Topics: Significant Disabilities

Presenters: **Cathy Longstroth**, Program Specialist, Utah Personnel Development Center

As the numbers of students with high functioning autism continue to rise, general education and special education teachers are increasingly challenged to help them succeed in English Language Arts. This is especially important with the emphasis on writing in all content areas in the Utah Core Standards. This presentation will introduce teachers to strategies designed to help students on the spectrum and other students with similar challenges improve written composition as well as reading comprehension.

B6: Ogden District Leadership

Stratus 5 & 6

Topics: Administrative Support

Presenters: **Brad Smith**, Superintendent, Ogden City School District

B7: Teaching Early Number Sense and Place Value

Stratus 7 & 8

Topics: Numeracy, Instruction

Presenters: **Brad Witzel**, Associate Professor & Special Education Program Coordinator, Winthrop University

Recent research has linked difficulties with mathematics to concerns with acquiring number sense and place value. In this presentation, Dr. Witzel will describe research supported components of number sense that are linked to math performance. Additionally, Dr. Witzel will model practices necessary for teaching number sense and place value based on CCSS grade level benchmarks.

B8: Latino Parents' Perspectives on School-wide Positive Behavioral Supports in the Schools

Stratus 9

Topics: PBIS, Behavior, Culture/Race/Ethnicity

Presenters: **Alicia Hoerner**, Brigham Young University _ **Christian Sabey**, Utah State University _ **Brandon Segura**, Canyons School District

The present study reviews results of a survey administered to 64 Spanish-speaking Latino parents with children attending elementary school which evaluated perceptions and agreement of SWPBS principles. Descriptive, quantitative, and qualitative data analyses of participants' responses indicated that Latino parents highly endorsed the significance of establishing and teaching behavioral expectations. Conversely, their acceptance of the principles of reinforcing appropriate behavior, correcting behavior errors mildly, and using a proactive approach was lower.

B9: Conducting a Functional Behavior Assessment on Truancy and Bullying Behavior

Twilight 1 & 2

Topics: PBIS, Behavior, Culture/Race/Ethnicity

Presenters: **Ashley Stevens**, **Elizabeth White**, University of Utah

The Functional Assessment of Bulling Behavior (FABB) and the Functional Assessment of Absences and Truancy (FBAAT) were developed by faculty and students at the University of Utah with support from the Utah State Office of Education. This presentation will provide a thorough review of the components and utility of both the FABB and the FBAAT as well as train individuals in their use.

B10: CBM Writing progress-monitoring and qualitative writing skill analysis (Part 1)

Twilight 3 & 4

Topics: RTI, Literacy, Progress-monitoring

Presenters: **Kathleen Begeny-Johnson**, Integrated Supports Coach, **Jerry Purles**, Reading Specialist, Granite School District

In this session, participants will learn the different forms of Curriculum-based measures (CBM) writing assessment as a progress monitoring tool at the elementary and secondary level. CBM writing gives teachers a frequent and accurate data collection format to use to monitor each student's writing progress. Administering and scoring of CBM writing will be explained.

Set C: 2:30 - 3:45

C1: Supporting Students with autism in the General Education Classroom

Meridian A, E, F

Topics: Behavior, Tier 2 & 3 Interventions

Presenters: **Amy Peters**, Program Specialist, Utah Personnel Development Center

When a student with autism is included in the general education classroom, the teacher and others who are providing support to the student need to consider many factors. Strategies for differentiating instruction, making accommodations and decreasing challenging behavior will be discussed.

C2: Leading MTSS as a Team: Building Leadership Teams at Work

Meridian B

Topics: MTSS, RTI, Teaming

Presenters: **Amber Roderick-Landward**, Director of Evidence-Based Learning - Elementary, **Hollie Petterson**, Director of Evidence-Based Learning - Secondary, Canyons School District

C3: Reading Intervention Solutions: Grouping & Scheduling

Meridian C

Topics: MTSS, RtI, Tier 2 & 3 Interventions, Literacy

Presenters: **Susan Henrie**, Evidence-Based Learning Specialist, **Jennifer Thronsdon**, Evidence-Based Learning Specialist, Canyons School District

This session will focus on how reading intervention can be provided through skill-based grouping within the classroom, how to connect interventions to core instruction, and how to schedule a double dose of intervention beyond skill-based grouping. Participants will learn how to group students using CBM (DIBELS/ AIMSweb) data and what instruction should look like for each group.

