

What Does it Take to Implement MTSS? Finding Professional Development Resources to Support Implementation

Webinar Transcript

Sarah Arden: Hi everyone! Thank you for joining us today on the What Does It Take To Implement MTSS Webinar. We're going to talk about finding professional development resources to support implementation of MTSS. My name is Sarah Arden and I'm a Researcher at American Institute of Research. I'm really happy to be joined here by two other experts who have a lot of knowledge about the resources that are available for professional development to support MTSS.

The first one is Kim The first one is Kim Skow she's joining us from; to represent the IRIS Center. She works at Vanderbilt's and she's going to be speaking about the IRIS modules.

[Slide 2 – Connected Educator Month]: And the information you can find there. I'm also joined with Judi Littman who is a Senior Researcher; you can stay there [Indiscernible] who's a Senior Researcher at American Institute for Research and she works on the CEEDAR Center among other places. And we're really fortunate to have her here to talk through some of the resources that the CEEDAR Center provides. And then at the end of the webinar I'll be talking about some resources that we have through The National Center on Intensive Intervention, The National Center on RTI.

This webinar is happening as part of Connected Educator Month. There have been a number of components and Webinars, and videos, and chats that have happened around this month. You can see on this slide the links that access all of that information as well as the promises to keep documents that's being worked on and put out by the CEEDAR Center. So if you're interested in the other components that has happened and things that has gone on around Connected Educator Month you can go to that slide and there will be links to take you to that information. This next slide just shows you again who's here.

[Slide 3 – Presenters]: It's myself Sarah Arden, Kim Skow and Judi Littman. So if you want to know whose talking that's who we are. Go ahead!

[Slide 4 – Today's Presentation]: So today's presentation like I said will just be an overview of professional development. What we know about professional development. When it's successful and the components that might need to occur as part of successful professional development. And then we have a number of resources that we'll be going through to talk to you about. These resources can provide a frame work to support professional development around implementation of MTSS.

And they're found in a variety of places we know that sometimes when you go looking for resources it can be hard to pinpoint what you need or hard to find exactly where they are. So we are going to be talking about the IRIS Center and some resources and modules that are housed within the IRIS Center which is through Vanderbilt. And then as well through the CEEDAR Center for some course enhancement modules and other professional development materials that are available through CEEDAR. And then we're going to talk a bit about The National Center on Intensive Intervention and our modules on data-based individualization. As well as The Center on RTI and some modules and training that are available through that Center.

[Slide 5 – What is Professional Development]: So, just a really; really brief overview I'm sure many of you know a lot about professional development. You've engaged in it, you've probably delivered it, and many of you have probably been participants in professional development. But what we know about professional development is that it refers to the skills and knowledge attained for both personal and career development. And it encompasses all types of facilitated learning it can be described as intensive or collaborative. And generally includes an evaluative stage.

[Slide 6 – Examples of Professional Development]: So, some examples of professional development are things like, training or technical assistance, or reflective supervision. Sometimes when you're a brand new teacher you'll have a year or two with a mentor to come in and help you support; help support your new practice that can be considered professional development. Things like instructional coaching which we've seen a lot of in the last few years of education at communities of practice, professional learning communities and things like that. Those could all be examples of professional development.

[Slide 7 – What Does the Most Effective Professional Development Look Like?]: So, when we think about professional development we what to talk about effective professional development and what it looks like. What we know and I'm imagining that many of you have experiences where you're sitting and receiving professional development but then it has very low levels of uptake. You don't go back and commit to doing all of the components or it's just another training etcetera, etcetera. That's what we like to avoid in professional development. We know educators' time is quite valuable and often quite limited.

And so when we talk about professional development generally and also professional development more specifically to implementation of MTSS. What the research tells us is that to effectively implement professional development, training alone rarely leads to effective and sustainable implementation. And that word sustainable is really important here we what to think about how you're going to develop your staff to go ahead and learn these components but then also to implement them with sustainability.

What we know is that professional development that's more dynamic or interactive or responsive to needs generally has more sustainability and is more effective. And there's been a little research done on that which we're going to look at on the next couple of slides.

[Slide 8 - Impact of Professional Development]: So, this chart and some of you may have seen this before. This chart is from Joyce & Showers and it talks a bit about coaching and the components that need to happen. For implementation of professional development. For those to

be sustainable and effective. So, if you look at that chart at the column all the way on the left it talks about the training components and then the column all the way on the right talks about using the skill in the classroom and then the middle we talk about demonstrating the skill.

So, if you look at the very first box when we think about just theory and discussion. So, just when you're in professional development talking about what going on you can go ahead and see if that's the only component involved in the training zero percent used in the classroom. So, we know that just sitting and receiving information is not enough. When we go down that left hand column again under training components those get a little more intensive. So we talk about discussion plus demonstration or discussion plus practicing feedback or discussion plus coaching in the classroom.

So, when we look at how those build in their intensity of implementation of professional development you can see then on the right hand column how the percent of increase goes up for the skill use in the classroom and what sort of the value added it might be. So, theory and discussion plus demonstration plus coaching in the classroom, we see a much, much higher, almost a one hundred percent increase and the skill being used in the classroom. As well as demonstration of the skill as well as understanding the skill. So, those are the important components to think about when we talk about Implementation of professional development.

