



## A special thank you to our colleagues at SMU for hosting our fall NCLII meeting.

Fall Meeting at SMU-A huge success!

The meeting provided us an opportunity to meet our cohort two scholars. Cohort one scholars presented "science chats" on their current research work.

**Upcoming Dates for 2017** 

## tails and meeting times September 28-30, 2017

Spring In-Person Meeting at CEC in Boston

**NCLII Curriculum Update** 

Wednesday April 19, 2017– 9:00-4:15– Sheraton Boston

ing with scholars across the NCLII. The second year scholars continue with online modules in addition to a year long collaborative group project. These collaborative groups projects include one to two faculty members and two to three scholars. Each

First year scholars are busy working through the six online modules and collaborat-

Fall In-Person Meeting at the University of Minnesota \*Stay tuned for hotel de-

Password: 1Welcome!

Log in to view the full content of readings and videos. http://www.ncliilearning.org/ Username: Your university email

**Collaboration Across the Consortium** Mental Health Services in Schools: Literature Review

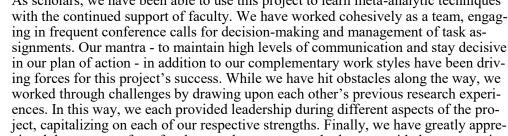
\*Please contact Terrell (terrell.m.mcguire@vanderbilt.edu) if you have trouble logging in.

Scholars: Skip Kumm, Sam Gesel, Caitlyn Majeika It all started in St. Louis. An inspiring presentation fueled conversations with faculty

Faculty Members: Betsy Talbott, Dan Maggin

As scholars, we have been able to use this project to learn meta-analytic techniques with the continued support of faculty. We have worked cohesively as a team, engaging in frequent conference calls for decision-making and management of task as-

and fellow scholars about the need to consider mental health-related characteristics to inform intensive interventions, thus planting the seed for collaboration. Our project, a meta-analytic review of the effects of school-based Mental Health Services



2:15-3:15

Wehby

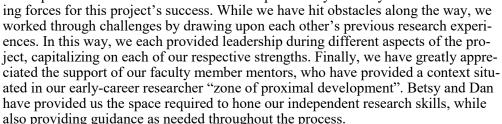
<u>9:45-11:45</u>

<u>1:00-2:00</u>

<u>3:30-4:15</u>

Working to Improve

<u>3:30-4:30</u>



Wednesday April 19, 2017

Thursday April 20, 2017

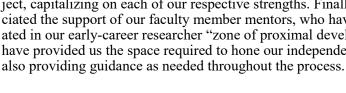
Session (Poster 18, Ballroom A) Presented by: Jason Chow

Presented by: Erin Barton & Barbara Smith

Presented by: John Mouantoua & Brittany Pennington

Poster Session (Poster 18, Ballroom A)

for EBD- Presentation Q&A (Room 101)



NCLII Faculty and Scholar Presentations at CEC



Strand B, Session 1: When Do We Get to Later? The Critical Role of Leadership Expanding Multi-Tiered Systems to Include Intensive Intervention- Presentation Q &A (Room 109) Presented by: Sharon Vaughn, William Rasplica, & Sarah Arden Data-Based Instruction in Early Writing: Student and Teacher Outcomes From a Pilot Study- Presentation Q & A (Room 206) Presented by: Erica Lembke & Kristen McMaster Teacher Evaluation and Students With Disabilities: Are Evaluation Rubrics Designed to Support Teacher Development in Classroom Management? -Presentation Q &A (Room 301) Presented by: Allison Gilmour, Caitlyn Majeika, Amanda Sheaffer, & Joseph

Improving Reading Skills of Kindergarten Through Third Grade Students- Poster Session (Poster 23, Ballroom A) Presented by: Michael D. Coyne, Ashley Oldham, Kaitlin Leonard & Taylor Koriakin

IDEA/ESSA: Implications for the Identification of English Learners With Special Needs-Presentation Q &A (Room 111) Presented by: Jennifer Runge & Francesca Jones Motivational Beliefs Training: Supporting the Reading Achievement of Upper-Elementary Students- Presentation Q &A (Room 206)

Detention Facilities-Poster Session (Poster 17, Ballroom A) Presented by: Lexy House & Jessica Toste Let's Discuss: Engaging Students in Meaningful Conversations About a Text-Poster Session (Poster 16, Ballroom A) Presented by: Gina Braun & Marie Hughes

The Science of Implementation: Practical Application for Teachers and Leaders

Presented by: Jennifer Pierce, Sarah Arden, Kristin Ruedel & Sharon Vaughn

Outcomes for All Learners- Poster Session (Poster 2, Ballroom A)

