ADI Association for Direct Instruction

Presents...

The 37th Annual National Direct Instruction Conference and Institutes at Eugene

July 24–28, 2011
Hilton Eugene Hotel & Conference Center
Eugene, Oregon

Special Keynote Speakers
Cary Andrews
Roger Bacon Academy
Siegfried Engelmann
Senior Developer of Direct Instruction Programs

The most comprehensive offering of Direct Instruction training and information available—anywhere

★ *Beginning and Advanced Training* ★

★ *BACB Approved Continuing Education Credits Available* ★

★ *Special Hotel Rates* ★

Welcome to the 37th Annual National Direct Instruction Conference and Institutes at Eugene!

The National Direct Instruction Conference and Institutes at Eugene offers the most complete and comprehensive training to be found anywhere. We have assembled the finest group of trainers to ensure that you come away with practical and thorough training on the most effective curricula available today.

We offer training for all levels of experience as well as job responsibilities. There are sessions designed for

- Teachers of General and Special Education
- Paraprofessionals
- Administrators
- Literacy Coaches
- Reading First Coaches
- Mentor Teachers
- Staff Development Leaders
- Behavior Management Specialists

Our special invited keynote speaker this year is Cary Andrews. Cary is the Associate Superintendent for Curriculum Implementation and Development in Reading and Language Arts at the Roger Bacon Academy, and Educational Management Company based in North Carolina. He has worked as a National Educational Consultant for many years as well as taught at all levels in general and special education. He is a high-energy presenter and we are excited to feature him at the conference

The conference schedule is designed not only to maximize instructional time but also to allow for networking with educators from around the world. Come experience the National DI Conference and Institutes. Make the week of July 24–28 the highlight of your summer!

Special Features…

- New sessions as well as updated content in all sessions.
- To enhance networking, at lunch there will be tables set up for different interest areas as well as organized group dinners at local restaurants.
- Several sessions are eligible for earning CEUs for recertification as a Board Certified Behavior Analyst.
- There are tours available to help you explore the area after session hours.

What's Inside

Presenter Listing 3
Conference Session Schedule 4
Preconference Session Descriptions 5
Conference Session Descriptions 7
Institute Descriptions 17
Registration Information 18
Master Schedule 20
Pre & Conference Registration Form 21
Institute Registration Form 22

Conference Presenters & Speakers

Anita Archer
Portland, OR

Deni Basaraba
Eugene, OR

Tami Bebee
Billings, MT

Tricia Berg
Eugene, OR

Molly Blakely
Missoula, MT

Doug Blancero
Red Hook, NY

Tamara Bressi
Eugene, OR

Cyndi Caniglia
Spokane, WA

Cristy Coughlin
Eugene, OR

Anne Desjardins
Logan, UT

Laura Doherty
Baltimore, MD

Donna Dressman
Cincinnati, OH

Owen Engelmann
Eugene, OR

Kurt Engelmann
Eugene, OR

Janet Fender
Hockessin, DE

Cheri Gerrein
Villa Hills, KY

Mary Gleason
Eugene, OR

Bonnie Grossen
Hillsboro, OR

Tracey Hall
Wakefield, MA

Robert Harris
Coburg, OR

Betsy Hiemstra
Battle Ground, WA

Meralee Hoffelt
Littleton, CO

Faun Hyde
Modesto, CA

Eric Irizzary
Wilmington, NC

Kathy Jungjohann
Eugene, OR

Brenda Kahn
Glyndon, MD

Bernadette Kelly
Pacific City, OR

Rachel Kliewer
Eugene, OR

Janet Lopez
River Hills, WI

Shaheen Munir-McHill
Eugene, OR

Patrice Riggin
Rehoboth, DE

Randi Saulter
Portland, OR

Ed Schaefer
Rehoboth, DE

Carolyn Schneider
Travelers Rest, SC

Tim Slocum
Logan, UT

Mary Taylor
San Diego, CA

Noah Van Horn
Eugene, OR

Cathy Watkins
Turlock, CA

Hlilary Whiteside
San Diego, CA

Special Keynote Speakers

Siegfried Engelmann
Senior Developer of Direct Instruction Programs

Cary Andrews
Associate Superintendent for Curriculum Implementation and Development in Reading and Language Arts

What You Should Do Now

- √ Spend some time looking over this brochure
- √ Choose the institute or sessions that are most appropriate for your setting
- √ Fill out the appropriate registration form and fax or mail it to ADI, or register online at www.adihome.org
- √ Make your room and travel reservations

Conference Master Schedule

Sunday, July 24

8:00 – 9:00	Registration
9:00 – 12:00	Preconference Sessions and Institutes Meet
12:00 – 1:30	Lunch (on own)
1:30 – 4:00	Preconference Sessions Conclude
6:30 – 8:30	ADI Membership Meeting, Excellence in Education Celebration and Social Hour

Monday, July 25

7:30 – 8:30	Registration
8:30 – 9:45	Conference Opening & Keynote: Siegfried Engelmann Professor & Senior Direct Instruction Author University of Oregon • Eugene, Oregon Cary Andrews Associate Superintendent for Curriculum Implementation and Development The Roger Bacon Academy. • Leland, North Carolina
10:15 – 11:45	Sessions & Institutes Meet
11:45 – 1:00	Lunch (on own)
1:00 – 4:00	Sessions Meet
5:00 – 8:00	Get Acquainted Picnic (included in fee)