[Slide 9 – Why is Professional Development Important for MTSS/RTI?]: And so, now we want to talk about why is professional development important to MTSS or RTI or tiered interventions systems of support or whatever it is that you call it in your state or district or local education agency. So, what we know and this come from a research from a number of places. But what we know is that a lot of professional development needs to be provided at the very beginning or early stages of establishing RTI systems.

So, often implementation of RTI involves a systemic shift or systemic change within a way a school operates or within a way a climate or the staff thinks at a school. So, we know that to front load very heavily on the beginning or the readiness of implementation of RTI or MTSS is quite important in making the works that can make the work happen at a school. It's important to offer continuing job embedded professional development.

And what we mean by that is job embedding happening on the job while you're in there working doing this implementation work that addresses these essential areas to effect the implementation of RTI. We're going to be talking through a lot of resources you can find if that speaks to you if you're in an area where you're going, gosh! We need to work a bit more on implementation, what do we do to be ready? Or maybe we start of this but we're not quite ready yet or we skip some components. We'll be speaking quite a bit to that coming up.

[Slide 10 – Where Do We Find Resources to Support MTSS Professional Development?]:

So, we're going to talk about a number of places to find resources and I've already said this. But we've got people here to chat with you from the IRIS Center which has a wealth of resources on a variety of topics but also on implementation of MTSS and RTI. As well as folks here from the CEEDAR Center.

And then I'm going to talk about the Center on RTI and The National Center on Intensive Intervention. So, literally just four really great locations where you can find resources for this kind of professional development. And I think with that I'm going to go ahead and pass this over to I believe I believe Kim is speaking next. And she's going to talk a bit about the IRIS Center. The modules that are available and the resources that you can find at the IRIS Center for this kind of professional development.

Kim Skow: Okay well, before we jump into the resources I just want to give you a little background information about IRIS.

[Slide 11 – IRIS Center] We are a national center that serves faculty and professional development providers as well as independent learners. We develop resources for educators that address topics related to children with extensive disabilities ages; birth through twenty-one. All of the resources on the site, on our website are free of charge and they're no pass codes to get in. The only exception is; a new section that we have where you can get PD hours certificates but otherwise everything is free of charge. And we offer technical assistance and training to college faculty, PD providers, and independent learners.

[Slide 12 – What Does IRIS Provide?] Oh and do you mind advancing the slide? Okay, and now I'm ready to hop to the next one.

[Slide 13 – What Does IRIS Provide?]: Thank you so much. Okay, the Center develops an array of IRIS resources, like Sarah was saying and these include our signature products which are our modules and we'll get into those a little bit deeper in a few minutes. We also have case studies, activities, information briefs, interviews with experts, and then two of our new resources. Are a searchable collection of over two hundred video vignettes and those are representations of classroom and instructional scenarios as well as stories about individual disabilities, their family members, advocates, teachers and service providers.

And we also have a new tool it's an evidence-based practices summaries tool and that's when somebody research about the effectiveness of over ninety instructional strategies and interventions. And these summaries distill information provided by the What Works Clearinghouse website and we've kind of taken what they have and put it in a format that's easy to discern what strategies are effective and which are not. And if you see something you're interested in then they're links back to. Those research articles about their effectiveness.

Can I have the next slide?

[Slide 14 – What Does IRIS Provide?]: Okay, we also have support and planning materials for faculty and PD providers. These include wraparound content maps which provides suggestions on, support; supporting resources that can be used to extend the information that you find in our modules and case studies in the case that you want to dig little deeper on the topic. We also have sample syllabi, sample PD activities, coursework planning forms and then answer keys to the module in-case study assessment questions. These actually do require passcode and if you're faculty or PD provider you can email us or call us to get that passcode once we verify that that's who you are. So student participants who are getting the answers to those questions.

[Slide 15 – IRIS Modules]: Okay and the next slide. Okay, and now just to look at those modules a little closer they are the signature product that we have they are grounded in learning research and are designed based on how people learn framework. And that's an adult learning theory, framework developed by John Bransford and his colleagues. And the modules translate research into something educators can easily read and implement in the classroom. So taking all that research jargon and turning it into practical steps for teachers. And the modules have been proven effective through our own research as well as that of others. Okay, the next slide.

[Slide 16 – IRIS Modules]: The IRIS modules incorporates the STAR Legacy Cycle to help us balance the features that how people learn framework. So that we are making sure that we are learner, knowledge, assessment, and community Centered and to get that all in there.

[Slide 17 – Module Components]: And in each interactive module as you can see in the graph it's made of five components. And then on the next slide we'll go through each of those components. First of all, we start with a challenge that's usually a two to three minute video that that present a realistic scenario relevant to education professionals. And that ends with a couple of questions which becomes our initial thought questions which is the next component. And those questions allow them to explore and consider what they currently know about the scenario presented in the challenge.

It's a great way for PD providers or faculty to determine what their students or participants know about the topic and whether they have misperceptions that need to be addressed later on. The next component is perspectives and resources and this is where the content is housed and we try to break that information up into nuggets of information that participants can easily grab. So not a lot of dense text but it's broken into bullets or movies, audio interviews, graphics. And then we also include interactive activities that provide practice opportunities on different components.