C4: Successful Recess: Tier I and Tier II Intervention

Meridian G

Topics: MTSS, PBIS, Behavior, Bully Prevention

Presenters: **Andrea T. Miller**, LCSW Elementary Mental Health Grant Coordinator, **Stephanie Pollei**, Integrated Supports Coach, Granite School District

What is a Successful Recess? Tier I of this session is intended for schools teams to discuss their infrastructure and develop a systematic approach to teaching expected playground behaviors to all students and all supervising staff. Schools Implementing a Successful Recess Program as a Tier II instructional model, will assist students to positively engage in respectful recess behavior through small group instruction. If possible, Teams will need to have computer access such as a laptop or iPad to create their own recess plan.

C6: Data Whisperers Needed: Taming Data, Instructional Decisions and Student Outcomes!

Stratus 5 & 6

Topics: RTI, Literacy, Numeracy, Behavior, Assessment, Pre-School, Significant Disabilities, Teams/PLCs, Tier 2 & 3 Interventions, Progress-Monitoring

Presenters: **David Forbush**, Special Education Director, **Sandi Cook**, Cache School District

Og Lindsley stated “the child knows best. Its student data which identify practices influencing student learning.” Fuchs and Fuchs report “It is good to collect data, better to graph it and best to act on it with decision rules. The power isn’t in the data, but in the ways that teachers interact with data which influences student learning.” Participants will learn criteria for evaluating data collection processes and then apply to presented data sheets.

C7: District Level of Implementation of MTSS...The First Year

Stratus 7 & 8

Topics: MTSS, Numeracy

Presenters: **Jonathan Stewart**, District Coach, **Chantel Cowan**, Curriculum Director, Tooele School District

In determining how to implement a Multi-Tiered System of Supports (MTSS) at a district level, one thing that much be established is how one would know a school is effective in the areas of literacy, numeracy, and behavior (PBIS). This is needed both to understand current needs and measure progress over time. Our presentation will look at how the Tooele County School District has begun that implementation journey, with a focus on numeracy.

C8: The Tough Kid Bully Blockers Program

Stratus 9

Topics: Bully Prevention

Presenters: **Mackenzie Boon**, Psychology Doctoral Student, University of Utah

Due to the current prevalence of bullying in schools, and the impact that it is having on students, educational professionals, and members of society, it is easy to see the value and necessity in addressing the problem. The Tough Kid Bully Blockers Book helps educational professionals address the problem of bullying in their schools and classrooms. The book presents a primary prevention and intervention program that is applicable in settings where the problems actually occur.

C9: Screening for social, emotional, and behavioral concerns in secondary settings

Twilight 1 & 2

Topics: PBIS, Behavior, Assessment

Presenters: **Ellie L. Young**, Associate Professor, **Kim Lowe**, Psychology Graduate Student, **Erin Klein**, Psychology Graduate Student, Brigham Young University

This presentation will discuss methods and pragmatic issues of conducting school-wide screening to identify adolescent students who have social, emotional, and behavioral concerns. We will examine different methods for screening, the respective research regarding each method, and ethical issues. Participants will benefit from learning several ways to conduct screenings in secondary settings that are developmentally appropriate, efficient, and psychometrically sound.