Tuesday, July 26

7:45 – 8:30	ADI Membership Meeting
8:30 – 11:45	Sessions Meet
11:45 – 1:00	Lunch (on own)
1:00 – 4:00	Sessions Meet

Wednesday, July 27

8:30 – 11:45	Sessions Meet
11:45 – 1:00	Lunch (on own)
1:00 – 4:00	Sessions Meet

Thursday, July 28

8:30 – 11:45	Sessions Meet
11:45 – 1:00	Lunch (on own)
1:00 – 3:00	Sessions Meet
3:15 – 4:00	Closing Keynote: Siegfried Engelmann

How to Contact ADI

Voice 541.485.1293
1.800.995.2464
Fax 541.868.1397
E-mail ..... brywick@adihome.org
US Mail ..... PO Box 10252, Eugene, OR 97440
Web ..... www.adihome.org

Preconference Session Descriptions—
All Day Sunday

Pre 1) CHAMPs—Proactive Behavior Management System ◆ Tricia Berg
Intended Audience: Open

CHAMPs assists classroom teachers to design (or fine tune) a proactive and positive classroom management plan that will overtly teach students how to behave responsibly. This session will train participants in easy implementation of the strategies presented in *CHAMPs*. These strategies will:

- Reduce classroom disruptions and office referrals
- Improve classroom climate
- Increase student on-task behavior
- Establish respectful and civil interactions

By following the effective, research-based practices outlined in *CHAMPs*, participants will develop methods for clearly communicating their expectations on every classroom activity and transition. These clear expectations combined with logical and fair responses to misbehavior allow teachers to spend less time disciplining and more time teaching.
Note: This session has a materials charge of $38.00. Each participant will receive a copy of CHAMPs, *a $45.00 value.* (Eligible for 6 BACB CEUs, see page 19.)

Pre 2) REWARDS—Reading Excellence: Word Attack and Rate Development Strategies ◆ Tamara Bressi
Intended Audience: Teachers of students with reading problems in Grades 3 through 12 and in adult education classes

REWARDS is a reading intervention program designed to teach students a flexible strategy for decoding long words and to increase their oral and silent reading fluency.
REWARDS teaches students to:

- Break words into manageable, decodable chunks
- Read long words in content-area textbooks
- Read accurately, quickly and with confidence
- Increase oral and silent reading fluency
- Improve comprehension as decoding and fluency increases

Both levels of *REWARDS* (Intermediate and Secondary) provide application of the strategy to sentences and passages and provide fluency practice.
In this session, participants will learn the rationale for *REWARDS*, how to teach the pre-skills and strategy lessons embedded in the program, and how to increase the probability that students will use their acquired skills.

Pre 3) Dynamic Vocabulary Instruction ◆ Anita Archer
Intended Audience: Open

NEW SESSION! As students proceed through school, vocabulary becomes an increasingly important predictor of academic success and is directly related to reading comprehension. When elementary and secondary school students have vocabularies significantly lower than their peers, schools must emphasize vocabulary development. In this session, procedures for increasing vocabulary through read-alouds, explicit vocabulary instruction, and word learning strategies will be explored. Research-validated procedures will be demonstrated and practiced, with classroom videos illustrating the procedures.

Register online at www.adihome.org

Pre 4) Introduction to Direct Instruction ◆ Donna Dressman

Intended Audience: Open

This session is designed for the participant with little or no knowledge and experience with Direct Instruction programs. First, participants will receive an overview and rationale for the Direct Instruction curricula and learn the underlying principles of the curriculum design. Participants will then practice the basic procedures common to most Direct Instruction programs including signaling, corrections, setup, motivating students, maintaining attention, pacing of presentation, and recording student progress.

Pre 5) Language for Culturally and Linguistically Diverse Learners ◆ Almitra Berry

Intended Audience: Teachers of ELL, ESL and Standard English Learners

Students from low socioeconomic groups, diverse cultures, and homes where School English is not the primary language enter school with a language and schema deficit that must be closed quickly and efficiently. English Language Learners from newcomers to advanced can be brought to reclassification as Fluent English Proficient within two years!

Participants in this session will be introduced to SRA's language development curriculum (*Language for Learning, Thinking and Writing*) that focus on success in school. The language programs are highly interactive and feature strategies to promote language and comprehension development for culturally and linguistically diverse learners of all ages.

Pre 6) Thinking Outside the Box—Balancing Reading Mastery in the Classroom ◆ Cary Andrews

Intended Audience: Teachers in General or Special Education, Grades 3-5

NEW SESSION! This session will focus on strategies for enhancing the core reading block for intermediate students. Teachers and administrators are faced with the extraordinary challenge of balancing their zeal for the Direct Instruction reading programs with the ever increasing demands of competing philosophies and standardized testing. Without any additional time in an already "jam-packed" daily schedule, how do the teacher and administrator effectively and efficiently meet these demands and maintain the fidelity of the direct instruction programs? This session will utilize video clips of classroom teachers and presenter models to demonstrate efficient and effective methods that have resulted in success for students.

Pre 7) Overview of Effective Programs for Autism Spectrum Learners ◆ Mary Taylor, Hillary Whiteside

Intended Audience: Service Providers who work with Learners diagnosed with Autism Spectrum Disorders

In this workshop, participants will learn how Direct Instruction programs can address the unique needs of learners with ASD and support the acquisition of basic language and academic skills. The workshop will present video examples of instructional programs, and describe features of instructional design and delivery methods of Direct Instruction programs that make them effective and efficient tools to teach children with Autism Spectrum Disorders.