And then, we have a wrap up which is just a brief summary of the content. And then the module ends with an assessment component. And that's an evaluation tool that offers students the opportunity to apply what they know and to evaluate what topics they need to study further. So if they need to go back they have that opportunity. Also, we find that many faculty and PD providers use these as the assessment questions to kind of see where students and participants are. Then some independent learners are actually using it for PD credit so I print those and turn them in to the district or school for PD credit. Okay and the next slide.

[Slide 18 –Modules Related to MTSS]: As we're focusing today on multi-tiered systems of support I did want to point out that we have a series of modules on RTI. Part one is just an overview of the whole process. Part two assessment; that really looks in depth at universal screening, progress monitoring and data-based decision making. They're lots of practice opportunities in there to administer and score probes and to make instructional decisions based on the data. The third module in that series is reading instruction. And that really looks at the components of high quality reading instruction and how to implement the instructions at each of the different tiers.

Part four is putting it all together. So, from beginning to end what does it look like the classrooms; before my classes even start how do I prepare for the year? How am I going to incorporate forty-five or sixty, or ninety minutes of reading instruction and get all the

assessments in. So, it really takes you through that and provide a lot of practice opportunities through that one as well. Part five is a closer look at tier three. So what's really going on in intensive intervention?

The next one is considerations for school leaders, and that one is, is aimed at administrators and how to effectively implement RTI schoolwide. How you get buying from the staff? And kind of go back to what Sarah said a minute ago about sustainable implementation. So it touches on that as well. And then RTI mathematics is how RTI is applied to math and that includes instruction, assessment, data-based decision making at the primary, secondary and tertiary level. Okay next slide.

[Slide 19 – Data-Based Individualization Modules]: Okay, and the two modules I really want to focus on today are on data-based individualization and that's in intensive intervention. And we are nearing completion on two modules and we'll have those posted in the coming weeks. And these modules were developed in collaboration with the Intensive Intervention Center and CEEDAR. If you'll notice there is part one showing right here. We've chosen to divide this into two parts because that process is so long and involved. That we thought it'll be easier to first talk about the steps in orange in the graphics step one and step four.

So, we'd really look at intensifying instruction in part one and part two would go in to those data components which are the green ovals. But the first module is going to open up with a challenge movie for the school intervention team that's meeting about Natalya, a fourth grade student who struggles with decoding and fluency and is reading at about a second grade level. We quickly provide an overview of intensive intervention and data-based individualization and then we really go in to those different methods for intensifying individualizing instruction.

So we're looking at quantitative methods, first changing the amount of instruction a student receives. And we talk about the benefits of that and how to do it. Then we go in to a second quantitative method which is changing the learning environment by reducing group size and grouping students with similar abilities together. And reducing classroom distraction. And then if any of these methods don't work then we talk about the qualitative methods that you can try.

Which are combining cognitive processing strategies with academic learning to address deficits in memory and self-regulation and attribution. So, we're looking on that page at some evidence based practices such as pneumonics, graphic organizers, and note taking. And the self-regulation strategies like self-monitoring and self-talk and goal-setting, and those kinds of things. And then we also talk about a fourth method for adapting instruction that's modifying the delivery in instruction by altering the instructional approach. So maybe more explicit or break thing down more.

The student's response. We provide opportunities for students to practice with feedback. And then that module ends with a step-by-step summary of Natalya going through the entire DBI process and each of these five steps with the real focus on steps one and four so we can look at the instructional adaptation. And embedded within this page and in that process are practice opportunities for you to make instructional adaptations and hope her teacher makes those. And we have feedback as well on those activities.

And then throughout this module we've got interspersed expert interviews with people like Rebecca Zumeta Edmonds, Sarah Arden, Sharon Vaughn, Steve Goodman and Chris Riley-Tillman. And then the next slide.

[Slide 20 – Data-Based Individualization Modules]: Kind of highlights part two. And this one again is going to cover those data components which is steps two, three and five highlighted in green. And the focus of this module is really on making data-based instructional decisions for those students who are receiving intensive intervention. And again, the Module opens with a challenge maybe for the school intervention team is meeting about Natalya but this time they're a little more concerned about the data components.

We get a quick review of intensive intervention and data-based individualization. And we provide the step-by-step procedures again for collecting progress monitoring data and analyzing that data. And then we go into diagnostic assessment and how to conduct those. We're really focusing on error analysis for reading and how to do that. And then, also error analysis for mathematics.

And on each of those pages we have practice opportunities from analyzing the data from those different era analysis. And then this module again answers that step-by-step summary of Natalya going through the process but this time with a greater emphasis on those data components. And there are practice opportunities for analyzing the data and making data-based instructional decisions on that page. And then again we have expert interviews with people like Rebecca Zumeta and Sarah Arden and Devin Kearns. Okay next slide.

[Slide 21 –Contact Us]: Okay and that was just a quick overview of our resources. If you have any questions or would like more information about the IRIS Center or the resources we offer you can call us or email us and all this contact information is available on our website. And I'm going to turn it back over to Sarah now?

Sarah Arden: Thanks Kim! I actually think the next part of our presentation will be Judi. Speaking about the resources that are available through the CEEDAR Center. So we can advance to the next slide.

[Slide 22- Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center]: And I will pass it over to Judi to talk about CEEDAR.

Judi Littman: Okay, I wanted to introduce everyone to the CEEDAR Center. For those of you that do not know what CEDAR stands for it is the Collaboration for Effective Educator, Development, Accountability and Reform. And a little bit about the CEEDAR Center it was funded by OSEP for five years. There's; it's a cooperative agreement with The University of Florida. It began on January 1, 2013. And it provides intensive technical assistance to twenty States.