C10: Tier 2 Persuasive Writing Intervention: High School Students with Disabilities

Twilight 3 & 4

Topics: Literacy, Tier 2 & 3 Interventions

Presenters: **Sharlene A. Kihara**, Assistant Professor, University of Utah

Recent reviews of writing intervention research show that strategies instruction has had the strongest impact on writing performance; and Self-Regulated Strategies Development (SRSD) has had the highest effect size of any strategies instruction approach in writing. In a workshop format, participants will learn three SRSD strategies for teaching students how to plan, compose, revise, and self-regulate writing of argumentative text and discuss ways to differentiate accompanying lessons to support students' writing in their content-area classes.

Thursday Schedule (Sets D, E, F)

Set D: 10:30 - 11:45

D1: Teaching Early Number Sense and Place Value

Meridian A, E, F

Topics: Numeracy, Instruction

Presenters: **Brad Witzel**, Associate Professor & Special Education Program Coordinator, Winthrop University

Recent research has linked difficulties with mathematics to concerns with acquiring number sense and place value. In this presentation, Dr. Witzel will describe research supported components of number sense that are linked to math performance. Additionally, Dr. Witzel will model practices necessary for teaching number sense and place value based on CCSS grade level benchmarks.

D2: Leading RTI/MTSS: A Potential Key to Increasing Student Achievement

Meridian B

Topics: MTSS, RTI, Administrative Support, Instruction

Presenters: **Kevin Feldman**, Independent Consultant & Director of Reading & Intervention, Sonoma County Office of Education

Large scale meta-analyses (Hattie, 2009; Marzano & DuFour 2011) have concluded = the key to improving student achievement is figuring out how to significantly improve instruction across the school site. RTI/MTSS can potentially be the vehicle to frame this large scale improvement IF leaders grasp the imperative of focusing squarely on improving Tier 1 core instruction. In other words, "you can't intervene your way to proficiency", especially in the Common Core world of 2013. Dr. Kevin Feldman will guide participants in exploring how validated tools for teacher feedback including classroom video, collaborative teacher coaching teams or "Learning Walks", peer and expert coaching, plus PLC work can create a culture of competence at the school site level. Various models and narratives will be shared describing how elementary and secondary schools are dramatically improving the quality routine classroom teaching using these tools for "actionable feedback", which one could say is the "holy grail" of instructional improvement.

D3: Inclusive Middle School Professional Development: Mathematics and Mathematics Pedagogy - Part I

Meridian C & G

Topics: Numeracy, Co-Teaching

Presenters: **Maggie Cummings, Kaitlin Bundock**, University of Utah

This session complements Inclusive Middle School Professional Development: Mathematics Efficacy and Team Teaching. Presenters will discuss components and results of a UofU credit-generating two-course professional development for teams of regular and special education teachers working with students that struggle in mathematics. Courses interwove four components a) mathematics content for 6-8 grades, b) mathematics pedagogy for 6-8 grades, c) teacher efficacy, and d) team teaching pedagogy. This session will focus on the first two components.

D4: "The Snapshot" and Assessing Instructional Match

Meridian D

Topics: Literacy, Assessment

Presenters: **Courtenay Barrett**, Assistant Professor, Utah State University _ **Paul Lords**, Director of Distance Education - Nevada Project Coordinator, ICAT Resources

Instructional level is the point at which a student achieves maximum benefits from instruction. Research suggests that students working at instructional level have higher This session will review the literature regarding instructional level and use interactive activities to illustrate its importance. The session will introduce "The Snapshot," one form of Instructional Assessment. The session will provide the opportunity for hands-on experience administering "The Snapshot" and feedback. rates of task completion and on-task behavior.

D5: Thinking Functionally About Problem Behavior and Developing Positive Classroom Environments

Meridian H

Topics: MTSS, PBIS, Behavior, Classroom Management

Presenters: **Rob O'Neill**, Professor and Chair of Dept. of Special Education, University of Utah

Thinking Functionally About Problem Behavior in Positive Classroom Environments. Setting up classroom environments to support student learning is one of the most effective strategies for preventing problem behavior in the classroom. However, for students who do not respond to typical effective classroom expectations and routines, teachers should examine what purpose the behavior is serving for those students. Participants will learn how to determine why students continue to engage in problem behavior and intervention strategies that can be implemented proactively to increase student success.