Participants will be introduced to instructional design principles, organizational recommendations, and instructional procedures that enable teachers to deliver these programs and adapt to the specific needs of children with ASD. After attending this workshop it is recommended that practitioners attend the *Language for Learning* session (A5) and *Reading Mastery Classic I* session (D1). (Eligible for 6 BACB CEUs, see page 19.)

Pre 8) DIBELS Next: 7th Edition ◆ D. Basaraba, C. Coughlin, R. Kliewer, S. Munir-McHill, N Van Horn

Intended Audience: Open

This session will provide information, training and research on the seventh edition of Dynamic Indicators of Basic Early Literacy Skills (DIBELS). The session will be presented by a team that has experience providing training on early literacy measures in a variety of contexts. Information on DIBELS procedures as they relate to Direct Instruction will be addressed. *(Eligible for 6 BACB CEUs, see page 19.)*

Pre9) After School Interventions in K-2—Teach Your Child to Read in 100 Easy Lessons ◆ Eric Irizzary

Intended Audience: Open

NEW SESSION! This session will focus on developing and implementing an effective after school remediation program focusing on at-risk low socioeconomic students. Administrators and teachers are often faced with the daily scheduling constraints of the school day when trying to find time to target at-risk readers. In addition, budget shortfalls have led to the reduction of the resources and programs necessary for these students to close the gap. This session will explore the idea of replicating and implementing a community-based, successful, cost-effective, data-based after school remediation and intervention reading program.

Conference Session Descriptions

A Sessions—Monday–Thursday Mornings

A1) Reading Mastery Classic I/Signature Grade K Reading ◆ Cyndi Caniglia

Intended Audience: Teachers K–2, General and Special Education

This session focuses on teaching beginning reading skills using *Reading Mastery* I and *Reading Mastery Fast Cycle* as well as the reading component of *Reading Mastery Signature,* Grade K . Participants learn the basic information and skills needed to implement these programs—placing, accelerating, scheduling, grouping, and presenting lessons to students who are not yet readers. *(Note: This session is also offered as a D session.)*

A2) Reading Mastery Classic II/Signature Grade 1 Reading ◆ Donna Dressman

Intended Audience: General and Special Education Teachers with students performing at first- or second-grade level

Participants in this session will learn skills to teach students to become successful beginning readers. Participants will learn and practice presentation techniques for word attack, story reading, comprehension activities, and independent work. This session will also cover scheduling, grouping, placement, and acceleration procedures.

Past participants say…

I appreciate the passion, commitment and expertise the speakers have for DI.

• • • • • • •

I learned so much… this was my second year at the conference and I am walking away with more confidence and a "load full" of ideas. Thank you!

A3) Corrective Reading, Decoding ◆ Carolyn Schneider & Cheri Gerrein

Intended Audience: Teachers of students with reading problems in Grades 3 through 12 and in adult education classes

This session provides training on the Decoding strand of the *Corrective Reading* programs. *Corrective Reading* is designed for students who have not learned to read in other programs and do not learn on their own. These multilevel programs may be used in regular classrooms or in special needs classes such as Chapter 1 programs, resource room programs, and other special education settings. Participants learn how to teach students to read accurately, increase rate and fluency, build vocabulary, and read with understanding from a variety of materials including books, newspapers, and magazines. *Note: This session will be divided into participants that have not been trained and those that have received prior training. If you have not had training, circle A3a on the registration form. If you have had prior training, circle A3b.*

A4) Connecting Math Concepts A & B ◆ Patrice Riggin

Intended Audience: Teachers with students performing at Grade Levels 1 & 2

This session provides training for teaching *Connecting Math Concepts,* Levels A and B. Level A builds on the aspect of math that is most familiar to children—counting. Counting skills are expanded to the concepts of more and less, addition and subtraction, and place value. Students systematically apply knowledge of these concepts to estimation, money, and problem solving. In Level B, students learn a conceptual model for addition and subtraction facts, computational problems, and story problems. Other concepts taught in Level B include measurement, money, time, geometry, and mental arithmetic. The session provides a content overview and practice in effective presentation techniques.

A5) Language for Learning ◆ Betsy Hiemstra

Intended Audience: All Teachers K–2, and Teachers of English as a second language

Training and information on *Language for Learning.* This program focuses on the language of instruction, including skills of sentence production, following directions, comparatives, classification, and if–then reasoning. Training involves both rationale and role playing.

A6) Connecting Math Concepts C–F ◆ Bernadette Kelly

Intended Audience: Teachers of students performing at Grade Levels 3–6

This session provides training for teaching *Connecting Math Concepts* Levels C, D, E, and F and the *Bridge to Connecting Math Concepts.* Level C builds upon concepts taught in earlier levels—measurement, time, money, geometry, estimation and place value—and gives special emphasis to problem-solving. Levels D and E develop more complex problem-solving strategies and provide a thorough grounding in fractions, decimals and percents, ratios and proportions, and basic geometry. *The Bridge* is suitable for sixth-grade students who have not had earlier levels of *Connecting Math Concepts*, or for remedial junior high/middle school students. The session includes a content overview and practice in effective presentation techniques. (Eligible for BACB CEUs, see page 19.)

Past participants say...

I cannot say enough what a valuable experience this has been. I feel as if my time has been well spent and that I have learned extremely valuable information. I am leaving with much more confidence in my abilities to perform my coaching role. This is by far the best training I have been to in years. Thank you!

