

# WSPA Rtl Workshop • Friday, Jan. 27, 2012

Jefferson Street Inn | Wausau, Wis.

## Response to Intervention: Implementing a multi-tiered framework to support all students

WSPA is pleased to present a one day workshop featuring Kim Gibbons, a national presenter on the practical implementation of Rtl and co-author of *Implementing Response-to-Intervention in Elementary and Secondary Schools: Procedures to Assure Scientific-Based Practices*.

This workshop will provide districts the opportunity to develop their own customized model of Rtl based on DPI's Guiding Principles of Rtl: high quality instruction, continuous review of student progress (multiple measures) and collaboration. As part of the implementation process, school districts need to develop a plan and make a number of important decisions including, but not limited to:

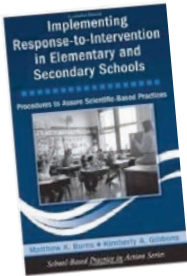
- What kind of Rtl model will be most effective
- How to assure implementation integrity of the Rtl process
- What kind of training and professional development is necessary to successfully implement Rtl in your district.

Through facilitated exercises, teams will be supported in completing a self-analysis of existing practices, resources, and procedures and then will be guided through the development of an action plan that will put them directly on the path to success.

### Learning objectives:

- Gain a foundational understanding of Rtl
- Complete a self-analysis of your districts current practices, resources and procedures
- Develop a district or school-wide action plan that will serve as your Rtl implementation guide
- Review of new SLD Criteria

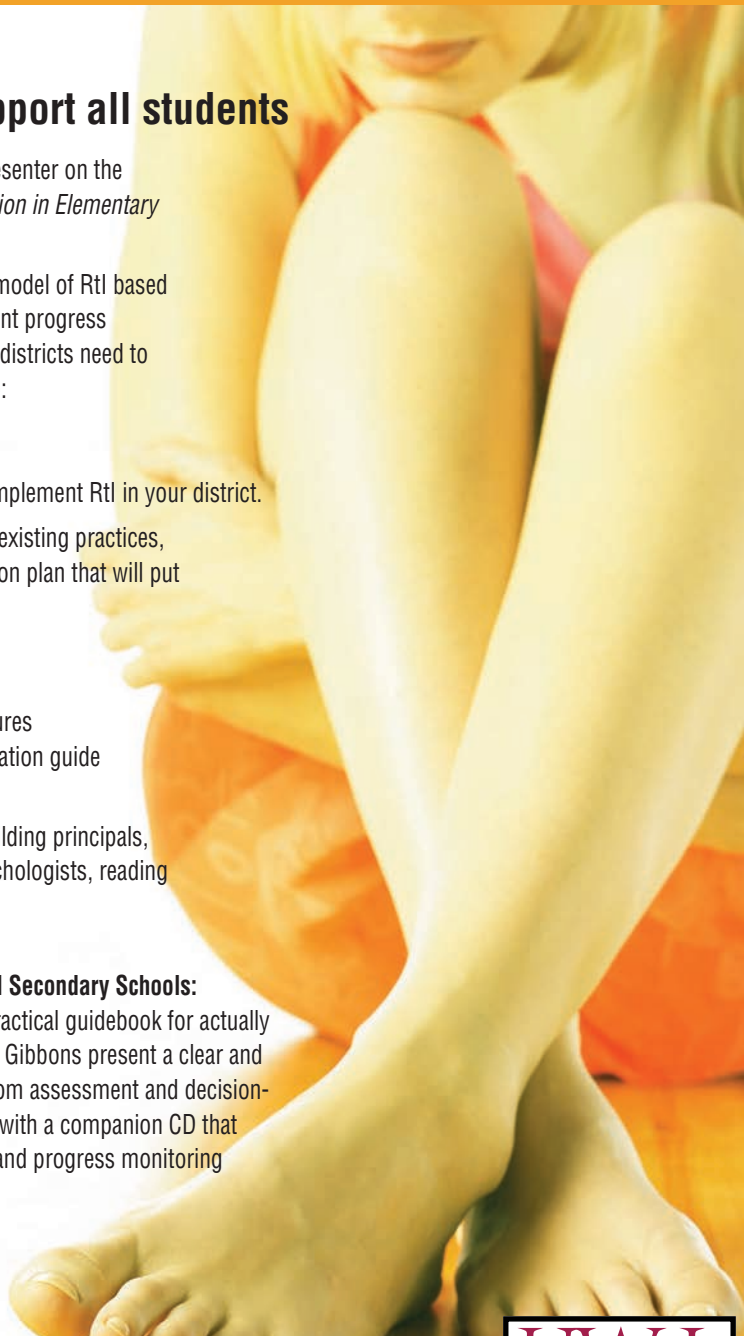
District and school leadership teams are encouraged to attend. Teams may include building principals, school superintendents, curriculum directors, special education directors, school psychologists, reading specialists, regular education teachers and special education teachers.



**Implementing Response-to-Intervention in Elementary and Secondary Schools: Procedures to Assure Scientific-Based Practices.** A truly practical guidebook for actually implementing an RTI model, co-authors Matt Burns and Kim Gibbons present a clear and concise guide for implementing a school-wide RTI model, from assessment and decision-making to Tiers I, II, and III interventions. Each book comes with a companion CD that includes a wealth of reproducible forms, checklists, reports and progress monitoring materials for the practitioner.

### Speaker

Kim Gibbons, Ph.D., currently is the executive director of the St. Croix River Education District (SCRED) located in Rush City, Minn. SCRED has received national recognition for its use of RTI systems and recently has received a legislative appropriation to fund the Minnesota Response to Intervention (Rtl) Center for the next two school years. Gibbons obtained her doctoral degree in school psychology from the University of Oregon where she received extensive training in the problem solving model, curriculum based measurement, and research-based practices. Prior to her role as the executive director, Gibbons has worked as a director of special education, staff development coordinator and school psychologist. In addition, she has been on the faculty at the University of Minnesota as in instructor in the School Psychology Program. Her research and professional interests include problem-solving assessment and alternative service delivery models, evaluation of psychoeducational services, and intervention and assessment of basic skill areas.



**Cost:** \$125 per person

Groups of three or more: \$115 per person

(Registration includes a copy of *Implementing Response-to-Intervention in Elementary and Secondary Schools: Procedures to Assure Scientific-Based Practices*, continental breakfast, lunch and snacks)

### For more information:

[www.uwlax.edu/conted/wspa](http://www.uwlax.edu/conted/wspa)

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The Wisconsin School Psychologists Association is approved by the American Psychological Association to offer continuing education for psychologists. The Wisconsin School Psychologists Association maintains responsibility for the program.