D6: The Behavior Education Program: A Check-in, Check-out Intervention for Students at Risk

Stratus 5 & 6

Topics: PBIS, Behavior, Tier 2 & 3 Interventions

Presenters: **Leanne S. Hawken**, Associate Professor, University of Utah _ **Mishele Carroll**, PBIS Systems Integration Coordinator, Colorado Dept. of Education

The Behavior Education Program (BEP) is a modified check-in, check-out Tier 2 intervention implemented school-wide to support students who are at-risk. This presentation will detail how to develop and implement the BEP for elementary and middle school settings and will include the following topics: 1) how the BEP fits into a school's overall system of behavior support, 2) how to develop a Daily Progress Report, 3) how to develop a reinforcement system for students on the BEP, and 4) how to use data for decision making.

D7: Adolescent Literacy: Providing Academic Support for All Students (Grades 4-12)

Stratus 7 & 8

Topics: MTSS, RTI, Literacy

Presenters: **Glnny Eggen**, Program Specialist, **Michael Herbert**, Program Specialist, Utah Personnel Development Center

Providing academic support with evidence-based instruction for all students is critical for students in grades 4 - 12. The Utah Core Literacy Standards place significant emphasis on having teachers of all subjects and grades teach literacy skills. In recent years several resources have provided information about research to date regarding adolescent literacy. Teachers should provide students with direct and explicit instruction in vocabulary and comprehension strategies across content areas in order to improve students' reading comprehension in Tier 1. This session will review and provide practice in simple routines that teachers can implement for vocabulary and comprehension.

D8: High School Bully Review, Assessment, and Intervention

Stratus 9

Topics: Behavior, Bully Prevention

Presenters: **Joel Allred**, Administrator, **Jacob Wilkey**, Counselor, Sky View High School

Bully behavior in the school setting has received wide spread attention over the past years. School shootings and other hostage type situations have caused concern for administrators, teachers/staff, and parents. Safety for students and school staff is of critical importance. This presentation is designed to provide school administration and staff with ideas and suggestions to mitigate bully situations. While this research was conducted at Sky View High School, it is anticipated that results from this study will help many...

D9: PBIS: Backing up the Bus

Twilight 1 & 2

Topics: PBIS

Presenters: **Allan Whitmore**, Teacher Specialist, **Eden Steffey**, Teacher Specialist, Canyons School District

Riding the BUS should be one of the easiest and carefree parts of the school day, but for some students it can be challenging because they need more instruction on how to ride the BUS in a safe and responsible manner. Come see how the Canyons School District is coordinating with the bus garage and schools in teaching and reinforcing BUS expectations for students. Materials (i.e. lesson plans, matrix, and bus bucks) will be shared.

D10: Effective Instructional Delivery

Twilight 3 & 4

Topics: MTSS, Instruction

Presenters: **Jeri Rigby**, Program Specialist, Utah Personnel Development Center

Lunch Meetings: 11:45 - 1:00

USU Special Education Masters Programs

Zephyr

Presenters: **Marilyn Likins, Charles Salzberg**, Utah State University

The USU Distance Master's Program in special education is available throughout Utah. Prospective students can select from four areas of concentration: a master's in general special education (MS or MEd); a master's degree plus a Utah administrative-supervisory endorsement (MEd); a master's degree that creates behavior specialists who upon completion of the program have the opportunity to sit for the national BCBA certification exam (MS); and a master's degree in special education with a concentration in transition (MEd). Chuck Salzberg, the coordinator of the program and Teresa Simonsen, the program advisor, will present information about the program, its concentration areas, costs, the application and admission process and other details. They will answer questions and distribute printed information.

If you think you might be interested in pursuing a master's degree in special education in the next several years, come join us for lunch.