• • • • • • •

I did not know what to expect when I came. What I have received will be a tremendous help to me as well as the teachers I work with, as well as the students. Thanks for all the information you gave me.

A7) Establishing and Maintaining Instructional Leadership Teams ◆ Doug Blancero

Intended Audience: School-based instructional leaders (i.e., administrators, teacher leaders, facilitators/coaches, etc.)

The key to effective, innovative, long-lasting reform in schools is leadership. When school or district leadership teams function effectively, teachers teach better, students learn more, behavior problems are reduced, and community involvement is increased.

This session is broken down into six distinct research-based modules designed to address the most critical needs of new and experienced leadership teams engaging in reform efforts. Throughout each module, participants will be guided in crafting an action plan so that the information and knowledge gained can be immediately implemented upon your return to school in the fall.

The modules include: The Seven Correlates: The Effective School Model, Critical Components of Sustainable School Reform, Continuous School Improvement: The Five T's, Building Your Vision: Clarifying the School Mission, Leadership and The Responsive Team, The Meeting: An Effective Leadership Strategy, A Principal's Practical Guide to Parent Involvement

B Sessions—Monday & Tuesday Mornings

B1) Overview of Language for Thinking and Language for Writing ◆ Janet Fender

Intended Audience: Teachers K–2

Language for Thinking builds upon the concepts, vocabulary, and statement patterns introduced in *Language for Learning.* Carefully organized sequences of activities, exceptional vocabulary development, extensive practice, sequencing and retelling exercises, and inference activities set the stage for reading comprehension and the grammatical analysis of written language.

Language for Writing leads students towards independence as writers. This revision and expansion of *Distar Language* III teaches not only writing skills, but also the vocabulary, sentence, and organizational skills that underpin good writing.

Ongoing exercises support the development of specific writing skills by showing students how to write narratives; use specific words; make precise comparisons; summarize and retell; and proofread for punctuation, grammar, and usage.

Participants will learn to administer placement tests and practice key formats in sample lessons.

B2) Teaching Oral Reading Fluency ◆ Anne Desjardins and Tim Slocum

Intended Audience: Open

NEW SESSION! Reading fluency includes accuracy, rate, expression, and ease. Fluency is a bridge from reading accuracy to comprehension. In addition, fluency enables students to access more text and to enjoy reading more.

This session will explore key research on reading fluency and teach specific techniques for building reading fluency in Direct Instruction programs. It will include fluency building techniques with various levels of intensity so that teachers can select specific interventions to match the needs of various learners. (Eligible for BACB CEUs, see page 19.)

B3) Bringing it Home—Redelivering Inservices ◆ Robert Harris

Intended Audience: Open

This session is designed to provide school-based staff developers with a concrete action plan and skills to effectively redeliver knowledge and content acquired at off-site conferences and other trainings.

As the role of school-based staff developer/coach (aka consultant, aka facilitator, etc.)

has become more firmly ingrained in the educational landscape, the need for specific training in general staff development knowledge and skills has become apparent.

The content of the session includes critical factors for effective professional development, effective follow-up strategies, securing administrative support, and the characteristics of adult learners. Participants will leave with an action plan ready to put into place in their school or district.

B4) Strategies for Improving Vocabulary and Comprehension Development Signatures K and I ◆ Tami Bebee

Intended Audience: Teachers with students performing at Grade Levels K–2

The focus of this session will be on developing vocabulary and implementing comprehension strategies in the *Reading Mastery Signature* Grades K and I lessons (or *Classic* I and II). Participants will be provided with specific vocabulary and comprehension strategies, recommendations for designated instructional points, and delivery techniques to enhance these Direct Instruction programs.

B5) Direct Instruction Basics for Paraprofessionals ◆ Randi Saulter

Intended Audience: Paraprofessionals/Paraeducators

NEW SESSION! Are you a paraeducator working in a classroom utilizing Direct Instruction curriculum? This workshop will focus on several areas of concern to Paraeducators. Basic behavior management strategies including the how not to fall into the trap of using punitive consequences, ways to structure, teach, observe and interact positively and correct in order to shape appropriate student behaviors, how to set appropriate expectations for student behavior and MANY more. Additionally, a surefire way to participate in quick, focused conversations with a "team" to discuss student behavior and to set up specific student plans. Join us to hone your skills in creating a positive environment that supports academic growth and improved student outcomes.

C Sessions—Wednesday & Thursday Mornings

C1) Precision Teaching and Direct Instruction ◆ Faun Hyde and Cathy Watkins

Intended Audience: Open

NEW SESSION! For many academic skills, accurate performance is not enough. To be most useful in a wide variety of situations, these skills must be fluent. In this session, participants will learn strategies and tactics to promote fluency of prerequisite and key skills taught in Direct Instruction programs. This session will not focus on oral reading fluency.

Special Events...

These excellent networking opportunities are included in your conference fee. Plan on attending each of them!

ADI Membership Meeting, Excellence in Education Celebration and Social Hour, Sunday, July 24 (6:30 pm)
Learn about the plans for ADI in the upcoming year and celebrate the successes of the past year. Enjoy door prizes and fun.

Get Acquainted Picnic, Monday, July 25 (5:00 pm)
Enjoy a meal with participants and trainers.

Group Dinners, Tuesday and Wednesday, (Groups depart at 5:45)
ADI has made reservations for 8 at several area restaurants. Meet other participants for an evening of excellent food and conversation.

Lunch Topic Tables, Monday–Thursday
Sit at a table during lunch and enjoy conversation with others who share a common interest.