Then the mission for CEEDAR is to create an aligned professional learning system that provides teachers and leaders effective opportunities to learn how to improve and support core and specialized instruction in inclusive settings that enables students with disabilities to achieve college and career readiness. So that's a little bit about the CEEDAR Center for those of you that are unfamiliar with it. To the next slide.

[Slide 23 - Objectives]: So the objectives that I'm going to talk to you a little bit about today although the CEEDAR Center has an abundance of resources. What I'm going to concentrate on today is to really tell you a little bit about our course enhancement Modules. As we refer to them as the CEMs which I'll refer to them going forward as our CEMs. They are very helpful with pairing students with disabilities to achieve national standards and career readiness. Next slide please!

[Slide 24 – Course Enhancement Modules]: Next slide.

[Slide 25 – What are CEMs?]: So, basically the CEMs we're going to; I'm going to talk to you a little bit about the who, what, when, where, and how so that you get a deeper understanding. I actually posted the CEEDAR Center website under the chat room.

[Slide 24 – Course Enhancement Modules]: You will certainly get a much better understanding of them when you go onto the CEEDAR Center website. And there you also find an abundance of our other resources as well. So I'm just going to give you a brief overview of them. So that when you actually go on the website they'll see you really understand how they're laid out. So the next slide.

[Slide 25 – What are CEMs?]: So basically what they are; they're really a compilation of immediately useable and adaptable materials, activities and links to online resources that focus on different instructional and behavioral topics. They're designed to provide teachers and readers with support materials again to prepare students with disabilities and those who struggle to meet college and career ready standards. Next slide.

[Slide 26 – What are CEMs?]: So each of our CEMs are word developed by a team of content experts and they were vetted through a very strict peer-review process. It's taken us a while to get them online because of this very strict process that they went through to get them online. Next slide.

[Slide 27 – Each CEM Includes ...] So, each CEM is very involved they are they contain a lot of information. Most of the information you will find in the facilitator's guide. The facilitator's guide actually consists of the anchor module power point with a script that will support the facilitator as they present the content and learning activities within the anchor module. The facilitator notes and talking points are included. And the speaker notes are intended for a guide for the facilitator who is using the power point.

But the nice thing is, is that they can be modified as needed. They do not have to be used verbatim as written. So they can certainly be adapted to as needed. So the anchor module itself is a central resource in the course enhancement module. And they're designed to be utilized as part of a pre-service prep course or professional development program for teachers and leaders. The anchor modules are designed to build the knowledge and capacity of educators on selected topics and you'll see the topics that we have built the CEMs around.

They are adaptive and are flexible which I think is really important and beneficial and useful for faculty and professional development providers. The speaker notes are very informative for the people that are presenting faculty members and professional development people for resources.

There is information and resources included in the modules that could be integrated within, courses or programs at those the graduate and undergraduate levels.

Materials are also included in the facilitation guide. Handouts are included. Multimedia is included and also additional references are included in the facilitation guide as well. It's recommended that people using the course enhancement module use the facilitation guide before they actually use the CEMs. So next slide.

[Slide 28 – CEM Topics]: So currently we have course enhancement modules available in disciplinary literacy, behavior management, and UDL. They're actually already available on the CEEDAR website. Reading and Math should be available in November or December. They're just still being finished or being vetted. They're very close to being put up and we anticipate that that they should be online by November December at the latest. So look for them.

Under construction we still have a Writing CEM, under construction as well severe disabilities and also leadership is under construction so they should be coming soon. Next slide.

[Slide 29 – Who Is the Intended Audience?]: So, as I mentioned, the intended audience is teacher and leader candidates within pre-service programs at the undergraduate or graduate level as well as district teachers and leaders participating in, in service professional learning opportunities.

[Slide 30]: Next slide. Next slide.

[Slide 31 – Why Use CEMs?]: Next slide. Let me adjust my volume here.

[Slide 32 – CEMs Are...]: Okay, one more. Keep going.

[Slide 33 –Additional Benefits]: So CEMs are based on; they're evidence-based. They are evidence-based and research based practices or promising instructional practices that help facilitate academic learning for all students. They are aligned with multi-tiered systems of support. CEMs are not meant to be implemented in their entirety. Only pertinent parts or tiers, will or should be implemented. Each power point within the module can be a stand-alone. And again should be used as appropriate or as needed. Next slide.

[Slide 34 – Additional Benefits]: So other reasons that CEMs can be helpful, they are informed by the national standards. They include engaged adult learning, and multimedia. Each CEM power point ends with case studies that can be discussed. Data provided and facilitates a lot of good discussions. They're flexible in the way they can be used as we talked about before. Next slide.

[Slide 35- How Are CEMs Organized?]: So how are they organized?

[Slide 36 – Facilitator's Guide]: So they are organized in Tiers as we discussed before. They're somewhat out of order here.

[Slide 37 – Interactive Learning Activities]: Next slide.

[Slide 38 – Tiered Organization]: Okay so they're organized in the tiered organization. Part one is an overall introduction. Part two is universal interventions which talks about core instruction. Part three of each end talks about supplemental interventions. And part four talks about intensive intervention. So each CEM is organized the same way. Next slide.

[Slide 39 – Where Are CEMs Located?]: Okay, where are the CEMs located? Next slide.

