

SPRING 2017

Fall Meeting at SMU-A huge success!

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

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

Spring In-Person Meeting at CEC in Boston

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

Fall In-Person Meeting at the University of Minnesota *Stay tuned for hotel details and meeting times

September 28-30, 2017

NCLII Curriculum Update

First year scholars are busy working through the six online modules and collaborating 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 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](http://www.ncliilearning.org/) for a summary of the topics and readings in each module.

Log in to view the full content of readings and videos.

<http://www.ncliilearning.org/>

Username: **Your university email**

Password: **IWelcome!**

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

Collaboration Across the Consortium

Mental Health Services in Schools: Literature Review



Faculty Members: Betsy Talbott, Dan Maggin

Scholars: Skip Kumm, Sam Gesel, Caitlyn Majeika

It all started in St. Louis. An inspiring presentation fueled conversations with faculty 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 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 interests.

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 assignments. Our mantra - to maintain high levels of communication and stay decisive in our plan of action - in addition to our complementary work styles have been driving forces for this project's success. While we have hit obstacles along the way, we worked through challenges by drawing upon each other's previous research experiences. In this way, we each provided leadership during different aspects of the project, capitalizing on each of our respective strengths. Finally, we have greatly appreciated the support of our faculty member mentors, who have provided a context situated in our early-career researcher "zone of proximal development". Betsy and Dan have provided us the space required to hone our independent research skills, while also providing guidance as needed throughout the process.

NCLII Faculty and Scholar Presentations at CEC

Several NCLII Faculty and Scholars (names in bold) are presenting at the CEC Convention and Expo 2017 in Boston. Learn more about their work by visiting their presentations and poster sessions, listed below by date and time.

Wednesday April 19, 2017

2:15-3:15

Effects of Class Wide Function-Related Intervention Teams on Students At Risk for EBD- Presentation Q&A (Room 101)
Presented by: Paul Caldarella, Debra Kamps, Ross Larsen & **Joseph Webby**

Thursday April 20, 2017

9:45-10:45

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**

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 Rasplca, & 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 Webby**

Cognitive and Linguistic Moderators of Math Equivalence Intervention- Poster Session (Poster 18, Ballroom A)
Presented by: **Jason Chow**

9:45-11:45

DLD Showcase: Intensive Instruction in Reading, Writing, and Mathematics: Who Should Teach and Where? - Presentation Q & A (Room 202)
Presented by: **Douglas Fuchs**, **Lynn Fuchs**, Margo Mastropieri, & Tom Scruggs

11:00-11:45

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

DEC Showcase: Solutions and Strategies to Support Access to Natural and Inclusive Environments for All Children- Presentation Q & A (Room 305)
Presented by: **Erin Barton** & Barbara Smith

Effects of a math intervention identified during a brief experimental analysis- Poster Session (Poster 18, Ballroom A)
Presented by: John Mouantoua & **Brittany Pennington**

1:00-2:00

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)
Presented by: **Jessica Toste**, **Lisa Didion** & Amanda McClelland

1:00-3:00

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**

3:30-4:15

A Synthesis of Transition Programs for Youth With All Disabilities in Juvenile 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 Working to Improve Outcomes for All Learners- Poster Session (Poster 2, Ballroom A)
Presented by: Jennifer Pierce, Sarah Arden, Kristin Ruedel & **Sharon Vaughn**

3:30-4:30

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 Sigafos, 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

9:45-10:45

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 Keams**, **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 Webby**

Thinking With Your Hands: The Impact of Gestures on Math Learning- Presentation Q&A (Room 203)
Presented by: Le Tran Ozor, **Amanda Martínez-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 Academics and Behavior for Students with EBD- Poster Session (Poster 4, Ballroom A)
Presented by: Anne Sinclair & **Samantha Gesel**

1:30-2:30

Can We Bridge the Implementation Gap? Educator Preparation for Real World Contexts- Panel (Room 309)
Presented by: Abigail Foley, Amber Benedict, Lynn Holdheide, **Devin Keams**, May Little

Continue, Discontinue, or Adapt? Data-Based Decision Making for Behavior- Presentation Q&A (Room 101)
Presented by: Allison Bruhn, Ted Hasselbring, **Joseph Webby**, 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-Presentation 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**

2:45-3:45

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**

4:00-5:00

Individualizing Early Writing Instruction Using Data: Teachers Identify Facilitators and Barriers- Panel (Room 203)
Presented by: **Kristen McMaster**, Erica Lembke & Apryl Poch

Lessons From Middle School Teachers on Providing Literacy Instruction Within Co-Taught Classrooms Presentation Q&A (Room 107)
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 Session (Poster 16, Ballroom A)
Presented by: Megan Carroll, **Diane Bryant**, Lisa Sigafos & Gavin Watts

Are Teachers Being Taught to Implement a UDL Framework? A Review of Current Personnel Preparation Practices- Poster Session (Poster 10, Ballroom A)
Presented by: Peter Temple, LaRon Scott & **Colleen Thoma**

Saturday April 22, 2017

8:00-8:45

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: **Lisa Didion** & **Jessica Toste**

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

9:15-10:15

Strand K, Session 2: Positive Classroom Behavior Support: Critical Foundations, Practices, and Systems-Presentation Q&A (Room 200)
Presented by: **Jennifer Freeman**, Diane Myers & **Brandi Simonsen**

RTI Approaches to Behavioral Supports-Presentation Q&A (Room 207)
Presented by: **Blair Lloyd**, **Joseph Webby**, Ted Esser, Lori Bartels & Terry Houlton

Equal Sign Exploration: Explicit Equal Sign Instruction on Mathematical Problem Solving for Elementary Students With Low-Language Abilities- Presentation Q&A (Room 202)
Presented by: **Caitlyn Majeika**, **Jason Chow** & Amanda Sheaffer

Project AIM – Teaching Decimals- Poster Session (Poster 11, Ballroom A)
Presented by: Elisheba Kiru & **Diane Bryant**

10:30-11:30

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 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**

1:00-1:45

Implementation Supports: One Size Does Not Fit All Within Professional Development Systems- Poster Session (Poster 1, Ballroom A)
Presented by: **LeAnne Johnson** & Andrea Boh