The session will (a) explore the importance of fluency, (b) teach the ideas of Precision Teaching and the use of the Standard Celeration Chart for monitoring basic skills fluency, (c) identify skills for which fluency is important, and (d) recommend and provide practice in specific fluency-building procedures that can be used to supplement Direct Instruction programs. Examples from classrooms will be provided and hands on practice will be required. *(Eligible for BACB CEUs, see page 19.)*

C2) Sensible Sequences ◆ Janet Fender

Intended Audience: Open

This session is a discussion of burning questions among veteran Direct Instruction users. What are the differences between the various editions of *Reading Mastery?* Can components of various editions be mixed? Where does *Horizons* fit in and when is this program a better choice? Should we use *Reading Mastery* or *Corrective Reading* with our older students? How early can *Corrective Reading* be used? Why would we choose *Language for Learning, Thinking,* and *Writing* instead of *Reasoning and Writing?* What's the difference between *Connecting Math Concepts* and *Corrective Math?* Issues related to combining DI programs for more intensive interventions will also be addressed.

C3) Extension Activities for Grades 3–6 ◆ Anne Desjardins

Intended Audience: Teachers of students in Grades 3–6

This session will provide information and training on utilizing a wide range of supplemental materials linked to *Reading Mastery* and *Corrective Reading* in grades 3–6. These supplements will include material published by SRA, ERI, J/P Associates, and other published and non-published supplements.

C4) Direct Instruction Spoken English ◆ Zig Engelmann, Owen Engelmann, Jerry Silbert

Intended Audience: Any person who needs to teach spoken English to students grades 4 through adult.

This session describes a new program that is appropriate for non-English speaking students who have at least the skills of a 9-year-old in their native language. The program is designed for students who know absolutely no English.

The teacher presents all material in English and does not need to know the native language of the students. The program teaches only spoken language, not reading or writing. There are 100 ninety-minute lessons. Lessons must be scheduled daily.

Students learn a vocabulary of about 1000 words and how to use these words correctly in various tenses, with appropriate syntax. Field-tryout results suggest that students who complete the program are more proficient at speaking and understanding English than students who receive 4 years of traditional English instruction.

The session provides information about presenting the program effectively, the program's design, rationale for specific design details, and strategies for correcting non-English speakers efficiently.

Staff development is critical to the successful implementation of Direct Instruction programs. Each year the Association for Direct Instruction assists thousands of educators to increase their technical competence and confidence as it relates to effective schools. Come find out why ADI training is rated as the best DI training available!

C5) Strategies for Improving Vocabulary and Comprehension Development Signatures II-V and Corrective Reading Decoding ◆ Tami Bebee

Intended Audience: Teachers 3–8, General and Special Education

Two of the major emphases of the Reading First initiative are vocabulary and comprehension. The focus of this session will be on developing vocabulary and test taking strategies in addition to implementing comprehension strategies, in *Reading Mastery Signature* II–V and *Corrective Reading, Decoding* lessons. Participants will be provided with specific vocabulary and comprehension strategies, recommendations for designated instructional points, and delivery techniques to enhance these Direct Instruction programs.

D Sessions—Monday–Thursday Afternoons

D1) Reading Mastery Classic I/Signature Grade K Reading ◆ Cyndi Caniglia

Intended Audience: Teachers K–2, General and Special Education

This session focuses on teaching beginning reading skills using *Reading Mastery* I and *Reading Mastery Fast-Cycle* as well as the reading component of *Reading Mastery Signature,* Grade K . Participants learn the basic information and skills needed to implement these programs—placing, accelerating, scheduling, grouping, and presenting lessons to students who are not yet readers. *Note: This session is also offered as an A session.*

D2) Reasoning and Writing C–F ◆ Laura Doherty

Intended Audience: Teachers of students performing at Grade Levels 3–12

This session provides detailed instruction in teaching higher-level thinking through writing. The instruction builds on basic templates for analyzing and critiquing faulty arguments, writing with clarity, hypothesis testing, inferring rules, and many other important thinking skills. These basic forms are expanded and integrated to develop very sophisticated writing skills.

D3) Corrective Reading, Comprehension ◆ Patrice Riggin and Betsy Hiemstra

Intended Audience: Teachers of students with reading problems in Grades 3–12

Training on the 2008 edition of the *Corrective Reading, Comprehension* A–C programs. These programs present a careful sequence for teaching comprehension skills to students in Grades 3 through 12. These programs build vocabulary, develop reasoning skills, and teach how to read with understanding from a variety of materials including books, newspapers, and magazines. *Note: This session will be divided into participants that have not been trained and those that have received prior training. If you have not had training, circle D3a on the registration form. If you have had prior training, circle D3b.*

D4) A Full Immersion Model for Implementing DI ◆ Tamara Bressi, Zig Engelmann, and Kurt Engelmann

Intended Audience: Administrators, Coordinators, and Teachers interested in a full school implementation of Direct Instruction

Using Siegfried Engelmann's guidelines for a full-scale implementation of Direct Instruction, this session will provide a framework for assuming accountability for every child in a school or district. Presenters will describe a problem–solution approach to scheduling, placement and grouping, training and coaching teachers, monitoring student performance, and deploying personnel. This session will also address some of the pitfalls that can hamper a large-scale implementation and prevent student achievement from reaching an optimal level.

Space is Limited! Register Early!