A Synthesis of Transition Programs for Youth With All Disabilities in Juvenile

<u>8:00-8:45</u> Teaching First Graders With Math and Language Difficulty to Solve Word Problems With "Pirate Math"- Poster Session (Poster 15, Ballroom A) Presented by: Pamela Seethaler, Caitlyn Craddock, & Lynn Fuchs Use of Response Cards With Middle School Students With EBD-Poster Session (Poster 3, Ballroom A)

Presented by: Caitlyn Majeika, Jason Chow & Amanda Sheaffer Project AIM – Teaching Decimals- Poster Session (Poster 11, Ballroom A)

Presentation Q&A (Room 202)

Everett & Bob Putnam Answering Text-Dependent "Where" Questions: A Strategy for Students With Intellectual Disabilities- Poster Session (Poster 16, Ballroom A) Presented by: Kimberly Davidson. Seth King & Chris Lemons <u>1:00-1:45</u>

group is conducting a systematic review of the literature. The purpose of this group project is to extend the depth of knowledge around a research topic related to intensive intervention for children and adolescents with disabilities. Our online platform for training scholars in intensive intervention is available to everyone in the NCLII. If you haven't had a chance to look at the online curriculum lately, take some time to view the contents of the modules. The primary instructors have created useful activities related to the topics that include primary readings, video introductions to the readings, web resource links and synchronous learning product activities. Click here for a summary of the topics and readings in each mod-

## for students with or at-risk for mental health disorders, has allowed us the opportunity to engage with other scholars and faculty members to explore an area of shared

<u>9:45-10:45</u> Review of Practices to Prevent or Reduce the Use of Crisis Procedures-Presentation Q &A (Room 204) Presented by: Kate Dooley, Jennifer Freeman, Laura Kern, & Brandi Simonsen

Presented by: Paul Caldarella, Debra Kamps, Ross Larsen & Joseph Wehby

Presented by: Douglas Fuchs, Lynn Fuchs, Margo Mastropieri, & Tom Scruggs 11:00-11:45

DEC Showcase: Solutions and Strategies to Support Access to Natural and Inclusive Environments for All Children- Presentation Q &A (Room 305)

Effects of a math intervention identified during a brief experimental analysis-

DLD Showcase: Intensive Instruction in Reading, Writing, and Mathematics:

Who Should Teach and Where? - Presentation Q &A (Room 202)

Cognitive and Linguistic Moderators of Math Equivalence Intervention-Poster

Presented by: Jessica Toste, Lisa Didion & Amanda McClelland <u>1:00-3:00</u> RTI for Elementary Reading, Writing, and Mathematics: Contributions and Future Directions- Panel (Room 207) Presented by: Linda Mason, Michael Kennedy, Nathan Clemens, Douglas Fuchs, Stephanie Al Otaiba, Sarah Powell, & Jeanne Wanzek

Presented by: Chris Lemons, Erin Clancy, Anne Sinclair, Yan Wei & Jade Wexler Reading Long Words: A Comprehensive Evaluation of Explicit Phonics Instruction-Presentation Q&A (Room 206) Presented by: Natasha Axelson & Devin Kearns A Review of SRSD Writing Instruction for Secondary Students With EBD-Poster

Presented by: Megan Carroll, **Diane Bryant**, Lisa Sigafoos & Gavin Watts

Are Teachers Being Taught to Implement a UDL Framework? A Review of

Lessons From Middle School Teachers on Providing Literacy Instruction Within

Co-Taught Classrooms

Presentation Q&A (Room 107)

Session (Poster 16, Ballroom A)

Presented by: Lisa Didion & Jessica Toste

Practices, and Systems-Presentation Q&A (Room 200)

Current Personnel

<u>9:15-10:15</u>

Translating Evidence-Based Practices Into Routine Practices With Young Children With Autism-Presentation with Q&A (Room 305) Presented by: Andrea Boh & LeAnne Johnson

Strand K, Session 2: Positive Classroom Behavior Support: Critical Foundations,

Presented by: Elisheba Kiru & Diane Bryant 10:30-11:30

Implementation Supports: One Size Does Not Fit All Within Professional Development Systems- Poster Session (Poster 1, Ballroom A) Presented by: LeAnne Johnson & Andrea Boh The National Center for Leadership in Intensive Intervention is funded as a cooperative agreement, #H325H140001 by the U.S. Department of Education, Office of Special Education Programs

