

KASP/CEC 2008

*The Practice of Data Coaching:
Response to Intervention for Every Educator*

An MTSS Joint Conference of the
Kansas Association of School Psychologists
&
**The Kansas Federation
of the Council for Exceptional Children**

Featuring a Two-Day RTI/MTSS Workshop
with Trainers:

Dr. Matthew Burns

Dr. Amanda VanDerHeyden

*Special thanks to our co-sponsor:
The Office of Special Education Services
at the Kansas Department of Education*

Kansas CEC and KASP do not discriminate on the basis of race, color, national origin, sex, disability, or age.

Thursday, October 16, 2008

AT-A-GLANCE

| | Ballroom A | Ballroom B | Room D | Room E | Room F |
|--|---|---|--|---|--|
| 7:45 - 9:00 a.m. | <i>Sign-in and conference packets in the Grand Foyer; Exhibits/Hospitality in Ballroom C</i> | | | | |
| 9:00 - 10:15 a.m. | Opening Ceremony Welcome by Ricardo Vieyra RTI/MTSS Session 1: “Practical RTI Models” Dr. Matt Burns Dr. Amanda VanDerHeyden | | Remember to visit the Exhibition / Hospitality Displays in Ballroom C 8:00 a.m. - 4:30 p.m. | | |
| 10:30 - 12 noon | RTI/MTSS 2A: “Data Management Teams and the Data Coach” Dr. Matt Burns | RTI/MTSS 2B: “RTI Integrated with Early Intervention for Young Learners” Dr. Amanda VanDerHeyden | | | |
| <i>Lunch in the Junction City Community</i> 12:00 - 1:30 | | | | | |
| 1:45 - 2:30 p.m. | RTI/MTSS 3A: “The Problem-Solving Team” Dr. Matt Burns This workshop is continuous through the afternoon, with several short breaks as determined by the trainer. | RTI/MTSS 3B: “The STEEP Model, Tiers 1, 2 & 3” Dr. Amanda VanDerHeyden This workshop is continuous through the afternoon, with several short breaks as determined by the trainer. | Discussion: “Leadership & Collaboration Roles for Teachers in MTSS” Colleen Riley | “Advocating for Multicultural Learners” Sandra Fernandez | “The ‘Why Try’ Program” Christian Moore |
| 2:45 - 3:30 p.m. | The workshop may run until 4:45 p.m. | The workshop may run until 4:45 p.m. | Discussion: “Creating Interventions for Multicultural Students” Dr. Rocky Hill Jesse Myles | “See It, Hear It, Feel It--Multi-sensory Teaching and RTP” Nancy Nichols | NO SESSION SCHEDULED FOR 2:45 |
| 3:45 - 4:30 p.m. | | | Discussion: “New Roles for Special Educators & School Psychologists” Ricardo Vieyra | “Translating Assessment to Intervention with the BDI-2” Dr. Tracy Boney Dr. Margaret Yebra | “Developing Confident, Competent Communicators: ELL and LD Writers” Linda Mikottis |
| <i>Everyone is invited to the KASP/CEC Social, 5:00 - 7:00 p.m., in Ballroom C</i> | | | | | |

Friday, October 17, 2008

AT-A-GLANCE

| Ballroom A | Ballroom B | Room D | Room E | Room F | |
|---|--|---|--|--|------------------------|
| <i>Sign-in and conference packets in the Grand Foyer; Exhibits/Hospitality in Ballroom C</i> | | | | | 8:00 - 9:00 a.m. |
| RTI/MTSS 4A: “The How-To’s of Tier II & III for Children with Math Difficulties” Dr. Amanda VanDerHeyden 9:00 - 11:45 a.m. | RTI/MTSS4B: “The How-To’s of Tier II & III for Children with Reading Difficulties” Dr. Matt Burns 9:00 - 11:45 a.m. | Discussion: “Dealing with Angry Adolescent Students in RTI Settings” Dr. Jim Teagarden | “The Status of Bilingual Special Education Today” Dr. Rocky Hill | “SSIS (Social Skills Improvement System) Screening & Curriculum” Dr. Larry Hanken | 9:00 - 9:45 a.m. |
| | | Discussion: “How Do Students with Low-Incidence Disabilities Fit Into RTI?” Melinda McKnight Allison Layland | “Field Notes from a Summer 2008 Special Education Project in Tanzania” Dr. Marilyn Kaff | “AIMSweb: A Complete Solution for Data Driven Decision Making” Dr. Scott Hooper | 10:00 - 10:45 a.m. |
| | | Discussion: “Where Do High-Performing Students Fit in RTI?” Marcia Law Cindy Sheets | “Creating Graduates Instead of Dropouts” Nancy Nichols | “A New Behavior Screen for Tier One RTI: The BASC II” Dr. Larry Hanken | 11:00 - 11:45 a.m. |
| <i>KASP/CEC 2008 Luncheon in Ballrooms A & B Combined</i> | | | | | 12 noon - 1:30 p.m. |
| RTI/MTSS4B2: “The How-To’s of Tier II & III for Children with Reading Difficulties” (Repeat of Morning Session) Dr. Matt Burns 1:45 - 4:30 p.m. | RTI/MTSS 4A2: “The How-To’s of Tier II & III for Children with Math Difficulties” (Repeat of Morning Session) Dr. Amanda VanDerHeyden 1:45 - 4:30 p.m. | Discussion: “Globalization & Special Education” Dr. Abby Franchitti Dr. Dorothy Fulton Joy Fuqua Dr. Marilyn Kaff | “Ten Sigma: Using Rubrics for Assessments and Interventions” Keith Reimer Mike Miller | “Reaching All Students Through the Differentiated Classroom” Dr. Frank Mullins Dr. Diane Miller Jerry Liss | 1:45 - 2:30 p.m. |
| | | Poster Sessions in Room D continuously from 2:45 until 4:30! (Abstracts on pages 9-10) | Discussion: “The Need for ESOL Training & Expertise in MTSS” Dr. Robin Morales Cabral Dr. Katherine Sprott | “CHALLENGE Software: Cognitive & Behavioral Principles” Brad Chapin Gavin Thorne | 2:45 - 3:30 p.m. |
| | | | Discussion: “Parent Involvement in a Multi-Tiered System of Support & Beyond” Jane Groff | “Linking Assessment to Intervention: the WIIP” Dr. Tracy Boney | 3:45 - 4:30 p.m. |

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Board of Directors
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Two-Day RTI / MTSS Workshop

Ballrooms A & B



Dr. Matthew K. Burns
Associate Professor
of Educational Psychology
University of Minnesota



Dr. Amanda VanDerHeyden
*Educational Research and
Consulting, Inc.*
Fairhope, Alabama

Workshop Agenda

THURSDAY, OCTOBER 16, 2008

9:00 - 10:15 A.M. / Ballrooms A & B Combined / “Practical RTI Models”

10:30 - 12:00 Noon / Ballroom A / “Data Management Teams and the Data Coach”

10:30 - 12:00 Noon / Ballroom B / “RTI Integrated with Early Intervention for Young Learners”

1:45 - 4:45 P.M. / Ballroom A / “The Problem-Solving Team”

1:45 - 4:45 P.M. / Ballroom B / “The STEEP Model, Tiers 1, 2, & 3”

FRIDAY, OCTOBER 17, 2008

9:00 - 11:45 A.M. / Ballroom A / “The How-To’s of Tier II & III for Children with Math Difficulties”

9:00 - 11:45 A.M. / Ballroom B / “The How-To’s of Tier II & III for Children with Reading Difficulties”

1:45 - 4:30 P.M. / Friday morning sessions will be repeated

THURSDAY OCTOBER 16TH

7:45 - 9:00 A.M.

