

WORKSHOP REGISTRATION

REGISTRATION OPTIONS

Phone: (207) 780-5358 **Fax:** (207) 780-5358

Mail: Mail registration form and payment to:
Professional Development Center, University of Southern Maine, 37 College Avenue, 8 Bailey Hall, Gorham, ME 04038.

REGISTRANT

Name _____

Address _____

City _____ State _____ Zip _____

Telephone _____

Email _____

COST (includes lunch)

- \$135.00 - RTI Essentials
- \$135.00 - RTI Leadership for Administrators
- \$135.00 - RTI for Middle and High Schools
- \$135.00 - RTI Data Management
- \$135.00 - RTI Implementation Logistics
- \$135.00 - RTI Meetings
- \$135.00 - RTI For Behavior: PBIS
- \$135.00 - RTI for Math
- \$135.00 - RTI for Reading
- \$135.00 - RTI for Writing

TOTAL: \$135.00 x _____ = \$ _____

METHOD OF PAYMENT

- Check Enclosed
- Purchase Order # _____
School District _____
- Credit Card (Visa, MasterCard, Discover)
Security Code _____ Exp Date: _____/_____/_____
Number: _____/_____/_____/_____
Signature: _____

TEL (207) 780-5055 • FAX (207) 780-5358 • Email: pdc@usm.maine.edu • Website: www.usm.maine.edu/pdc



UNIVERSITY OF
SOUTHERN MAINE
Professional Development
Center

37 College Avenue
Gorham, ME 04038

Workshop Offerings focusing on **Response to Intervention (RTI)**

**Fall 2009 and Spring 2010
University of Southern Maine
Portland Campus**

WORKSHOP TOPICS

- RTI Essentials
- RTI Leadership for Administrators
- RTI for Middle and High Schools
 - RTI Data Management
- RTI Implementation Logistics
 - RTI Meetings
- RTI for Behavior: PBIS
 - RTI for Math
 - RTI for Reading
 - RTI for Writing

Sponsored by

Professional Development Center
College of Education and Human Development
University of Southern Maine



UNIVERSITY OF
SOUTHERN MAINE

Non-Profit Org.
U.S. Postage
PAID
Portland, ME 04101
Permit #370

WORKSHOP INSTRUCTORS

KRISTINA ANDREN is a PsyD candidate in the School Psychology program at USM. She also holds the NCSP and CSPSP credentials, and has worked in several districts in the state of Maine providing school psychological services. Currently she is completing her pre-doctoral internship and dissertation at RSU 21.

JIM BABCOCK is a School Psychological Service Provider for the Windham Raymond Regional School District (RSU #14). For the past 16 years, Jim has provided assessment and consultation services to address the needs of students with and without disabilities. Jim is currently a doctoral student in USM's School Psychology program.

DR. RACHEL BROWN-CHIDSEY is Associate Professor in the School Psychology Program at the University of Southern Maine. Prior to joining the USM faculty she taught general and special education for 10 years. Dr. Brown-Chidsey's research focuses on implementing research-based interventions to support all students. She is the author of three books and numerous research articles concerning academic interventions and promoting student success.

DAVID CHIDSEY is a veteran math teacher at Gorham Middle School and a part-time instructor of special education at the University of Southern Maine.

DR. LEE GOSS is a nationally certified school psychology practitioner. Along with comprehensive school psychology services and school-based RTI consultation services, Dr. Goss provides RTI professional development for educators and administrators nationally.

DR. AARON GRITTER is a former teacher, education policy researcher, and has just completed the Psy.D. in school psychology from the University of Southern Maine.

EILEEN HARRIS is a special education consultant with the Kennebunk School System. She is a doctoral candidate in the School Psychology program at the University of Southern Maine. Her research interests include preventive reading intervention strategies, bridging assessment to classroom instruction and translating research into practice.

IRIDE PIECHOCKI is a doctoral candidate in School Psychology. She has been working with at-risk youth for over 9 years. She has held positions at a therapeutic wilderness program, a private non-medical home for adolescents with developmental and emotional disabilities, Spring Harbor (psychiatric) hospital, and an ABA-based day treatment program. She currently works for Cumberland County Crisis Response.