[Slide 40 – CEEDAR Website]: So here is the CEEDAR website. And again it was also in your chat box. But I encourage you to actually go to the CEEDAR website. Take a look at the CEMs. This will bring you right to the CEMs. But there are other resources on the CEEDAR website as well which I think that you will find very helpful. Next slide.

[Slide 41 – Testimony From the Field]: That might be the end. Next slide.

[Slide 42 – Testimony From the Field]: Next slide.

We have a few testimonies from the field, people that have actually used the CEMs. You can read that at your leisure. And that's just a brief overview.

[Slide 43 – Disclaimer]: I'm going to go ahead and move it back to Beyza.

Sarah Arden: Thank you Judi this Sarah again. Go ahead and advance to the next slide please.

[Slide 44 – National Center on Intensive Intervention: DBI Training Series]: We're going to talk a little bit about The National Center on Intensive Intervention. The DBI Training series we have and then I'm going to also talk about The National Center on Response to Intervention. Go ahead and advance.

[Slide 45 – What Is Intensive Intervention?]: So the National Center on Intensive Intervention or NCII as we often call it. Is focused really on Intensive Intervention. Or at Tier Three, or DBI we're going to use those terms interchangeably right now. Focused on implementation of intensive intervention. So when we talk about intensive intervention we specifically mean intervention that is designed to address sincere and persistent learning, or behavior, or learning and behavior difficulties.

We intend and we assume that these Intensive Interventions are driven by data, and are characterized by increasing intensity, and individualization of the academic instruction so we think of this Intensive Intervention sort of as an iterative process marked by progress monitoring, intensive, intervention adaptations, and then continued, progress monitoring. Next slide.

[Slide 46 – About NCII]: So we talked a little bit about DBI and that there is going to be two modules on intensive intervention specifically on DBI on the IRIS Center. But there is also a wealth of information on DBI on intensive intervention on our website. So, this is The National Center on Intensive Intervention's website. Our mission is to build both district and school capacity to support the implementation of DBI. Specifically in mathematics, and behavior, and reading. For those kids who are your most intensive. The ones that have those persistent learning needs that you just can't quite figure out what to do with. Next slide please.

[Slide 47 – What Is DBI?]: So, DBI; like I just talked about is a validated is an iterative approach. That operates on the assumption that validated intervention programs will happen that would maybe be what you call your tier two interventions. Progress monitoring occurs. Then there is some kind of diagnostic or academic assessment that's done to identify what a student is really struggling with. Intervention adaptations are made followed up with continued progress monitoring.

We intended and we see it as an iterative process not as a program. And so there is a lot of information on DBI. Both what you will find coming in the IRIS modules and also on our website. So this image that you're seeing here is taken directly from our website and its interactive and I'm going to show you a little bit later where you can find more information if you'd like to look up, what does tier two mean? Or you don't know what diagnostic or academic assessments are or functional assessments. How you find some training materials and some potential professional development resources to address all of those components? So more on that in a second. Go ahead and advance, thank you.

[Slide 48 – DBI Training Series]: Go ahead and advance, thank you.

[Slide 49 – What Are the DBI Training Modules?]: So on our website we have a series of DBI training modules that; oh, can you go back one? A series of DBI.

[Slide 48 – DBI Training Series]: Sorry about this. Sometimes the technology get a bit jumpy as we advance and go back and forth with slides when we present it to so many people. So thanks for your patience around that.

So, on The National Center for Intensive Intervention website which you'll see the link to down below and I also believe it's been sent out. You're going to find a series of DBI training series and DBI training modules. This is a screenshot of a number of them, I actually think they're about eight or nine of them up. And these are designed to support your school teams or your district teams, or those folks who ever it is that are involved with the initial planning or implementation of DBI.

So we talked a little bit earlier about this professional development being really important in the front end in the readiness section. So there are a number of resources here. You can go on to the next slide.

[Slide 49 – What Are the DBI Training Modules?]: That help really provide a framework for that. And I believe Amy just sent out the link to the intensive intervention modules and the training series if you're looking at the chat box. So, for example this would be what you would find in one of the modules. So when you go to the DBI training modules say you were to click on this one module seven. You're looking at designing and delivering intervention for students with severe and persistent academic needs.

You click on the module and you will find these components. The power point slides exist for you, the power point slides with notes. So if you were to deliver these as professional development someone could download the power point slides by noting speaker notes, they're ready there for you and scripted and ready to go so you can learn the materials. They're also all

of the handouts that we refer to in the power points are listed and included in here in PDF form. There's also a sample agenda if you were to do this and a coaching guide.

All relevant material that are pertinent to the module that you click on are included. So they're ready to go if someone would want to pick them up and start doing training on implementation of DBI.

[Slide 50 – What Are the DBI Modules?]: So here is just some more pictures of what we just talked about in the DBI modules. The power point slides with the speaker notes you can see all the way on the left hand side. And then embedded handouts are included in what we talk about in the presentation that are also ready to go and take away for any staff that's receiving this professional development. And then coaching guides to support implementation.

So like we talked about earlier professional development where you just sit and receive the information sometimes called sit and get is not always effective. And we've talked about job embedded professional development and the importance of following up and coaching. So in addition to the modules we also have coaching guides that should help support the implementation and the work done around these modules. Next slide please.