Grand Foyer

Check-in & Registration

9:00 - 10:15 A.M.

Ballrooms A & B Combined

Opening Ceremony

Welcome by Ricardo Vieyra

RTI/MTSS Session 1:

“Practical RTI Models”

Trainers: Dr. Matt Burns

Dr. Amanda VanDerHeyden

10:15 - 10:30 A.M.

Ballroom C

Exhibitors/Hospitality Area

Morning Break

10:30 - 12:00 NOON

Ballroom A

RTI/MTSS Session 2A:

“Data Management Teams and the Data Coach”

Trainer: Dr. Matt Burns

Ballroom B

RTI/MTSS Session 2B: “RTI

Integrated with Early Intervention for Young Learners”

Trainer:

Dr. Amanda VanDerHeyden

12:00 - 1:30 P.M.

Junction City Community

Lunch on Your Own

(A restaurant list is in your tote bag)

1:45 - 4:45 P.M.

Ballroom A

RTI/MTSS Session 3A:

“The Problem-Solving Team”

Trainer: Dr. Matt Burns

1:45 - 4:45 P.M.

Ballroom B

RTI/MTSS Session 3B: **“The STEEP Model, Tiers 1, 2 & 3”**

Trainer:

Dr. Amanda VanDerHeyden

1:45 - 2:30 P.M.

Room D

Discussion:

“Leadership & Collaboration Roles for Teachers in MTSS”

This discussion session will begin with a brief overview of the Multi Tier System of Support, the Kansas version of RtI. There will be new roles for all of us as educators within an MTSS framework and we need to work together with others in our district to meet the needs of every student.

Leader: Colleen Riley

Room E

“Advocating for Multicultural Learners”

How do we teach other people’s children who come into our classroom who are limited English speakers, have little to no education, different backgrounds, and low income. This 45 minute

session will cover equitable and easy to implement approaches to use with all your students, without adding to your curriculum.

Presenter: Sandra Fernandez

Room F

“The ‘Why Try’ Program”

Presenter: Christian Moore

2:45 - 3:30 P.M.

Room D

Discussion:

“Creating Interventions for Multicultural Students”

Leaders:

Dr. Raymond “Rocky” Hill

Jesse Myles

Room E

“See It, Hear It, Feel It--

Multisensory Teaching and RTI”

This is a training workshop which covers the six major learning styles, and accommodations and strategies for teaching to each of those styles. Participants will identify and examine their own learning and teaching styles. This workshop answers the questions “What does a multisensory lesson look like?” and “What does a multisensory

Thursday / 5:00 - 7:00 P.M.

The KASP/CEC Joint Social
Featuring the Wayne Goins Jazz Quartet
All Conference-goers are invited!

The 2008 KASP/CEC Social is hosted by:
Annette Gaitan, Kansas CEC President
Dr. Jim Persinger, KASP President

Dr. Wayne Goins is the Director of Jazz and Associate Professor of Music at K-State.

THURSDAY OCTOBER 16TH

classroom look like?” and “How does multisensory teaching improve test scores?” Each attendee will receive practical tips. Participants should dress comfortably, and be prepared for an enjoyable time experiencing the sight, sound, taste, and touch of learning!

Presenter: Nancy Nichols

3:45 - 4:30 P.M.

Room D

Discussion: “**New Roles for Special Educators & School Psychologists**”

Leader: Ricardo Vieyra

Room E

“**Translating Assessment to Intervention with the Battelle Developmental Inventory, 2nd Edition**”

This workshop focuses on alternative uses of the Battelle Developmental Inventory – 2nd Edition (BDI-2). Translation of performance into learning activities in the classroom (curriculum-based) as well as goals and objectives (criterion-referenced) for the individual child will be briefly reviewed.

Participants will gain an understanding of the BDI-2 as a criterion-referenced tool as well utilization of change sensitive scores to measure progress.

Presenters: Dr. Tracy L. Boney, Dr. Margaret Yebra

Room F

“**Developing Confident, Competent Communicators: ELL and LD Writers**”

Many LD and ELL students do not learn to write well. Why? This workshop will answer that basic question and teach a specific and successful method of separating the complex process of writing into the smallest steps, making it possible for even the most challenged writer to write complete compositions using source texts, key word outlines and “dress-up” checklists. Results guaranteed!

Presenter: Linda Mikottis

Don't forget! The buses to Aggieville leave at 7:15 p.m. Thursday! Return buses depart Aggieville at 10:30 p.m. & 12:00.

FRIDAY MORNING OCTOBER 17TH

8:00 - 9:00 A.M.

Grand Foyer

Check-in & Registration

9:00 - 11:45 A.M.

Ballroom A

RTI/MTSS Session 4A: “**The How-To's of Tier II & III for Children with Math Difficulties**”

Trainer:

Dr. Amanda VanDerHeyden

Ballroom B

RTI/MTSS Session 4B:

“**The How-To's of Tier II & III for Children with Reading Difficulties**”

Trainer: Dr. Matt Burns

9:00 - 9:45 A.M.

Room D

Discussion: “**Dealing with Angry Adolescent Students in an RTI Setting**”

This discussion group presents a systematic method of identifying adolescent whose behavior differs markedly from their peers and provides a method of focusing resources to meet this challenging group of students within an RTI setting. The procedure once described will serve as the foundation of the discussion of providing tier two and tier three supports to students who exhibit anger and aggression with the school environment.

Leader: Dr. Jim Teagarden

Room E

“**The Status of Bilingual Special Education Today**”

Remind me to talk about Mick Jagger and Don Knotts as opposed

to what my special education and second language students told me in my last summer's class. That is, while many positive changes in the special education process -- e.g., referrals, assessment, “diagnosis,” cultural and linguistic considerations, parental involvement -- have been institutionalized in an operational manner, we're still talking about the same things we were talking about when I backed into this field 20 years ago. I have a sense we've got language down much better than we do culture.

Presenter:

Dr. Raymond “Rocky” Hill

Room F

“**SSIS (Social Skills Improvement System) Screening & Curriculum**”

Presenter: Dr. Larry Hanken

KASP/CEC 2008 ANNUAL LUNCHEON 12:00 - 1:30 P.M., FRIDAY, OCT. 17TH

Agenda

*KASP and CEC Items of Special Interest
KASP Awards and CEC Awards*

Keynote Address:

“Bilingual Special Education, Then and Now”

Dr. Raymond “Rocky” Hill

Associate Director of the BUENO Center



Dr. Raymond “Rocky” Hill

FRIDAY MORNING OCTOBER 17TH

10:00 - 10:45 A.M.