Examining Developmental Sentence Level Skills for Students With Diverse Learning Needs-Presentation Q &A (Room 206) Presented by: Natalie Olinghouse, Deborah Howard, & Thilagha Jagaiah Getting it "Write!" Evidence-Based Writing Strategies from Primary Grade Learners- Multi Presentation Session (Room 107) Presented by: Vicki McGinley, Megan Carroll, Diane Bryant, Jihyun Lee, Lisa Sigafoos, Gavin Watts, & Maryam Nozari Hot Topics in MTSS: Current Research to Address Some of the Big Questions Impacting Implementation- Panel (Room 208) Presented by: Amy Peterson, Tessie Bailey, Lynn Fuchs, Allison Gandhi, & Dia Jackson Friday April 21, 2017 <u>9:45-10:45</u> Strand G, Session 1: What Skills Do Special Education Teachers Need to Ensure Student Achievement? Presentation Q &A (Room 109) Presented by: Larry Wexler, Hank Fien & Brandi Simonsen The Effectiveness of a Text-Centered Literacy Curriculum for Students With Intellectual Disabilities-Presentation Q &A (Room 105) Presented by: Jill Allor, Stephanie Al Otaiba, Mariam Ortiz & Paul Yovanoff What Happens in Co-Taught Content-Area Classrooms? An Observation Study-Panel (Room 108) Presented by: **Devin Kearns, Chris Lemons** & Jade Wexler 11:00-12:00 Program Chair Featured: RTI's Second Decade: Evidence-Based Directions for Grades 1-12- Presentation Q &A (Room 311) Presented by: Russell Gersten, Sharon Vaughn. & Jade Wexler CCBD Showcase: Everything You Always Wanted to Know About Behavior Supports, But Were Afraid to Ask- Presentation Q &A (Room 201) Presented by: Tim Lewis & Joseph Wehby Thinking With Your Hands: The Impact of Gestures on Math Learning-Presentation Q&A (Room 203) Presented by: Le Tran Ozor, Amanda Martinez-Lincoln & Sarah Powell A Preliminary Exploration of Contributions Made by Licensed Childcare Programs Related to Child Find-Poster Session (Poster 13, Ballroom A) Presented by: Andrea Boh & LeAnne Johnson PALS and Self-Monitoring to Improve Academies and Behavior for Students with EBD- Poster Session (Poster 4, Ballroom A) Presented by: Anne Sinclair & Samantha Gesel Can We Bridge the Implementation Gap? Educator Preparation for Real World Contexts- Panel (Room 309) Presented by: Abagail Foley, Amber Benedict, Lynn Holdheide, Devin Kearns, May Little Continue, Discontinue, or Adapt? Data-Based Decision Making for Behavior-Presentation Q&A (Room 101) Presented by: Allison Bruhn, Ted Hasselbring, Joseph Wehby, Amanda Sheaffer, Alyssa Van Camp, Ashley Rila & Josephine Fernando Developing and Evaluating a K-3 Multi-Tier or RTI Reading Reform Initiative Using a Regression Discontinuity Design-Presntation Q&A (Room 207) Presented by Michael Coyne, Darci Burns, Taylor Koriakin, Kaitlin Leonard, Cindy McGurl, Ashley Oldham Instead of That...Say This! How Math Language Impacts Math Learning-Presentation Q&A (Room 203) Presented by: Sarah Powell, Elizabeth Hughes & Elizabeth Stevens Promoting Number Sense Through Number Line Board Games Delivered by Cross-Age Tutors With EBD- Poster Session (Poster 15, Ballroom A) Presented by: Gavin Watts & Diane Bryant <u>2:45-3:45</u> Difficulty With Math Now Indicates Difficulty With Math Later-Presentation Q&A (Room 202) Presented by: Gena Nelson & Sarah Powell Implementing Intensive Intervention: Lessons Learned From Five Years of Technical Assistance- Panel (Room 208) Presented by: Allison Gandhi, Leslie Anderson, **Douglas Fuchs**, Laura Kuchle & Chris Lemons Writer's Checklist: Scaffolding Struggling Writers to Meet CCSS in Writing-Presentation Q&A (Room 203) Presented by: Thilagha Jagaiah, Deborah Howard & Natalie Olinghouse <u>4:00-5:00</u> Individualizing Early Writing Instruction Using Data: Teachers Identify Facilitators and Barriers- Panel (Room 203) Presented by: Kristen McMaster, Erica Lembke & Apryl Poch

Preparation Practices- Poster Session (Poster 10, Ballroom A) Presented by: Peter Temple, LaRon Scott & Colleen Thoma Saturday April 22, 2017

RTI Approaches to Behavioral Supports-Presentation Q&A (Room 207) Presented by: Blair Lloyd, Joseph Wehby, Ted Esser, Lori Bartels & Terry Houlton Equal Sign Exploration: Explicit Equal Sign Instruction on Mathematical

Problem Solving for Elementary Students With Low-Language Abilities-

Presented by: Jennifer Freeman, Diane Myers & Brandi Simonsen

Strand K, Session 3: Supporting District, State, and Regional Implementation Capacity: Lessons Learned from Northeast PBIS-Presentation Q&A (Room 200) Presented by: Adam Feinberg, Brandi Simonsen, Jennifer Freeman, Susannah