[Slide 51 – Available DBI Modules]: So like I talked about earlier this graphic sort of thought of a birds eye view of DBI. It is on our website and it also links right back to some of our DBI modules. So, if you're wondering about modules on diagnostics assessment or intervention adaptation you can click on these components and then it'll take you to modules. There's a module about readiness, so getting ready to implement.

We had a couple of questions about starting to implement intervention and where do we get modules on that. And this will be the link that will take you where you go. We also have some modules on considerations for your site, your staff, your building about what do you need to consider and think about before you implement RTI. Before you implement I'm sorry intensive intervention or DBI. Next slide please.

[Slide 52 – Available DBI Modules]: Thank you. So for example, if you're wondering about secondary interventions or tier two interventions, you'd like some training on that, you feel like that's an area where your staff needs some support or some training. You could go to our link. Go to our website go to this graphic which is right on the home page. And click on the validated intervention program box at the very top. And that's going to take you directly to the module on secondary interventions; Setting the foundation for intensive support. So, they're connected right away you don't have to do a lot searching for the information. Next slide.

[Slide 53 – Available DBI Modules]: The same thing exists for both progress monitoring and other aspects of DBI. So if you're wondering about progress monitoring and you want to talk about what is; what is that? What does that look like? How can I do some training with my staff with that? You can click on that green progress monitoring oval on our website.

And then it's going to take you directly to monitoring progress for academic and behavioral intervention within a DBI framework. The same exists for diagnostic assessment. So this is the same process if you're wondering about that. You click on Diagnostic Assessment and it'll take you directly to the modules. We have these in both academics and in behavior, and the academic

one both address reading and mathematics. So if you dig around in there a little bit you'll be able to find those resources. Next slide.

[Slide 56 – Webinars]: In addition to the DBI training modules we also have a series of webinars not that different from the one you are listening to now. Webinars can really support and enforce the trainings that happens in the DBI modules. You wouldn't have to necessarily listen to all of the components. But they can be supplemental or supplement some of the material within the DBI modules. You can see the list on the right side of all the webinars or many of the webinars; I actually think there's more than that.

That are listed on our website. And when you click on those you are going to go ahead and hear and find the webinar, you can download it. And so you can have access to the slide or you can choose to listen to it as part of the professional development that you provide. It also includes answers to all of the frequently asked questions that we've received during that webinar. So that can be really helpful if you've listen to it and have some questions. It's a good place to look to find that information. Next slide.

[Slide 57 – As the Expert Videos]: And then in addition to the webinars we also have what we are calling Ask the Expert videos. They're short; they're two to eight minutes. So nice for engaging and attention, or getting people interested or engaged in the activity that you are providing. They supplement and can sort of address the more frequently asked questions we receive on intensive intervention. It can be embedded into trainings or professional development. And so they're sort of like our frequently asked questions.

So if you look maybe at the third one down you'll see that there's a question about what's the research and its implications on early intervention and Reading and we've talked to Rollanda O'Conner and there is a quick video of her answering that question. The same exists for a variety of questions and a variety of answers. Those are really great to supplement the DBI training modules if you need them.

[Slide 58 – Center on RTI: Implementer Series and Other Available Training Modules]: And now that we have kind of gone through what's on The National Center for Intensive Intervention I also want to talk about the Center on RTI. Go ahead and go to the next slide.

[Slide 59 – Center on Response to Intervention]: Some of you might be familiar with the Center on RTI. The Center on RTI was funded a number of years back, it's also housed with American Institute of Research same as The Center on Intensive Intervention. When this project was refunded it was sort of changed into the next iteration which is The National Center on Intensive Intervention. So The Center on RTI still houses a wealth of information especially around readiness and preparation and thoughtful work on implementing RTI generally.

And then when we go to The National Center on Intensive Intervention we talk a little bit more about data-based individualization or tier three resources. So the Center on RTI is another great place to find information. I specifically had someone ask a question about secondary schools, middle schools, and high schools earlier. And if you go to The National Center on RTI which is what you're looking at now.

Under resources which is the third tab over on the green bar. You're going to find a whole section related to secondary schools, middle schools and high schools. So for those of you who are asking questions about that is a great place to go. Next slide.

[Slide 60 – RTI Implementer Series]: In addition to what I just told you about middle school and high school. The Center on RTI has what we call an implementer series. Sort of like the modules we've talked about or the CEMs or the IRIS modules. The training modules, this is another place that information like this exists.

So if RTI implementer series is intended to provide foundational knowledge about the essential components of RTI. And to really start to build an understanding of the importance of this kind of implementation. We talked about earlier we know that this is why we really need to front load the professional development. Next slide.

[Slide 61 – RTI Implementer Series]: So, the implementer series has kind of two components. It has a series of training Modules and it also has a series of self-paced modules. So if you just wanted to go through this information to learn on your own and you weren't delivering professional development per se you may want to look at the self-paced modules. They're based on the content from the training modules. They're really intended for individuals or teams to learn at their own pace.

So maybe your school team wants to just do this on its own, you're not providing professional development. But you want to receive the professional development that's definitely one way to do it. And then they are also a series of training modules that are intended to be delivered by trained professionals. They provide overview and they focus on applying the knowledge and analyzing school and district data for RTI. Next slide.