Room D

Discussion: **“How Do Students with Low-Incidence Disabilities Fit into RTI?”**

This discussion will include how RTI can work for students with low-incidence disabilities, interventions to allow access to the general education curriculum, and progress monitoring.

Leaders:

Melinda McKnight

Allison Layland

Room E

“Field Notes from a Summer 2008 Special Education Project in Tanzania”

A partnership has been initiated between IASE and Sebastian Kolowa University College (SEKUCo), in the Tanga Region of Tanzania. In June 2008, I was one of the first on-site IASE teaching volunteers at SEKUCo. It was a privilege to

work with this astute and attentive group of 136 teacher education candidates in special education from all regions of the Tanzania. Presenter: Dr. Marilyn Kaff

Room F

“AIMSweb: A Complete Solution for Data Driven Decision Making”

AIMSweb is a 3-tier Progress Monitoring System based on direct, frequent student assessment using CBM, which is reported to students, parents, teachers and administrators via a web-based data management, analysis, and reporting system. It provides a robust source of data for determining students’ responses to instruction across all skill levels. This session will provide an overview of the powerful tools for student assessment and data analysis contained within the AIMSweb system. Presenter: Dr. Scott Hooper

11:00 - 11:45 A.M.

Room D

Discussion: **“Where Do High-Performing Students Fit into RTI?”**

What are the best practice strategies that support academic

growth in high ability students? How can growth be assessed and what supports do teachers need in order to promote these strategies and assessments?

Leaders: Marcia Law, Cindy Sheets

Room E

“Creating Graduates Instead of Dropouts”

High school and junior high students who are reading at a Grade 2/3 level are becoming successful achievers when presented with age-appropriate, standards-aligned curriculum at their reading level! Differentiated instruction includes reading materials that are appropriate to the student’s level. Hear how Response to Intervention is working in real life. Sample books will be available for the first 25 attendees. Take home a sample of success!

Presenter: Nancy Nichols

Room F

“A New Behavior Screen for Tier One RTI: The BASC II”

Presenter:

Dr. Larry Hanken

FRIDAY AFTERNOON OCTOBER 17TH

1:45 - 4:30 P.M.

Ballroom A

RTI/MTSS Session 4B2:

“The How-To’s of Tier II & III for Children with Reading Difficulties” (Repeat of Morning Session)

Trainer: Dr. Matt Burns

Ballroom B

RTI/MTSS Session 4A2: **“The How-To’s of Tier II & III for Children with Math Difficulties”** (Repeat of Morning Session)

Trainer:

Dr. Amanda VanDerHeyden

1:45 - 2:30 P.M.

Room D

Discussion:

“Globalization and Special Education”

Recent, global initiatives in the field of Special Education will be presented and questions regarding the implementation of such initiatives will be discussed, for example: What motivated the implementation of these programs? How are international programs organized and how are they funded? What is used to measure the success of an international project?

Leaders:

Dr. Abby Franchitti

Dr. Dorothy Fulton

Joy Fuqua

Dr. Marilyn Kaff

Room E

“Ten Sigma: Using Rubrics for Assessments and Interventions”

Presenters:

Keith Reimer & Mike Miller

Room F

“Reaching ‘All’ Students Through the Differentiated Classroom”

This presentation gives an overview of the Differentiated Classroom and offers teachers strategies on how to divide time and resources to be an effective teacher for ALL students within their classrooms. These strategies will support the individual strengths and needs to ensure that practice is meaningful for everyone.

Presenters:

Dr. Frank Mullins

Dr. Diane Miller

Jerry Liss

2:45 - 4:30 P.M.

Room D

POSTER SESSIONS

Poster: **“Determining Academic Need within an RTI Framework: A Comparison of Decision Recommendations across Theoretical Lines”**

Applying decision rules within a Response to Intervention framework has proven a daunting task for many practitioners. Our poster illustrates recommended decision rules by prominent researchers for student movement across tiers. Included in the session is a review of scientifically based procedures and their empirical support.

Presenters: Amelia Stern, Justin Allen, Allison Layland, Dr. Daryl Mellard

Poster: **“Facilitating Vocabulary Learning In Young Children Through Signing”**

This study investigated the possible benefits of using sign language as a supplement to teach new sight words to young students with developmental delays. The data

showed the rate at which elementary students with developmental delays learned to read new vocabulary words with and without sign language. The poster presentation consists of an overview of the study, procedures used, and a review of the results and analysis.

Presenters:

Michelle Horn

Dr. Ronald Fahey

Poster: **“‘Wait-Time’ Monitoring: A Strategy for Enhancement of Student Responses to Teacher Questions”**

This poster presentation will focus on using the eCOVE data collection software system for analysis of teacher “wait-time” and student response success when questioning students with learning and communication disabilities. Participants will learn about the “wait-time” software tool and how it was used to improve student responses following teacher questioning.

Presenters:

Dr. Ronald Fahey

Christy Cox

Poster: **“Enhancing the Sight Word Vocabulary of Young Adult Students with Mental Retardation Using Signing”**

This poster paper will present a summary of a research study done with young adults with mental retardation on training sight word vocabulary. Training was conducted using the Saxon Phonics Program with and without supplemental sign language training. Results will be presented by the primary experimenter.

Presenters:

Nancy Muck

Dr. Ronald Fahey

FRIDAY AFTERNOON OCTOBER 17TH

2:45 - 4:30 P.M.

Room D

POSTER SESSIONS, cont'd

Poster: "Taking the First Steps in Preservice 'Future' General Educator Training for Inclusion"

This poster presentation documents the preliminary results of a survey designed to evaluate college and/or university general education preservice "methods" instructors' attitudes on the college and/or university level toward special education. Further, this survey evaluated their working knowledge of special education.

Presenters:

Dr. Frank Mullins

Dr. Diane Miller

Jerry Liss

2:45 - 3:30 P.M.

Room E

Discussion: "The Need for ESOL Training & Expertise in RTI / MTSS"

This session will include discussion on the importance of ESOL knowledge and experience in the devel-

opment and refinement of targeted interventions for CLD students.
Leaders: Dr. Robin Morales Cabral,
Dr. Katherine Sprott

Room F

"The CHALLENGE Software Program: Cognitive & Behavioral Principles"

This presentation gives a brief overview of Cognitive-Behavioral Intervention and then an introduction of a New Tool. The Challenge Software Program is an interactive web-based program designed to be used with children 8 and up who struggle with self-regulation. The program is based on fundamental Cognitive-Behavioral principles. It uses common everyday scenarios combined with video games to illustrate the connection between thoughts and emotional/behavioral responses. The goals of the program include engaging children quickly and improving ability to self-regulate by teaching them how to identify and challenge unhealthy thinking. The program also provides measurable outcomes. See www.cpschallenge.com for more information.

Presenters:

Brad Chapin, Gavin Thorne

3:45 - 4:30 P.M.