PATRICIA RED is faculty in the Teacher Education Department, College of Education and Human Development, University of Southern Maine

WORKSHOP DESCRIPTIONS

RTI ESSENTIALS

*Lee Goss and Kristina Andren
September 25, 2009 (9:00 am - 3:00 pm)*

Although Response to Intervention is individualized to each school/district's identified needs, there are essential components of RTI that have been identified and implemented nationally with compelling evidence of proactive and successful student outcomes. In this workshop, the essential components of RTI for effective RTI Implementation will be identified. Research-based 3-Tier academic and behavior instruction, intervention, and assessment resources will be shared and explored.

RTI LEADERSHIP FOR ADMINISTRATORS

*Lee Goss and Aaron Gritter
October 23, 2009 (9:00 am - 3:00 pm)*

Leadership is critical to effective RTI Implementation. This workshop will explore methods to design school/district RTI Implementation action plans, engage key stakeholders, and develop an RTI Team approach to facilitate effective RTI Implementation. Keeping in mind that RTI Implementation generally take 3-5 years, methods to implement RTI for academics and behavior which are strategically and systematically based on student outcomes will be identified.

RTI FOR MIDDLE AND HIGH SCHOOLS

*Lee Goss, Iride Piechocki, & Rachel Brown-Chidsey
November 13, 2009 (9:00 am - 3:00 pm)*

There is universal agreement that the framework and key components of RTI can be applied effectively at the secondary level to promote positive outcomes for all students. National examples of RTI Implementation at the secondary level will be shared, along with guidelines for effective 3 Tier academic and behavior research-based resources for middle school and high school populations.

RTI DATA MANAGEMENT

*Lee Goss and Aaron Gritter
December 11, 2009 (9:00 am - 3:00 pm)*

Data-Based Decisions are critical to effective RTI Implementation and successful student outcomes. Data management methods, credible assessment and data management resources, progress monitoring methods, and data-based decision guidelines will be shared and explored for both academics and behavior.

RTI IMPLEMENTATION LOGISTICS

*Lee Goss and Eileen Harris
January 29, 2010 (9:00 am - 3:00 pm)*

The devil is in the details for effective RTI Implementation. For successful RTI Implementation a detailed RTI Implementation action plan is required. The logistics of effective RTI Implementation for Tiers 1, 2 and 3 for academics and behavior will be identified, along with the necessary components, personnel, resources, and materials.

WORKSHOP DESCRIPTIONS

RTI MEETINGS

*Lee Goss and Rachel Brown-Chidsey
February 26, 2010 (9:00 am - 3:00 pm)*

RTI requires a team approach. Logistics of the RTI Team process which includes RTI Team Leadership, RTI Team Members, RTI Team roles, and frequency of RTI Team meetings for effective, proactive response to intervention results will be identified. Time is a precious resource for educators. Methods to design efficient RTI Team meetings with an effective RTI Team data-based decision model will be shared.

RTI FOR BEHAVIOR: PBIS

*Lee Goss, Pat Red, & Jim Babcock
March 19, 2010 (9:00 am - 3:00 pm)*

"If we expect it, we teach it." Behavior is a critical element of successful student outcomes. Effective RTI Implementation includes proactive and early intervention techniques for behavior identified as Positive Behavior Intervention Supports. Learn PBIS methods for Tiers 1, 2, and 3 to enhance school-wide and individual student behavioral outcomes. Learn methods to facilitate a proactive school culture invested in positive behaviors for all members of the school community.

RTI FOR MATH

*Lee Goss and David Chidsey
April 30, 2010 (9:00 am - 3:00 pm)*

Current research highlights that Math is an important academic skill for all students. Math calculation fluency has been identified as pivotal for future math academic achievement. Learn the most recent research evidence for effective math instruction and interventions K-12. Current research-based resources for RTI Implementation at Tiers 1, 2, and 3 of math instruction, assessment, and progress monitoring will be explored.

RTI FOR READING

*Lee Goss and Eileen Harris
May 21, 2010 (9:00 am - 3:00 pm)*

Research-based reading instruction has been identified nationally as the key to successful student outcomes and future academic achievement for all students. Learn the most recent research evidence for effective reading instruction and interventions K-12. Current research-based resources for RTI Implementation at Tiers 1, 2, and 3 of reading instruction, assessment, and progress monitoring will be explored.

RTI FOR WRITING

*Lee Goss and Kristina Andren
June 4, 2010 (9:00 am - 3:00 pm)*

The ability to express your thoughts in writing fluently is highly correlated with future academic achievement and school success. Explore the evolving research evidence for writing instruction and assessment to promote research-based writing instruction, along with proactive, early interventions and effective progress monitoring techniques in writing for all students.