

The NYS RtI-TAC presents:
**Making Data Matter: Using CBM in the RtI
Decision-Making Process**

Thursday, March 25th, 2010
8:30 a.m. - 3:00 p.m.

Co-sponsors:

New York State Council for Exceptional Children
&
National Center on RtI

New York State



RESPONSE TO
INTERVENTION

Technical Assistance Center

Program Description: Curriculum-Based Measurement (CBM) is an assessment approach designed to measure the growth of student proficiency in core educational skills that are predictive of positive school success. This all-day workshop will provide an overview of CBM and discuss how to use CBM screening and progress monitoring data to make instructional decisions within a Response to Intervention (RtI) model. Steps involved in the RtI data-based decision making process will be outlined as well as procedures for establishing data-based decision making rules within a tiered intervention system.

Topics:

- Overview of CBM and its use in an RtI model
- CBM Tools and Resources
- Basics steps in an RtI data-based decision making process
- Data decision-making rules in an RtI framework
- Use of problem-solving steps to examine individual, grade-level, class - and school wide data

About the Presenter: *Erica Lembke, Ph.D.* is an associate professor in the Department of Special Education at the University of Missouri, a trainer for the National Centers on Progress Monitoring and Response to Intervention, a researcher with the Research Institute on Progress Monitoring, and an officer on the national board of the Division for Learning Disabilities. She is currently co-PI on a federally funded IES grant to examine the use of handhelds to conduct mathematics progress monitoring and administer mathematics diagnostic interviews. Dr. Lembke has numerous publications in peer-reviewed outlets on the topics of Curriculum-Based Measurement and Response to Intervention. She has presented over 100 national/international and state presentations on the topics of progress monitoring and response to intervention. Her research interests include designing and implementing Curriculum-Based Measures in elementary and secondary grades and developing strategies to improve elementary students' academic performance. Prior to her graduate work, including receiving her PhD from the University of Minnesota, Erica was an elementary special education teacher for 6 years, working with students with learning disabilities and mild mental retardation.

DEADLINE to REGISTER: MARCH 19th, 2010

REGISTER ON-LINE @
www.nysrti.org

This workshop is made possible through a contract (#C009953) between Buffalo State College and the Office of Vocational and Educational Services for Individuals with Disabilities, NYS Education Department. The contents of this workshop do not necessarily reflect views or policies of the NYS Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the NYS Education Department.

WHO SHOULD ATTEND

This full day workshop is targeted and designed specifically for school-based RtI Core/Design and/or problem-solving teams who are using curriculum based measures to inform individual student response to intervention. It is highly advisable that participants attend this session as a team that may include the following school personnel:

- Grade K-8 teachers
- Reading coaches & specialists
- RtI Core Team members
- Intervention Specialists
- School support staff
- School psychologists
- Principals and administration

WORKSHOP FEE

**\$60.00 includes cost of workshop
materials plus refreshments (breakfast &
lunch)**

CANCELLATION POLICY

Cancellations must be made at least 48 hours prior to start of the workshop to allow us to fill the session from our waiting list. Failure to do so will result in your school/district being charged for the workshop materials and refreshments. All no-shows will be billed for the full amount of workshop refreshments and materials.

WORKSHOP LOCATION

Burgundy Basin
1361 Marsh Road
Pittsford, NY 14534

PROGRAM INFORMATION

Melissa Laun
Assistant Project Director NYS RtI-TAC
716-878-5150
launmm@buffalostate.edu

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