UtABA

Stratus 9

Presenters: **Sarah Bloom, Andrew Samaha**, Utah State University

Set E: 1:00 - 2:15

E1: Algebraic Readiness and Instruction. Part 1: Algebraic Readiness

Meridian A, E, F

Topics: Numeracy, Instruction

Presenters: **Brad Witzel**, Associate Professor & Special Education Program Coordinator, Winthrop University

Algebra is considered a gateway course to graduation and college readiness. For many reasons, students with a history of math underachievement have a difficult time passing algebra. In this two-part session, Dr. Witzel will describe the arithmetic to gap and research-supported methods for preparing students to succeed in algebra. He will also describe potential areas of intervention shown to help underachieving students who are placed in algebra.

E2: Improving Adolescent Literacy: The Power of Vocabulary and Academic Language (Part I)

Meridian B

Topics: Literacy, Instruction

Presenters: **Kevin Feldman**, Independent Consultant & Director of Reading & Intervention, Sonoma County Office of Education

A Recent Institute on Education Sciences research summary (<http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=8>) has clarified five essential recommendations for improving adolescent literacy, especially essential in light of the Common Core State Standards. Dr. Kevin Feldman will guide an exploration of “research to practice” applications of these instructional “tools” via modeling, video demonstration, and classroom simulations. A particular emphasis will be on the critical role of developing vocabulary and academic language across ALL content areas grades 6-12. Participants will actively explore individual, department, and school wide strategies to ensure ALL students develop the practical knowledge and skills necessary for proficient literacy across content areas in secondary settings.

E3: Inclusive Middle School Professional Development: Mathematics and Mathematics Pedagogy - Part II

Meridian C & G

Topics: Numeracy, Co-Teaching

Presenters: **Kaitlin Bundock, Maggie Cummings**, University of Utah

This session is designed to complement *Inclusive Middle School Professional Development: Mathematics and Mathematics Pedagogy*. In both sessions, presenters will discuss components and results of a University of Utah credit-generating two-course professional development (PD) for teams of regular and special education middle school teachers working with students that struggle in mathematics. Courses interwove four components a) mathematics content for 6-8 grades, b) mathematics pedagogy for 6-8 grades, c) teacher efficacy, and d) team teaching pedagogy.

E4: Intensifying Vocabulary Intervention for Kindergartners

Meridian D

Topics: MTSS, Literacy, Tier 2 & 3 Interventions

Presenters: **Breda O’Keeffe**, Assistant Professor, University of Utah

Learn about a study that used a tiered approach to oral vocabulary instruction in 19 Kindergarten classrooms. Elements of Reading, a storybook based approach to teaching vocabulary, was used as the Tier 1 instruction in K classrooms. Tier 2 intervention was supplemental, targeted, intensified, systematic vocabulary instruction in small groups for students with low receptive vocabulary scores. Large effects for expressive and receptive target word measures, and small effects on general vocabulary knowledge were found.

E5: Utah Parent Center Overview and MTSS Resources for Parents

Meridian H

Topics: MTSS, Parent Information and resources

Presenters: **Michelle Murphey**, Parent Consultant, Utah Parent Center

This session will provide an overview of the Utah Parent Center and the services we provide to parents. Participants will learn about resources available at the Utah Parent Center to help parents better understand the MTSS process. There will also be tips given on how to best engage and inform parents during the MTSS process. Participants will leave with several MTSS resources which can be given to parents.

E6: Next steps for Check-in, Check-out: Three novel research studies

Stratus 5 & 6

Topics: MTSS, PBIS, Behavior, Tier 2 & 3 Interventions, Progress-monitoring, Classroom management

Presenters: **Scott W. Ross**, Assistant Professor, **Cade T. Charlton**, **Katie Snyder**, Utah State University

E7: Positive Social Behavior in Secondary Schools: Guiding Principles and Evidence-Based Practices

Stratus 7 & 8

Topics: PBIS, Behavior, Tier 2 & 3 Interventions, Classroom Management

Presenters: **K. Richard Young**, Dean, **Lynnette Christensen**, Assistant Professor, **Paul Caldarella**, Associate Professor, Brigham Young University

This presentation will give participants an understanding of the key principles that make positive behavior support effective in secondary school settings. Emphasis will be given to the importance of creating a positive learning atmosphere both in classrooms and school-wide. The importance of building positive relationships, using a teaching approach to discipline, teaching and reinforcing replacement behaviors, and student self-management will be discussed. Participants will be encouraged throughout the discussion to reflect on their own practice.