D5) Coaching 2 ◆ Randi Saulter and Janet Lopez

Intended Audience: Coaches, Supervisors, and Mentor Teachers who have at least 2 years experience and attended Essentials of Coaching

Are you a DI coach who has been at it for a while? Has it been a while since your initial training to coach? Are you ready to add to your bag of tricks? Would you like to spend some time with others in your position to discuss some of the "roadblocks" to coaching that you encounter somewhat regularly? This is the session for you. Facilitated by two longtime coaches, this session will focus on ideas for working through avoidance of and resistance to coaching that can take so many forms. Additionally, the session will focus on honing some of the coaching skills that are integral to successful long term coaching relationships. Through the use of guided discussions, videos, large and small group practice and role play, we will tackle areas such as: resistance to coaching before it has started, discriminating between a "can't" and a "won't," data collection in order to clarify teaching difficulties, lack of response to coaching, inconsistent demonstration of appropriate teaching behaviors and MANY more important areas

E Sessions—Monday & Tuesday Afternoons

E1) Reading Mastery Plus III & IV/Signature Grades 2 and 3 Reading ◆ Cheri Gerrein

Intended Audience: Teachers of students performing at Grade Levels 2–4

These programs present a careful sequence for teaching comprehension and decoding skills to students who have mastered beginning reading skills. *Reading Mastery Plus* and *Reading Mastery Signature* encompasses a full range of comprehension and decoding objectives. Participants will learn how to use management systems to monitor student progress and presentation techniques to teach all component skills (vocabulary, rules, information, and map skills) needed for students to completely understand the fact and fiction selections presented in the programs. This training also covers skills and scope of *Horizons* C–D.

E2) Advanced Direct Instruction Delivery Techniques ◆ Donna Dressman

Intended Audience: Teachers, Supervisors, and Administrators experienced in teaching Direct Instruction programs

The session is designed for the experienced teacher of Direct Instruction materials, including teachers, supervisors, and administrators. Information presented will include strategies and practice of effective correction and firming procedures, interventions and modifications for chronic errors, and analysis of student data. Illustrations and examples will be taken from a variety of curriculum areas, with an emphasis in reading and language. Participants will also learn effective strategies for monitoring and modifying their Direct Instruction implementation. At least 2+ years of experience with DI is recommended.

E3) Reading Extension Activities and Learning Centers for Primary Grades ◆ Brenda Kahn

Intended Audience: Teachers using *Reading Mastery Signature* Levels K, 1, *Classic* Levels I and II, or Fast Cycle.

NEW SESSION! This session will provide information and training on how to incorporate literacy activities correlated with the Direct Instruction curriculum into the primary classroom. Participants will look at a variety of supplemental materials linked to the early levels of Reading Mastery. These materials will include those published by SRA, ERI, and J/P Associates, as well as other published supplements. Training will focus on how to design your own materials and how to plan learning centers that support and enhance *Reading Mastery*. Participants will have the opportunity to share activities and ideas through a facilitated discussion.

E4) Developing Behavior Support Plans ◆ Tricia Berg

Intended Audience: K - 12 Teachers and Administrators

NEW SESSION! Disruptive or inappropriate behavior in the classroom can prevent students from learning. This session will teach educators how to develop effective Behavior Support Plans (BSP) that will change student behavior. Participants will learn how to use the research-based methods of Functional Behavior Assessment (FBA) to develop a BSP that has a high probability of working for the most challenging students. The first part of the session will train participants on functions of behavior and how to gather information to complete an FBA. The second part of the session will train participants how to transfer the information from an FBA into a successful BSP. Participants will be ready to go back to their schools and work with their most challenging students. *(Eligible for BACB CEUs, see page 19.)*

E5) Data, Data, Data—Using Assessments Effectively ◆ Cary Andrews

Intended Audience: Open

NEW SESSION! Over the past decade, teachers and administrators have been encouraged to utilize data to drive instructional decisions. This session will focus on how Direct Instruction program data, benchmark data, and standardized data such as DIBELS and State Comprehension Assessments can be utilized to make daily instructional decisions. After exploring the data sources and background information, participants will participate in both a primary and intermediate mock data meeting.

Participants will (a) identify specific data sources useful for determining instructional groups and methods (b) examine data recording and compilation instruments (c) consider guidelines for determining criteria for the formation of small groups (d) explore procedures for conducting K-2 and 3-5 data meetings (e) investigate instructional strategies that target deficits. *(Eligible for BACB CEUs, see page 19.)*

E6) Research On Direct Instruction ◆ Tim Slocum

Intended Audience: Open

This session will describe the research base related to Direct Instruction. It will include examination of studies relevant to the general Direct Instruction approach, Project Follow Through, and other research on specific Direct Instruction programs. In addition, independent reviews of research on Direct Instruction will be described, as will the status of Direct Instruction as an "evidence-based practice."

E7) REWARDS Writing: Sentence Refinement ◆ Mary Gleason

Intended Audience: Teachers: General (5-7) and Special Education (6-12)

REWARDS Writing: Sentence Refinement consists of 75 mini-lessons (20 to 30 minutes a day) designed to assist students with word choice and sentence variety in their written paragraphs. The program, published by Sopris, helps students to (a) select more precise, interesting words for their compositions (word choice); (b) improve the quality, sophistication, and variety of their sentences (often referred to as sentence fluency); and (c) edit the sentences within their compositions. In this session, one of the coauthors will introduce the program, demonstrate lessons, show video clips illustrating program use, and engage you in practicing some of the instructional routines.

Build Your Professional Library at the DI Store!