[Slide 62 – RTI Implementer Series Training Modules]: I'm just going to stop right here really quick I saw a question about asking the difference between RTI and DBI. And so before I move forward I want to clarify a little bit. Data-based individualization which is what we talked about a little bit in the IRIS modules but also in The National Center on Intensive Intervention modules. Can be thought of the intervention that happens with the most intensive kids. So kind of the iterative process that happens within the third tier if you will or with those most intensive kids.

So, RTI or some people call it MTSS which is often inclusive of behavior and academics. But the names are used interchangeably in many places. Could be thought of as the entire process. And DBI can be thought of as a process that embeds within it. So, what you do then for your most intensive kid who have gone through an RTI process, who has received secondary intervention and who haven't responded. DBI is the process that National Center of Intensive Intervention we think should occur to really support those kids with really severe and persistent needs.

[Slide 63 – RTI Implementer Series Training Modules]: So, continuing on now we're talking about The National Center on RTI and implementer series training. Back a slide please!

[Slide 62 – RTI Implementer Series Training Modules]: The training modules really address components of RTI. So, we talk about screening, we talk about progress monitoring, multi-level

prevention system. Generally speaking this is foundational work on RTI. There is a series of links at the bottom you can see the screenshot but we'll take you to again like we said, Power Point handouts Power Point presentations, slides, training manuals and videos. Next slide please.

[Slide 63 – RTI Implementer Series Training Modules]: Thank you! So all of these have a training manual to go with them. And the training manuals; these are for those where you're going to implement the work, do the work on the RTI Center provide it as a professional development. The training manual already provides an overview of content, the handouts and activities that are included, glossary of terms, frequently asked questions, related research, related websites, and a whole wealth of information. If you were to present this one on screening and what's involved in screening it could be used really as a standalone. You can take it away and do the work that's in it and feel pretty supportive and that you've got access to a lot of great materials to support your training.

[Slide 64 – Facilitator's Guide]: They also have facilitator guides and these facilitator guides support all of the training modules. So similar to what you saw on the CEMs, similar to what saw maybe in National Center of Intensive Intervention. These facilitator guides on the Center on RTI really connect to the on-going professional development. They give you training checklist, they give you review of the structures. If you're going to be presenting this information a facilitator guide is a great thing to look at to prepare you kind of for your scope and sequence of what you like to do and how you like to do it. These exist for all of the training modules on The National Center on RTI. Next slide.

[Slide 65 – Self-Paced Learning Modules]: Thank you. And then like I said before there are the self-paced learning modules. So if yourself or maybe your team, or some folks just wanting to do some personal professional development and learn about the information. You can see here what exists here in the self-paced learning modules. So, there is components of each, there is introduction, we talk about screening, progress monitoring, multi-level systems. And then we talk about all these components that goes with each one.

So those exists as well if self-paced learning is the way that maybe you just want to take some time and learn about this. That would be a great way to do it. It also could be a good way to do it if you were the one delivering this professional development and you wanted to learn a little bit more about what you are presenting beforehand. It would be a good way to do a little brush up for yourself. I know that might be something I would consider doing if I were to deliver all of this information. And then move over to the other set of modules. Next slide.

[Slide 66 – Self-Paced Learning Modules]: So here's what's in the self-paced learning modules. These are just screenshots of what you will see so we can prepare you. If you were to click on the link it'll talk to you about what is RTI, and then it says you can see there's learning modules focuses on developing basic understanding of RTI. There's a module, there's Power Point presentations, handouts and a training module that goes with each one. So you can see the components, there is some in PDF form and then some in Power Point that you will receive as you go through the self-paced module.

[Slide 67 – Self-Paced Learning Modules]: There are also implementer series videos that go with each of the self-paced modules. So, you can for example, this particular one is on assessment. And it shows a video about what's in it, you get a transcript of the module, the Power Point slides, and those sorts of things. So, there are really a lot of resources here and a lot of components you can click on and learn from and choose to do. It's great as a brush up great for those of you that maybe are pushing for a why implementation of RTI is important on your site.

This could really be a great wealth of resources for you to look at and seek out to support your position on why this kind of work is important to make happen.

[Slide 68 – Additional Training Modules]: And then like I said. There's additional training modules as well. Center resources implementing, effective literacy practices, there are training modules on the whole series of professional development. Content areas that you may want to look at around RTI. So, if you go there's a link at the bottom I think Amy might have sent it out. The resources and what's included in the training modules.

[Slide 69 – Questions]: So that wraps up kind of our overview of just a few places that you can find resources. We went through four. And I think what you will find there are quite comprehensive. And supporting some of where ever you are in implementing MTSS. So if you are particularly in a place where your site is starting to implement it or thinking about it or trying to figure out if it's going to work for you especially maybe some of you at secondary schools where this work has just really started to emerge in a lot of places. We've got readiness and we've got sort of thinking about implementation modules.

There are wealth of those resources both on CEEDAR and IRIS for continuing your education around where you are and implementing RTI or DBI or MTSS. If you have questions about you know where you've been doing this work and now we're looking for function assessments. Or I need to really beef up my knowledge on progress monitoring. There are places that you can go to on all of these sites that show that should support you kind of it any way, any place in your process and also if you're presenting professional development as part of this work.

These should support both of your personal knowledge offer you the ability to provide the trainings. So that being said I think we have answered most of your questions that have come in on the chat box. And then the question box but I'd like to go ahead and open it up to the rest of you to see if there are other questions that we haven't answered or anything that you haven't asked that you would like to get addressed.