Room E

Discussion: "Parent Involvement in a Multi-Tiered System of Support and Beyond"

Leader:

Jane Groff

Room F

"Linking Assessment to Intervention: the Woodcock Interpretation & Instructional Intervention Program (WIIP)"

The benefits of utilizing the relative proficiency index (RPI) scores on the Woodcock Johnson III NU to identify individual instructional needs will be presented. The importance of identifying needs and monitoring progress based on age and proficiency on tasks rather than standard scores will be reviewed.

The Woodcock Interpretation and Instructional Interventions Program (WIIP), a program that identifies areas of need based on proficiency and directly links these to evidence-based interventions, will be demonstrated.

Presenter:

Dr. Tracy L. Boney

KASP/CEC 2008 Conference

Co-Chairs Jim Persinger and Robb Scott ask you to complete your conference survey and turn it in on your way out of your last sessions on Friday!

In return, you will receive a Certificate of Attendance.

Kansas MTSS/RTI Showcase

Saturday Morning, October 18th

Note: This is an add-on portion of the conference, requiring separate registration.

7:45 - 9:00 a.m.

Breakfast Buffet

9:00 - 10:00 a.m.

Showcase and Swap/Share Experience

Participating teams:

Barton County, Butler County, CKCIE-Salina, Cowley County, FHSEC-Emporia, Lawrence, Leavenworth, Marion County, NKESC-Oakley, Seaman, SKACD-Ensign, Turner, University of Kansas, Wichita, Holton, Manhattan/Ogden, Auburn Washburn, Hays 489, Topeka.

10:00 - 11:00 a.m.

Coffee Break

and Multiple Roundtable Discussions

Facilitated by **Dr. Matt Burns**

University of Minnesota

Hosted by **Dr. William Hagerman**

Director of Improvement and Innovation, KSDE

11:00 - 11:45 a.m.

Presentation on the Kansas MTSS System

By Dr. William Hagerman, KSDE

Final Comments

By Dr. Matt Burns

Note: This MTSS/RTI showcase brings together 75+ individuals and team members from 29 different districts in Kansas, and kicks off a long-term state-wide RTI networking project. For more info: kasp.org.

BIOGRAPHIES

ALLEN

ALLEN, JUSTIN

Research Assistant

The National Center on Responsiveness to Intervention (RTI)

Center for Research on Learning, University of Kansas

Justin graduated from Kansas State University in 2003, with a BA in Psychology. After completing his coursework towards a MA in Psychology at Washburn University, he began working towards a doctoral degree in the School Psychology program at the University of Kansas. In January 2008 Mr. Allen began working for the National Dissemination and Technical Assistance Center on Response to Intervention. His research interests include consultation within an RTI framework and investigating the psychometric properties of academic measures.

BONEY, TRACY L.

National Clinical Measurement Consultant

Riverside Publishing Company

Tracy L. Boney, Ph.D., NCSP, is a National Clinical Measurement Consultant for Riverside Publishing Company. Prior to joining Riverside, she worked in the Georgia public school system as an administrator of special education and psychological services. Dr. Boney is a Nationally Certified School Psychologist and Past President of the Georgia Association of School Psychologists. She has been on state level committees and is currently on the board for the Student Support Team Association for Georgia Educators.

Dr. Boney has presented both regionally and nationally on various topics including student support teams and RTI, school improvement, and adaptive behavior in Best Practices in School Psychology (IV).

Dr. Boney received her Doctor of Philosophy degree at the University of Alabama, where she was elected to the board of the Student Affiliates of School Psychologists (SASP) for Division 16 of APA. She earned the Master of Education and Specialist in Education degrees in School Psychology at Georgia State University,

and the Bachelor of Science in Education at the University of Georgia. She resides in Atlanta, Georgia, where she remains active in the Georgia public school system through assessment and consultation services.

BURNS, MATTHEW K.

Associate Professor of Educational Psychology

University of Minnesota

Dr. Burns has authored more than 100 professional publications and has conducted an equal number of local, state, national, and international presentations. His work addresses matching instructional demands to student skill and problem-solving team processes and outcomes. He has published several books about response to intervention including co-editing the Handbook of Response to Intervention. Dr. Burns is the Editor of Assessment for Effective Intervention, is an Associate Editor of School Psychology Review, and is on the Editorial Board for three other journals. Finally, Dr. Burns was a task-force member and co-author of School Psychology: A Blueprint for Training and Practice III.

CHAPIN, BRAD

Community Based Services Director

Horizons MHC-Hutchinson

Brad Chapin is a Masters Level Psychologist at Horizons Mental Health Center in Hutchinson, Kansas. He is also the Director of Community Based Services there and continues to work on the affiliation between Community Mental Health services and Schools. He is published in the areas of Child and Adolescent Anxiety and recently co-authored an Academic Book Chapter on Human Motivation. Over the past 18 months he has developed the Challenge Software Program, a web-based tool used to teach children how to regulate their emotions.

COX, CHRISTY

Reno County Education Cooperative

Fort Hays State University

Christy Cox is an interrelated special education teacher for the Reno County Education Cooperative in Hutchinson, KS, and an adjunct professor for Fort Hays State University. She has been in the field of special education at the elementary and middle school levels for 12 years. She has a Master's Degree in special education from Fort Hays State University.

FAHEY, RONALD

Associate Professor of Special Education

Fort Hays State University

Ron Fahey is an Associate Professor of Special Education at Fort Hays State University (FHSU) in Hays, Kansas. In addition to his time at FHSU, he has taught and conducted research at several universities in the U.S. and Canada for 25+ years. His primary areas of interest are behavior management, technology for individuals with special needs, and applied research strategies/techniques.

FERNANDEZ, SANDRA

Coordinator of National Origin

Midwest Equity Assistance Center

Kansas State University

Ms. Sandra Fernandez-Bergersen is a doctoral candidate at Kansas State University. Prior to working with the Midwest Equity Assistance Center she worked in public education for 12 years. During this time, she focused not only on the professional development of students but also each student's diversity which she believes to be important for any individual.

FRANCHITTI, ABBY

Instructor, English Language Program

Kansas State University

A native of New York's Nassau County, Dr. Abby Franchitti studied and received her B.A. in French, and Secondary Education from the State University of New York at New Paltz. After being awarded an assistantship in France, she settled there, raised a family and completed her academic education. During those years, she taught English to all age groups and in various environments, participated in special projects and was a part of the insertion-inclusion program for students with special needs.

FULTON, DOROTHY

Assistant Professor of Special Education

Fort Hays State University

Dr. Fulton is an Assistant Professor in the Department of Advanced Education Programs, area of Special Education, at Fort Hays State University and is a certified speech-language pathologist. Her areas of expertise include alternative service delivery models, language development of young children, literacy and English for Speakers of Other Languages. Before her involvement with higher education, Dr. Fulton served as a speech-language pathologist in the public schools of Kansas and

delivered services to students across the age span (prek-12th grade). In 2008-09, and in conjunction with the move toward Internationalization at FHSU, Dr. Fulton and a colleague will be presenting Special Education Workshops in India.