The Direct Instruction Store, located in the registration area, provides a comprehensive selection of Direct Instruction texts and supplements. Purchase videos and DVDs of past and current keynotes. Buy directly from the store, pick up order forms, or simply browse, but be sure to visit the DI Store during the conference.

F Sessions—Wednesday & Thursday Afternoon

F1) Reading Mastery Plus V & VI/Signature Grades 4 and 5 Reading ◆ Cheri Gerrein

Intended Audience: Teachers of students performing at Grade Levels 4–6

These programs present a careful sequence for teaching comprehension and decoding skills to students who have mastered beginning reading skills and encompass a full range of comprehension and decoding objectives. Participants learn how to use management systems to monitor student progress and presentation techniques to teach all component skills (vocabulary, rules, information, and map skills) needed for students to completely understand the fact and fiction selections presented in the program.

F2) Reading Success—Extending Comprehension Skills ◆ Robert Harris

Intended Audience: Teachers of students performing at Grade Levels 3–6

Reading Success is a *supplementary* reading comprehension program published by SRA. There are four levels: *Reading Success: Foundations*, for students who read at approximately a beginning third-grade level, and Levels A–C of *Reading Success*, for students who read at beginning fourth-, fifth-, and sixth-grade levels. This session overviews the scope and sequence of topics taught in *Reading Success*, explains how the program is used, and provides some training on techniques for getting the most out of the program. Although *Reading Success* is not a test preparation program per se, this session can be useful for raising the test scores where experienced *Reading Mastery* and *Horizons* teachers don't always see student achievement adequately reflected in test results.

F3) Essentials for Writing ◆ Bonnie Grossen

Intended Audience: Teachers or Administrators at the middle- or high-school level.

Recently published by SRA, the goal of *Essentials for Writing* is to prepare high school students to pass the writing component of the high school exit exams in most states, especially in California and Florida. This program may be seen as a sequel to *Expressive Writing 2* in its emphasis on writing. Students learn to write retells, persuasive arguments, descriptions, autobiographical sketches, responses to literature, and stories with specific themes. Different from *Reasoning and Writing*, there is less logic and science included in this program. To pass high school exit exams, students also need to read fluently. These skills are provided by *Corrective Reading* and are not included here.

F4) Building a Team Environment ◆ Carolyn Schneider

Intended Audience: Literacy Coaches (preferably with at least one year experience in classroom coaching)

This session is intended to address the demands of creating a positive method for working with teachers and administrators. The coach will learn how to stay "emotionally detached, but professionally connected" with teachers. Steps for working with administrators will be a strong focus of this session. Coaches will learn how to help teachers understand they have more to gain than to "give up" when using scientifically-based curriculum.

F5) Reading Mastery Signature Edition—Language and Language Arts Strand ◆ Janet Fender

Intended Audience: Open

The Language/Language Arts strand of *Reading Mastery Signature Edition* is more comprehensive than that of *Reading Mastery Plus.* This session will provide and overview of all 6 levels, K-5. This program progresses from oral language and logical thinking skills to strategies for writing narrative and expository responses. Participants will learn to place

students into the appropriate level and walk through some sample lessons. The *Signature* Language Arts strand can also be used with previous editions of *Reading Mastery* and this session will explain how.

F6) Essentials for Algebra ◆ Bernadette Kelly

Intended Audience: Teachers or Administrators at the middle- or high-school level.

Essentials for Algebra is a Direct Instruction Math program for middle or high school students who are at risk of failing exit requirements for high school graduation. This session provides an overview of the program (pre-Algebra and beginning Algebra), and also includes some practice in presenting selected exercises. The design of *Essentials for Algebra* makes it possible to teach content that is typically difficult for at-risk students to learn. The program content includes strategies for solving probability problems, work on the coordinate system, signed numbers, various multi-step Algebra problems, and presents unique strategies for solving rate, ratio, and proportion problems.

F7) Managing Disruptive Behavior in the Classroom ◆ Tricia Berg

Intended Audience: Teachers K–12, Administrators, Assistants

Educators rank classroom disruption as one of the most troublesome student behaviors they deal with on a regular basis. If unchecked, this behavior can quickly erode a classroom environment and seriously limit the teaching-learning process. In this workshop, participants will receive information and training on understanding and analyzing classroom disruption. Common forms of disruptive behavior will be directly addressed including off-task behavior, non-compliance, disrespect, and escalated behavior. Practical strategies will then be described for managing and defusing each of these behaviors. *(Eligible for BACB CEUs, see page 19.)*

PHOENIX INN SUITES

Come stay with us at The Phoenix Inn Suites and enjoy complimentary breakfast, free wireless internet and free parking for hotel guests. Located minutes away from the Hilton Conference Center, the Phoenix Inn and Suites is conveniently located in the heart of the University District of Eugene and the easy to use Em-Ex transit line. Call us today and reserve your suite.

Rates starting from $119!

800-344-0131
541-344-0001
www.phoenixinn.com/eugene

Premier All-Suites hotels in Oregon and Washington

Institute Descriptions

These 5-day institutes address issues related to Direct Instruction in more detail. The sessions run from Sunday through Thursday. Enrollment in these institutes is limited. To register fill out the registration form on page 23.

Becoming an Effective Direct Instruction Trainer ◆ Tracey Hall & Kathy Jungjohann

A key component of successful Direct Instruction implementations is proper training. This intensive 5-day session is for experienced DI teachers interested in learning how to train teachers to use DI programs. This session is ideal for schools or districts wanting to train a staff-development specialist in Direct Instruction.