E8: Symposium: Advancements in the Assessment and Treatment of Problem Behavior

Stratus 9

Topics: Behavior

Presenters: **Sarah E. Bloom**, **Megan Boyle**, **Casey Clay**, **Shanun Kunnavatana**, **Joseph Lambert**, **Andrew Samaha**, UtABA, Utah State University

E9: Early Literacy instructional considerations for Spanish-speaking dual language learners

Twilight 1 & 2

Topics: Literacy, Pre-School, Dual Language Learners

Presenters: **Terry Kohlmeier, M.Ed.**, Research Assistant, **Chase Callard, M.S.**, Research Assistant, Utah State University - Dept. of Special Education & Rehabilitation

This presentation describes a dual language version of the early literacy Read it Again Pre-K! curriculum (RIA Pre-K; Justice & McGinty, 2009). Participants will learn how this curriculum is adapted for young Spanish-English bilinguals including: 1. The features of bilingual development in instruction. 2. The importance of dual language development in bilingual children. 3. The need for curricula that addresses dual language acquisition. 4. Recommended practices for early literacy instruction with Spanish-English speaking preschoolers.

E10: Addressing anxiety in the schools: A multi-tier service delivery model

Twilight 3 & 4

Topics: MTSS, Behavior, Tier 2 & 3 Interventions

Presenters: **Donna Gilbertson**, Associate Professor, **Gretchen Peacock**, Professor, **Emilie Larsen**, Graduate Student, **Lychelle Whiteley**, Graduate Student, Utah State University

Anxiety can lead to difficulties with test performance, attention, concentration, motivation, emotional regulation, absenteeism and inappropriate behavior. Left untreated, anxiety often worsens and may lead to depression, deviant conduct, suicidal ideation, or substance abuse. Participants will learn how to reduce or prevent school related anxiety within a MT framework with consideration of time and resources.

Set F: 2:30 - 3:45

F1: Algebraic Readiness and Instruction. Part 2: Middle School and High School Algebra for Students Struggling in Math

Meridian A, E, F

Topics: Numeracy, Instruction

Presenters: **Brad Witzel**, Associate Professor & Special Education Program Coordinator, Winthrop University

Algebra is considered a gateway course to graduation and college readiness. For many reasons, students with a history of math underachievement have a difficult time passing algebra. In this two-part session, Dr. Witzel will describe the arithmetic to gap and research-supported methods for preparing students to succeed in algebra. He will also describe potential areas of intervention shown to help underachieving students who are placed in algebra.

F2: Improving Adolescent Literacy: The Power of Vocabulary and Academic Language (Part II)

Meridian B

Topics: Literacy, Instruction

Presenters: **Kevin Feldman**, Independent Consultant & Director of Reading & Intervention, Sonoma County Office of Education

A Recent Institute on Education Sciences research summary (<http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=8>) has clarified five essential recommendations for improving adolescent literacy, especially essential in light of the Common Core State Standards. Dr. Kevin Feldman will guide an exploration of “research to practice” applications of these instructional “tools” via modeling, video demonstration, and classroom simulations. A particular emphasis will be on the critical role of developing vocabulary and academic language across ALL content areas grades 6-12. Participants will actively explore individual, department, and school wide strategies to ensure ALL students develop the practical knowledge and skills necessary for proficient literacy across content areas in secondary settings.