FUQUA, JOY
Director of the Fort Hays State University Virtual College Baccalaureate Center at Dodge City Community College
Assistant Professor, FHSU College of Education and Technology

Joy Fuqua, a native western Kansas educator, has been involved in public education for over 30 years. She has worked with diverse learner needs in pre-kindergarten through graduate levels. She has authored courses in areas of exceptionality and diversity at the university level. This year she will be conducting workshops in India on working with students with exceptionality and exploring partnerships with the Kansas Federation of the Council for Exceptional Children. Currently she serves Fort Hays State University as Director of the Virtual College Baccalaureate Center at Dodge City Community College and as a faculty member in the College of Education and Technology.

GAITAN, ANNETTE
President
Kansas Federation of the Council for Exceptional Children

My name is Annette Gaitan. I hold a BS degree in Mass Communications from Jackson State University. I also hold a MS degree in Special Education with emphasis in Behavioral Disorders from University of Missouri-Kansas City. I currently teach at Turner Middle School, KCK 7th and 8th grade students with various ED/BD issues. I have been working in the field of special education since 1997 as a paraeducator, coach and teacher.

GROFF, JANE
Director
Kansas Parent Information Resource Center

Jane received her B.S. in Education from Emporia State University and her M.Ed. from Indiana Wesleyan University. After teaching for 25 years in both general and special education classrooms, Jane served three years as an education program consultant for the Kansas State Department of Education, Special Education Services. Jane is presently the Director of the

Kansas Parent Information Resource Center located in Topeka, KS.

HAGERMAN, WILLIAM
Director of Innovation and Improvement
Kansas State Department of Education
Dr. Bill Hagerman is Director of Innovation and Improvement for the Kansas State Department of Education. As Director he and his team oversee and coordinate all programs related to the Carl Perkins Act and Career and Technical Education; Technical Support; Professional Development; and Leadership Development.

Dr. Hagerman also served as a district superintendent, a secondary and elementary principal, a science teacher, and a coach, as well as spending many years in private business. He has a Bachelor's Degree in Science Education from the University of Kansas, a Masters Degree and a Doctoral Degree in Educational Administration and Supervision from Wichita State University.

HANKEN, LARRY
National Consultant and Director of the Pearson University Alliance Program
Pearson

Larry Hanken, Ph.D., is a National Consultant and Director of the Pearson University Alliance Program (formerly AGS Publishing). Prior to joining Pearson, Larry worked as private training and organizational development consultant and Director of Training in both the education and business environments. He also served as a Senior National Consultant and National Director of Assessment Consulting with another test publisher for over fourteen years. He has conducted training and educational consulting in 48 states as well as Canada, American Samoa, Puerto Rico, and the Virgin Islands. Larry has presented assessment and instruction related topics at over 150 state and national conferences to audiences in Reading, Mathematics, general instruction, Special Education, Speech Pathology, Social Work, Counseling, and School Psychology.

In addition, Dr. Hanken has over nine years experience in public education as a teacher, counselor, psychometrist, and administrator at all levels including elementary, junior high, high school, and community college. This experience included work in the areas of instruction, assessment, special education,

BIOGRAPHIES

HOOPER

counseling/psychotherapy, Native American, and prison education.

Larry's academic background includes his bachelor, masters, and doctorate in psychology and counseling psychology.

HILL, RAYMOND "ROCKY"

Associate Director
The BUENO Center
University of Colorado-Boulder
School Psychologist by training; psych for one of the first funded "mainstreaming" projects; psych for birth-aged programs for persons with developmental disabilities; psych/social worker for foster program providing for medically fragile/severely involved children and adults; BUENO Center and University of Colorado, teaching in special education and language/culture, directing training programs in bilingual special ed and second language. Married, two kids and two grand kids; partially socialized ADD-ADHD; and "mixed-dominant," bat-throw left, write and play ping pong right.

HOOPER, V. SCOTT
National Training Consultant
Pearson Assessment and Information
Dr. Scott Hooper is a National Training Consultant and Certified AIMSweb Trainer for Pearson Assessment & Information. He has been a practicing school psychologist since 1994 and currently lives in Knoxville, TN. He earned his Ph.D. in school psychology from the University of Tennessee at Knoxville and completed his pre-doctoral internship through the Louisiana School Psychology Internship Consortium.

Dr. Hooper has been using the AIMSweb system to improve student achievement since 2003, and has conducted trainings on AIMSweb nationwide since 2005. As Lead School Psychologist from 2002-2006 for the Hamilton County Department of Education in Chattanooga, TN, he played a major role in the implementation of CBM for the purposes of benchmarking and frequent progress monitoring in this district of 41,000 students. Prior to

BIOGRAPHIES

HORN

joining Pearson, Dr. Hooper consulted with public and private schools in Tennessee to facilitate their successful implementation of CBM and RTI.

Dr. Hooper served as the president of the Tennessee Association of School Psychologists in 2007-08 and remains active on the TASP Executive Board. Dr. Hooper has presented on various topics at state and national conferences, and is a former adjunct faculty member at the University of Tennessee at Chattanooga, as well as Our Lady of Holy Cross College, and Delgado Community College in New Orleans.

HORN, MICHELLE *Keystone Learning Center*

Michelle Horn graduated from Fort Hays State University in 2006 with a BS in Elementary Education. She is finishing her MS in Adaptive Special Education from Fort Hays State University. She has worked in elementary level special education for public school systems in North Central and North Eastern Kansas for 7 years. Her current employer is Keystone Learning Center in Oskaloosa, Kansas.

KAFF, MARILYN *Associate Professor of Special Education, Counseling, and Student Affairs* *Kansas State University*

Ph.D. 1997 University of Kansas, Special Education and Curriculum and Instruction. In the course of my career, I have served in a variety of capacities including: paraprofessional, classroom teacher, special education teacher, inclusion facilitator, behavioral consultant, school psychologist, college professor, and most important of all parent.

My research interests include: the impact of public policies on K-16 educators and students. Currently, I am working on an oral history of the field of emotional and behavioral disorders. This summer I spent two weeks in Tanzania educating preservice teachers who will work in special education. In addition, I provide consultation services to students with Autism who are planning on attending college.

On a more personal note, I am married to Charlie. We live on a farm in Osage County, Kansas. I have two children, Brenna, a 16-year-old Junior in high school, and Sam an almost five year old. When I have time, I like to travel and read stories to Sam.

LAW, MARCIA *President* *Kansas Association for the Gifted, Talented, and Creative*

Marcia has been a gifted coordinator with the Flint Hills Special Education Cooperative for 18 years. With experience serving both large and rural school districts, her last nine years have been at the secondary level with Emporia High School. She is currently serving as President of Kansas Gifted, Talented, and Creative, is a member of Kansas Learning Fist Alliance (KLFA), The Advance Placement (AP) Advisory Council, and an advisor to The Kansas Academy of Math and Science (KAMS).