Someone just asked about behavior charts from middle school students. When you go into the DBI modules that we showed earlier where it talks about progress monitoring for behavior. There are a wealth of resources there for behavior charts and behavior modules. And Kim you may want to speak up too I'm not sure if they exist on CEEDAR. If there is particular information about behavior on either of those websites.

Judi Littman: This is Judi you might want to check the behavior CEM is online at the CEEDAR site. Go ahead and check online at the Behavior CEM. You might be able to find some information there that you can use.

Kim Skow: And this is Kim from IRIS. We also have a series of behavior modules. I don't know if they address the particular thing that's really talking about classroom management and all the way up through addressing disruptive behavior and then, functional behavior assessments. So those are also located in our resources section.

Sarah Arden: Someone just asked about a list of tier two academic interventions. On the National Center for Intensive Interventions there is a tools chart that you would find. And that tools chart I think it's at the top of the website. If you just go to the intensive intervention dot org you can find it or maybe we can send out the link to where the tools charts are. The tools chart connects you to a number of resources around academic and behavioral progress monitoring and interventions. A number of them across grade levels and across content areas that will be a good place to look for that.

There is another question about structures for student support teams and I know that on The National Center for Intensive Intervention and again Judi and Kim please feel free to speak up. If you look at, under the teaming I think it's called data-based team meetings or you can just look up team meetings on the website. There is a whole series of resources there that talk about student teams and meetings, agendas and scripts and documents that can happen to support teams building those meetings and having those meetings around students. We have a lot of those there some of them are in PDF's and some of them are in Word in case they want to be changed or tweaked for your district or however you need to use them.

So we have provided sort of a guideline intended to maybe be a jumping off point. I don't know Judi and Kim if you have anything to add to that? And then there is another question that we saw about running records and progress monitoring. We have a wealth of resources on progress monitoring and tools that can be used for progress monitoring. We don't specifically say what you should use. The National Center on Intervention anyway doesn't promote a particular program or process.

But there's a wealth of resources on the different kinds of process monitoring tools that you can use and what's available. We always suggest that you use something that is evidence-based and research backed for your progress monitoring. That's valid and reliable for the kinds of students that you use. There are also a number of slides that address running records of progress monitoring. And those are in the presentations that were given at Council for Exceptional Children last year.

So we can put up the slides open up the links I'm sorry, where those slides are. I think it was in the second or third one in those presentations where we talk specifically about running records, what isn't progress monitoring, and should you use it, and what should you use from the data from the running record. So there is a lot of information there for you.

Kim Skow: And this is Kim from the IRIS Center. We also have a couple of modules on progress monitoring. They don't touch on running records but they really kind of go through it step by step how to conduct progress monitoring. And those are called classroom assessments. Once again those can be found in our resources section.

Sarah Arden: Well we are coming to a close here and we are coming up on about an hour and I'm thinking that we have addressed many of your questions. I'm trying to scroll through them to make sure. Someone asked if the Power Point will be accessible on the website as well as the transcription recording and the answer to that is yes. It takes a little while for us to get all of the resources together and the recording and all of our information but that will be posted. So if you want to hear the recording to go to go listen to a conversation about us answering the questions. We will also post in writing some answers to your frequently asked questions. So you'll access to all of that.

And I think with that we really appreciate you joining us. We appreciate your questions and you letting us know that you use some of these materials or asking about where you can find other materials. We really encourage you to look around at these sites on CEEDAR, with IRIS, The National Center on Intensive Intervention, and The National Center on RTI. To find some resources, and if you're not finding what you need then feel free to reach out to us.

I think our contact information or information for most of the sites and the people that are on this webinar where in this Power Point. But you can always reach out to us on any of the websites that you're at. And if you have questions, or your looking for something that you just can't find or you feel like there's something you could really use. Let us know because we're always in development of new material. We always want to hear what is being used out there, in what field is helpful, and how you done professional development around it.

So we really; really appreciate that information. This will be posted on the link that's in this website. So it'll be posted under the webinar section of The National Center on Intensive Intervention. So if you are looking for that as soon as it gets posted that's where it'll be. You can also sign up for our newsletter. I'm not sure if they is a link to it on the next slide.

[Slide 70 – References]: But, you can sign up for our newsletter at The National Center of Intensive Intervention.

[Slide 71 – National Center on Intensive Interventions]: I'm not sure if there is one specific to CEEDAR or IRIS.

[Slide 72 – National Center on Intensive Interventions]: But you can sign up for our newsletter.

[Slide 70 – References]: And it will also send you out all the information. That we have and what's coming and what's being posted. Is that available in IRIS or CEEDAR? IRIS and CEEDER Judi and Kim?

Kim Skow: It is available on IRIS Center. So at the bottom of our homepage there is a link to join and sign up for our newsletter. And once again, it also is just to inform you of what we've recently posted so.

Sarah Arden: Awesome, with that being said. I'm sorry Judi go ahead.

Judi Littman: It is on CEEDAR as well.

Sarah Arden: Okay, so a wealth of places to go to find our resources. I apologize didn't mean to interrupt Judi. With that being said I think I'll go and end our Webinar today. I really want to thank you for your time for joining us and for the work that you are doing around professional development in this arena. Our work wouldn't be useful without your work. So we appreciate you thanks again for the great questions and for your participation.