F3: The Power of Assessment in Guiding Student Learning

Meridian C & G

Topics: Assessment

Presenters: **Joleigh Honey**, K-12 Mathematics Supervisor/MESA Supervisor, Salt Lake City Utah

How are assessments used to impact student learning? Join us as we dig into how to use assessment to improve student understanding and increase student achievement. Participants in this session will discuss types of assessments (and the purpose of each), increase their toolbox of ways to effectively check for understanding, how to easily engage students in self-assessment, and how to use data to make sure every student masters the standards in their grade level.

F4: Closing the Achievement Gap with a Vengeance: Park City's Journey with Instruction (MTSS)

Meridian D

Topics: MTSS, Assessment, Instruction

Presenters: **Nicole Stewart**, Special Education Coordinator, Park City School District

This session will outline Park City School District’s continued journey to close the achievement gap. Beginning with the question, “Are we happy with our data?” Park City has used that data to drive changes in curriculum, instruction, and assessment. Continued evaluation of what is working and what isn’t has required the courage to leave behind programs and practices that are not producing results and invest in those things that are.

F5: Instructional Priorities: Eat This, Not That

Meridian H

Topics: MTSS, RTI

Presenters: **Susan Henrie**, Evidence-Based Learning Specialist, **Leigh Anstadt**, Canyons School District

Inspired by the work of John Hattie's differentiation of what works from what works best, learn how one district used the zone of desired effects to identify instructional priorities and a framework to support effective core instruction, including making practice public with ongoing observation data.

F6: Family, School, and Community Partnerships within a Multi-tiered System of Supports

Stratus 5 & 6

Topics: MTSS, RTI, PBIS, Tier 2 & 3 Interventions

Presenters: **Mishele Carroll**, PBIS Systems Integration Coordinator, Colorado Dept. of Education

School personnel can help empower parents and families to become equal partners in supporting their children's learning. To develop a true collaborative partnership, parents and families must be fundamentally involved in the entire educational experience. This session will focus on strategies and skills necessary to increase the capacity of schools to effectively partner with families across a Multi-tiered System of Supports (MTSS). The Colorado Family Community Toolkit, training materials, and other resources will be shared.

F7: School-wide Cultural Competence: Programs Targeting Chronic Stressors Microaggressions within a Multi-tier framework

Stratus 7 & 8

Topics: MTSS, Significant Disabilities, Teams/PLCs, Tier 2 & 3 Interventions, Bully Prevention

Presenters: **Donna Gilbertson**, Associate Professor, **et. al.**, Utah State University

Schoolwide cultural competence (SWCC) is the degree that schoolwide policies, programs, practices, and behaviors support the needs and experiences of diverse groups in the school. The goal is to establish a safe setting where all students are respected and engaged in learning. Given that SWCC is a continuous process, this session will discuss systematic planning within a multitier framework to maintain educators' level of multicultural competence to produce culturally proficient behaviors that enhance SWCC.

F8: Supervision: Providing support to behavioral providers and future Board Certified Behavior Analysts

Stratus 9

Topics: Behavior, Tier 2 & 3 Interventions, Administrative Support, UtABA

Presenters: **Sarah E. Bloom**, Assistant Professor, **Andrew Samaha**, Utah State University

F9: Effective Instructional Delivery

Twilight 1 & 2

Topics: MTSS, Instruction

Presenters: **Jeri Rigby**, Program Specialist, Utah Personnel Development Center

F10: Adolescent Literacy: Providing Academic Support for All Students (Grades 4-12)

Twilight 3 & 4

Topics: MTSS, RTI, Literacy

Presenters: **Glnny Eggen**, Program Specialist, **Michael Herbert**, Program Specialist, Utah Personnel Development Center

Providing academic support with evidence-based instruction for all students is critical for students in grades 4 - 12. The Utah Core Literacy Standards place significant emphasis on having teachers of all subjects and grades teach literacy skills. In recent years several resources have provided information about research to date regarding adolescent literacy. Teachers should provide students with direct and explicit instruction in vocabulary and comprehension strategies across content areas in order to improve students' reading comprehension in Tier 1. This session will review and provide practice in simple routines that teachers can implement for vocabulary and comprehension.