LAYLAND, ALLISON *Program Associate, University of Kansas* *Center for Research on Learning* *Liaison, North Central Region, National Dissemination and Technical Assistance Center on Response to Intervention* *(www.rti4success.org)*

Allison Layland earned a B.A. and teaching credential from Mt. St. Mary's College and a M.A. from James Madison University in special education. She is currently ABD and is completing her dissertation in education leadership from the University of Denver. She also has superintendent, administrator and principal licenses. She has more than 20 years experience in public education including teaching, Director of Curriculum and Instruction and Principal Consultant for the Colorado Department of Education. She joined KU-CRL in April of 2008 and currently is with the National Dissemination and Technical Assistance Center on Response to Intervention.

LISS, JERRY *Assistant Professor of Special Education* *Emporia State University*

Jerry Liss is an assistant professor of special education at Emporia State University. He is currently in his second year at ESU. He has taught special education at the sec-

ondary level and worked as a vocational evaluator for the Lincoln Public Schools in Lincoln, Nebraska. His research interests include transition and teacher education. He is currently completing his doctoral degree in special education at the University of Kansas. He is a member of CEC, the CEC Teacher Education Division (TED), and the CEC Division on Career Development and Transition (DCDT).

MCKNIGHT, MELINDA *Program Associate, University of Kansas* *Center for Research on Learning* *Liaison, Mountain Plains Region, National Dissemination and Technical Assistance Center on Response to Intervention* *(www.rti4success.org)*

Melinda McKnight, a native Kansan, graduated from Colorado College, Colorado Springs, with a B.A. in Zoology and a teaching credential in Elementary Education. She also earned an M.S. in Remedial Reading from the University of Kansas. Ms. McKnight joined KU-CRL in the fall of 1991, and since 2004 has worked with the National Research Center on Learning Disabilities (NRCLD), participating in the development of materials, working with school sites, and planning conferences related to Response to Intervention (RTI). Her current work is with the National Dissemination and Technical Assistance Center on Response to Intervention.

MELLARD, DARYL *Associate Research Professor* *The National Center on Responsiveness to Intervention (RTI)* *Center for Research on Learning* *University of Kansas*

Dr. Mellard (Ph.D., University of Kansas) is one of the principal investigators at the National Dissemination and Technical Assistance Center on Response to Intervention (RTI4Success.org) and also at the National Research Center on Learning Disabilities (NRCLD.org). With the NRCLD he coordinated the largest national study of local school districts' implementation of responsiveness to intervention (RTI) involving 41 school settings. He has written and published materials examining the components of RTI and their implementation for journals (e.g., Journal of Learning Disabilities, Learning Disabilities Quarterly, and Learning Disabilities Research and Practice, NAESP

Leadership) and agencies and organizations. With a colleague, Evelyn Johnson, he wrote RTI: The practitioners guide to response to intervention (Corwin Press, 2008).

Daryl's other current projects involve improving adult literacy through interventions provided in adult education, Job Corps, GED, vocational rehabilitation and literacy programs.

MIKOTTIS, LINDA

Special Education Consultant

The Institute for Excellence in Writing

Linda Mikottis, BS SP ED, EL ED, has successfully taught the Institute for Excellence in Writing methodology for 12 years to students with Asperger syndrome, learning disabilities, dyslexia, ADD and ADHD. She has witnessed the direct correlation between success in writing and a rise in self-esteem thus creating a willingness to learn.

MILLER, DIANE

Professor of Special Education and School Counseling, Emporia State University

President, Learning Disabilities Association of Kansas

Dr. Miller is currently a Professor in the Special Education and School Counseling Department at Emporia State University. Her career includes teaching and administration experience at elementary, secondary, and higher education levels. Additionally she has been a special programs consultant for the Kansas State Department of Education and a Federal Regional Resource Center. She received her doctorate degree in Curriculum & Instruction with an emphasis in Educational Leadership from the University of Kansas.

As a professor at ESU, she has served as President of the Faculty, and received the Teachers College awards in Excellence in Instruction and Excellence in Service. She has been recognized for her roles as a committed representative and a consistent advocate for her academic field at the local, state and national levels. She has maintained a consistent record of presentations at the national, regional, state and local levels, focusing on the development of materials, teacher training and collaborative efforts needed to implement the requirements and services for students under IDEA and No Child Left Behind.

She has served on numerous boards, committees and review teams, including work as a trained monitor for the Bureau of Indian Affairs. She is the current President of the Learning Disabilities Association of Kansas.

MILLER, MIKE

Ten-Sigma

Mike Miller is a practicing educator who is currently a secondary Guidance Counselor at West Elk High School in Howard, Kansas. He is also a Special Education Behavior Consultant for the Elk-Chautauqua County Special Education Cooperative. Mike has been a Special Education Director, a Director of an Alternative High School for Teen-age Parents, a high school and elementary principal, a Special Education instructor, a middle school science teacher, and a coach.

MOORE, CHRISTIAN

Founder

The "Why Try" Organization

MORALES CABRAL, ROBIN

ESOL Specialist for Special Education Wichita Public Schools, USD 259

Robin Morales Cabral, Ph.D., has 20 years of experience as a bilingual speech-language pathologist. Her primary area of research is on student learning behaviors and teacher intervention practices associated with the referral of culturally and linguistically diverse students for special education evaluation.

MUCK, NANCY

Osborne High School (USD 392)

Nancy Muck has been employed by the North Central Kansas Special Education Cooperative for the past 21 years. The first 19 years she worked as a para-educator at Smith Center-USD 237. After earning her B.S. in elementary education with a minor in special education in 2006 she was employed as a K-6 special education teacher in the same district. She is currently finishing her masters in special education and is teaching 10th-12th grade special education in Osborne-USD 392.

MULLINS, FRANK

Assistant Professor of Special Education Eastern Illinois University

Ph.D., North Texas State.

I am presently employed at Eastern Illinois University (EIU) as an assistant professor

BIOGRAPHIES OELKE

for the Department of Special Education. I have been employed by EIU for two years and serve undergraduate/graduate populations in the classroom and field practica. I have taught in the public school setting, both primary and secondary grades, for a total of eleven years in the field of special education providing service to children and youth with disabilities in both Kansas and Texas.

MYLES, JESSE L.

Midwest Equity Assistance Center Kansas State University

Jesse L. Myles served as the Multicultural/Urban Education Project Director for the Nebraska Department of Education, Equal Opportunity Education Programs for 20 years (1988-2008). As the Multicultural/Urban Education Project Director, he traveled throughout the state of Nebraska conducting workshops, seminars and/or in-services on multicultural education and other diversity related issues.

NICHOLS, NANCY

Special Education Representative Firelight Books

Nancy Nichols is Licensed Specialist in School Psychology and an Educational Diagnostician. She has worked with at-risk students for over 30 years in traditional school settings, juvenile facilities, and homebound settings. She has taught PreK through college-level classes. Nancy has authored the successful Elements Curriculum, which is designed for older students who are reading at a grade 2/3 level. Her quick-reference Modification Wheel and Learning Styles wheels are used by educators throughout the United States and abroad.

OELKE, ANITA

President-elect

Kansas Federation of the Council for Exceptional Children

Anita Oelke is President-elect of the Kansas Federation of the Council for Exceptional Children, and a Consultant in Early Childhood Special Education at

BIOGRAPHIES

PERSINGER

the Northwest Kansas Educational Service Center (NWKESC) in Oakley, Kansas. She has worked in education for 39 years, including 15 years in early childhood special education.

PERSINGER, JIM

President

Kansas Association of School Psychologists

Dr. Jim Persinger, NCSP (Ph.D., University of KS) worked for 8 years as a school psychologist, preschool coordinator and autism consultant/teacher before joining the faculty of the Teachers College at Emporia State University in 2000. He serves there as Associate Professor, and is director of their NASP-approved School Psychology Program.

Dr. Persinger was chair of the board of the Infant Toddler Services Network of Riley County, and has long served on the executive boards of the Kansas Association of School Psychologists, and the Association for Psychological and Educational Research in Kansas. He maintains memberships in NASP, KASP, TSP, CEC, CEDS, KASEA, and PERK. He is NASP-certified as a PREPARE crisis intervention trainer.

Dr. Persinger served as a development consultant for Special Olympics, and assisted with standardization of the Stanford-Binet V Intelligence Scales, Vineland Adaptive Behavior Scales (3rd), Bender-Gestalt (revised), DIAL-IV, and OWLS revision. He has served as pre-emption and development consultant for seven textbooks currently on the market. Dr. Persinger's current research interests include sociometrics as a Tier 1 screen in RTI models, therapeutic processes and outcomes of role-playing games with school-aged children, fostering of social-emotional development and prosocial competence.

REIMER, KEITH

Ten-Sigma

Keith Reimer just recently retired from a 36 year career in special education. He had been a high school teacher - federal

programs director - assistant director of special education and a director of special education. He spent all of his career working in with the Southwest Kansas Special Education Cooperative 613 in Ensign, Kansas.

As director of that organization, he was responsible for helping provide special education services to 16 school district in southwest Kansas. He is currently providing a consultant service to school districts to help keep retired teachers working in their district. He also has been working with Ten Sigma in developing rubrics for Kansas Standards.

RILEY, COLLEEN

Director of the Office of Special Education Services

Kansas State Department of Education

Colleen Riley, MEd, currently serves as the Director of Special Education Services (SES) in the Kansas Department of Education. As the Director of SES, Colleen has provided the leadership necessary to bring the Kansas Multi-Tier System of Supports (MTSS) framework from a grassroots effort to scale in Kansas with a focus on creating a sustainable system to meet the needs of all students. In addition, she has worked to align the monitoring, accountability and technical assistance systems with the requirements of IDEA 2004 and Kansas State Statutes.

Prior to joining KSDE, Colleen was principal of a year-round K-6 elementary school in Utah. This elementary school also served the community by providing numerous educational programs for infant and toddler services and four preschool classrooms. Colleen and her school team implemented a school-wide system of positive behavior supports, in addition to a multi-tier model of intervention for academics.

Colleen earned her bachelors degree at Montana State-Billings in the area of special education and elementary education. She earned her masters degree at the University of Arizona and her administrative leadership certification at Utah State University.

Colleen has been a local special education director, responsible for overseeing programs birth through age 21, and an assistant director in which her major re-

sponsibilities focused on recruiting, hiring and training new special education staff. Colleen's teaching experience focused primarily on students with learning disabilities and students with challenging behaviors at all levels, elementary through high school. Colleen continues to serve on numerous boards and committees encouraging agency collaboration in order to meet the needs of all students.

SHEETS, CINDY

Communications Coordinator

Kansas Association for the Gifted, Talented, and Creative

Cindy has been a gifted facilitator in the Shawnee Mission School District for 20 years, and has served on the KGTC Board of Directors for over twelve years. She also served on the Board of the National Association for Gifted Children. Her elementary school has been working with MTSS for 2 years in reading, and is now implementing math interventions.

SPROTT, KATHERINE

Coordinator of Professional Development

Midwest Equity Assistance Center

Kansas State University

Katherine Sprott, Ph.D., serves as the Professional Development Coordinator for the Midwest Equity Assistance Center at Kansas State University. She has more than 20 years of educational experience in public schools as a teacher, principal and professional development leader in K-12 school settings in Texas, Louisiana and Kansas. Her areas of concentration include: working with students, parents, teachers, administrators and community organizations in the areas of cultural proficiency, poverty, bullying, data, and assessment.

STERN, AMELIA

Research Assistant

The National Center on Responsiveness to Intervention (RTI)

Center for Research on Learning, University of Kansas

Amelia Stern graduated from the University of Nebraska, Lincoln, with a B.A. in Psychology and Music Performance. She is currently a graduate student in School Psychology at the University of Kansas. She joined the National Center on Response to Intervention in January 2008.

TEAGARDEN, JIM

*Assistant Professor of Special Education, Counseling, and Student Affairs
Kansas State University*

Dr. Jim Teagarden is currently assistant professor of special education at Kansas State University. His professional experience includes teaching regular, emotionally disturbed and severely emotionally disturbed public elementary students for over twenty years. Teagarden's research interests are currently focused in the area of assessment for the students with emotional or behavioral difficulties and effective interventions to meet these needs.

THORNE, GAVIN

*School Psychologist
Hutchinson - USD 308*

Gavin Thorne is an Educational Specialist level School Psychologist practicing in the Hutchinson school district. He is also an active member of the district's autism team, which provides consultation and direct services throughout the district. He has also presented to the Hutchinson district on the practice of FBA's and targeting specific observable behaviors with appropriate interventions.

VANDERHEYDEN, AMANDA

Education Research and Consulting, Inc.

Amanda M. VanDerHeyden, PhD, is a private consultant and researcher living in Fairhope, Alabama. Dr. VanDerHeyden previously has held faculty positions and has also worked as a researcher and consultant in a number of school districts. In Vail Unified School District, Dr. VanDerHeyden led a district effort to implement the STEEP RTI model from 2002 to 2005. In this district, identification of children as having specific learning disabilities was reduced by half within 2 years, test scores increased, and the district was nationally recognized as a success story related to No Child Left Behind by the US Department of Education.

Dr. VanDerHeyden has authored over 45 related articles and book chapters and has worked as a national trainer and consultant to assist districts to implement RTI models. In 2006, Dr. VanDerHeyden was named to an advisory panel for the National Center for Learning Disabilities to provide guidance related to RTI and the diagnosis of specific learning disability. She is associate editor of Journal of Behavioral Education and Assessment for Effective Intervention and serves on the editorial boards for School Psychology Review, School Psychology Quarterly, Journal of School Psychology, Topics in Early Childhood Special Education, Journal of Early Intervention, and Journal of Learning Disabilities.

Dr. VanDerHeyden recently co-edited a handbook and special issues of Assessment for Effective Intervention and School Psychology Review, each focusing on RTI. In 2006, Dr. VanDerHeyden received the Lightner Witmer Early Career Contributions Award from Division 16 (School Psychology) of the American Psychological Association in recognition of her scholarship on early intervention, RTI, and models of data-based decision-making in schools. In 2007, a paper authored by Dr. VanDerHeyden reporting district and school-level effects from an RTI implementation effort received recognition as article of the year from the Journal of School Psychology.

VIEYRA, RICARDO

*Director of Special Education
Geary County Public Schools, USD 475*

Ricardo Vieyra is the Director of Special Education for The Geary County Schools USD 475. He is past president of the Kansas Association of Special Education Administrators. In addition to a degree in Educational Administration & Leadership from KSU he is also a Certified School Psychologist in Kansas.

BIOGRAPHIES

YEBRA

YEBRA, MARGARET

National Clinical Measurement Consultant

Riverside Publishing Company

Dr. Margaret Yebra is a National Clinical Measurement Consultant for Houghton Mifflin/Riverside Publishing Company. Prior to joining Riverside, she worked in the Georgia public school system as a school psychologist. Dr. Yebra has extensive experience evaluating preschoolers and young children, both through individual evaluations as well as through team assessments. She provided support services to special education teachers in elementary and middle schools, and worked within the public school system in implementing change to the Response-To-Intervention method. Dr. Yebra worked closely with outside agencies such as Babies Can't Wait and HeadStart in coordinating referrals and evaluations. She continues to serve on a volunteer basis as the Mental Health Professional for Barrow County (Georgia) HeadStart and Early HeadStart.

Dr. Yebra received her Doctor of Philosophy degree at Georgia State University, where she was awarded the Outstanding Doctoral Dissertation Award for the College of Education. She earned the Master of Science degree in Educational Psychology at Georgia State University, and the Bachelor of Arts in English Literature at Clemson University. She resides in Atlanta, Georgia, where she remains an active member of the Georgia Association of School Psychologists.

For privacy purposes, we do not publish speakers' e-mail addresses.

For follow-up purposes and further information:

KASP.org
KansasCEC.org

Kansas Association of School Psychologists



**Membership Application – Or register online at www.kasp.org and pay via credit card!
January 1, 2009 – December 31, 2009**

Name: _____ Maiden/Other: _____
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 (including city and zip): _____
 Home Phone: _____
 Employer: _____
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 Work Phone: _____
 Email (MUST have at least one to receive Electronic
 newsletter, also used for listserve) : _____
 Initial year of practice: _____ Year of Retirement: _____

Membership Type & Payment (check or purchase order payable to KASP)

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> Practitioner (\$40.00) | <input type="checkbox"/> Supervisor (\$40.00) | <input type="checkbox"/> Administrator (\$40.00) | <input type="checkbox"/> Trainer (\$40.00) |
| <input type="checkbox"/> Independent (\$40.00) | <input type="checkbox"/> Retired (\$10.00) | <input type="checkbox"/> Student at (\$10.00) | University: |

Student membership requires annual verification of status.

Student status requires enrollment in a minimum of 6 hours leading to certification as a school psychologist or an advanced degree. If you are on internship, you must have your provisional certification and be enrolled in internship credits.

Signature of University Trainer

Please mark any committees on which you would be willing to serve:

_____ Futures _____ NCSP _____ Suicide Prevention

- | | | |
|---|-----|----|
| Would you be willing to serve as a KASP liaison for your district, coop, or university? | Yes | No |
| Do you want to be included in the KASP Directory of Independent Evaluators? | Yes | No |
| Do you want to be included on the KASP Listserve? (provide email address above) | Yes | No |
| Would you be willing to serve on the KASP Executive Board? | Yes | No |
| Are you bilingual? | Yes | No |
| If so, would you be willing to be included on a statewide directory? | | |

All members please sign (signature indicates agreement to abide by Ethics and Standards of KASP/NASP).

Signature _____ Date _____

Send Payment to: KASP
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Membership Application

Chapter #: _____

If chapter number is not known, please leave blank.
CEC will inform you of your local chapter number.

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| AZ, CT, FL, IN, KS, MA, SC, WA, WI | \$116.00 <input type="checkbox"/> | \$67.00 <input type="checkbox"/> |
| ID, ME, MI | \$117.00 <input type="checkbox"/> | \$67.00 <input type="checkbox"/> |
| CO, TN, VA | \$118.00 <input type="checkbox"/> | \$67.00 <input type="checkbox"/> |
| OH, VT, WY | \$119.00 <input type="checkbox"/> | \$67.00 <input type="checkbox"/> |
| NH, NY | \$120.00 <input type="checkbox"/> | \$67.00 <input type="checkbox"/> |
| GA, MO, OR, TX | \$121.00 <input type="checkbox"/> | \$67.00 <input type="checkbox"/> |
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**Student members must be a full-time student during the academic year as defined by an accredited college or university or a part-time student who is not engaged in full-time employment as a certified professional in the field of education.

STUDENTS: Please provide your
University Name _____
Expected Graduation Date _____
(Month/Year)

3. CEC Gives You More!

*Please check all divisions you wish to join.
All division dues are listed in U.S. funds.*

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| Council for Children with Behavioral Disorders • CCBD C | 25.00 <input type="checkbox"/> | 15.00 <input type="checkbox"/> |
| Division on Developmental Disabilities • DDD D | 25.00 <input type="checkbox"/> | 8.00 <input type="checkbox"/> |
| Division for Communicative Disabilities and Deafness • DCDD E | 20.00 <input type="checkbox"/> | 10.00 <input type="checkbox"/> |
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| Division on Visual Impairments • DVI G | 25.00 <input type="checkbox"/> | 5.00 <input type="checkbox"/> |
| The Association for the Gifted • TAG H | 25.00 <input type="checkbox"/> | 10.00 <input type="checkbox"/> |
| Teacher Education Division • TED I | 30.00 <input type="checkbox"/> | 10.00 <input type="checkbox"/> |
| Division for Early Childhood • DEC J | 35.00 <input type="checkbox"/> | 15.00 <input type="checkbox"/> |
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| Division for Research • CEC-DR N | 29.00 <input type="checkbox"/> | 19.00 <input type="checkbox"/> |
| CEC Pioneers Division • CEC-PD P | 20.00 <input type="checkbox"/> | |
| Division for Culturally & Linguistically Diverse Exceptional Learners • DDEL Q | 20.00 <input type="checkbox"/> | 10.00 <input type="checkbox"/> |
| Division of International Special Education and Services • DISES R | 24.00 <input type="checkbox"/> | 10.00 <input type="checkbox"/> |

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* CEC dues include a \$2.00 tax deductible contribution to the Yes I Can! Awards Program.
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Annual membership dues in CEC include \$24.00 for subscription to *Exceptional Children* and \$36.00 for *TEACHING Exceptional Children*. Annual membership dues in CCBD Division include \$8.00 for subscription to *Behavioral Disorders*. Annual membership dues in DDD Division include \$8.00 for subscription to *Education and Training in Developmental Disabilities*. This information is given in order to meet postal regulations. Please do not use as a basis for payment.

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