In the Sunday session, participants will learn effective teacher-training techniques, including how to:

- present a succinct program overview
- sequence and present training tasks
- organize and manage practice sessions
- provide functional feedback to trainees

A critical feature of this session involves participants working as an assistant trainer with a conference presenter in a specific program-training session Monday through Thursday mornings. Trainees will then attend afternoon trainers' sessions to receive feedback on morning work, continue training, discuss their experience, and plan their own future training opportunities. *Note:* Participants in this institute must fill out a supplemental registration form. See page 22 for details.

Implementation Strategies and Issues in Supervision of Direct Instruction Programs ◆ Ed Schaefer

In the first part of this institute, participants will receive an overview of all Direct Instruction programs. Program content and sequencing will be highlighted, as will information on placement, grouping, and scheduling (both classroom and schoolwide). Next, the research base for schoolwide implementation of effective instructional programs—what works and what doesn't—will be analyzed. Additionally, participants will learn the nuts and bolts of a schoolwide Direct Instruction implementation. Topics covered will be budget planning, decisions on specific school policies, pre-implementation strategies, assessment of students, in-program testing, staff development, accelerating students, staff monitoring, and an overview of strategies to train, coach, and supervise classroom teachers to use Direct Instruction programs effectively.

Essentials of Coaching ◆ Meralee Hoffelt, Molly Blakely

This session is designed for Lead, Mentor, or Master Teachers and Consultants whose role is to serve as a staff development resource.

Coaches are the mainspring of successful implementations. The coach, in concert with the principal and other instructional leadership personnel (e.g., project coordinator, consultants), oversees all facets of the implementation—the schedule, the placement of children, the setting, and the teaching.

In this session, participants will learn how to:

- communicate with peers in order to increase instructional effectiveness
- arrange and rearrange classrooms based on student performance
- provide in-class coaching, demonstrations, and individual training to teachers
- conduct inservice sessions and team meetings
- analyze lesson progress and mastery data to evaluate student achievement

Diagnosis of student problems, teaching techniques, management, and basic direct remedies will also be presented. Procedures for data collection, evaluation, intervention, and feedback techniques will be demonstrated and practiced. Examples will be provided through video demonstrations and strategies practiced.

Registration Information

Where and When

The Hilton Eugene Hotel and Conference Center, 66 East 6th Avenue in downtown Eugene, Oregon. Preconference sessions and Institutes begin at 9:00 am on Sunday, July 24. Conference begins on Monday, July 25 8:30 am and the conference concludes at 3:15 pm on Thursday, July 28.

How to Register

1. Complete the registration form or register online at www.adihome.org..
2. Enclose registration form with Visa/Mastercard/Discover information, check, or institutional purchase order for the proper fee.
3. Send completed form and fee to the Association for Direct Instruction at PO Box 10252, Eugene, OR 97440.

A confirmation will be sent for all registrations received by July 1, 2011. Space may be limited in each session, so be sure to register early!

Fees and Discounts

Please note: The member and group discounts cannot be used together. Choose the discount that will benefit you or your group the most. Fee includes all training material, coffee each morning, hors d'oeuvres at the SRA reception on Sunday, and the Get Acquainted Picnic dinner on Monday.

Status	Discount	Savings	Fee
Non-Member			
Preconference only	0%	none	$195.00
Conference only	0%	none	$625.00
Both	0%	none	$725.00
Conference Institute	0%	none	$745.00
ADI Members			
Preconference only	20%	$39.00	$156.00
Conference only	20%	$125.00	$500.00
Both	20%	$145.00	$580.00
Conference Institute	20%	$149.00	$596.00
Student Members			
Preconference only	40%	$78.00	$117.00
Conference only	40%	$250.00	$375.00
Both	40%	$290.00	$435.00
Conference Institute	40%	$298.00	$437.00
Group Rates			
Group 6–10	10%	will vary	will vary
Group 11–20	20%	will vary	will vary
Group 21+	Contact ADI at 1-800-995-2464	will vary	will vary

Early Bird Discount—Save $20

Preregistrations accompanied by prepayment (check or credit card) and received by May 15, 2011, may take $20 off their conference fee.

Refunds and Cancellations

A 100% refund will be issued if a written request is postmarked by July 3, 2011. After that date a 75% refund will be given. A written request must be received in our office before any refunds will be made.

Lodging

ADI has negotiated with several hotels for special rates during the Eugene Conference. Information is as follows:

Hotel	Single	Double	Concierge upgrade
Hilton Eugene 66 East 6th Avenue Eugene, OR 97401 1.800.937.6660	$137.00	$137.00	$20.00 (per person)
Valley River Inn 1000 Valley River Way Eugene, OR 97401 1.800.543.8266	$129.00– $139.00	$144.00– $154.00	$10.00 (per person)
	(shuttle provided)		
Phoenix Inn 850 Franklim Blvd Eugene, OR 97403 800.344.0131	$119.00	$129.00	NA

Rates do not include room tax (10.5%). Be sure to mention that you are with the ADI group to receive the discounted room rates. *Please note:* The listed hotels are holding a limited number of rooms for our participants at these special rates until June 23, 2011. After that date, the hotels will continue to honor the discounted room rate; however, reservations will be accepted on a first-come, first-serve basis.

Travel

ADI recommends using Lee World Travel for your travel arrangements. Their highly qualified staff will be able to assist you in making air and car reservations. Call Kathy or Virginia at 1.866.344.5001 and let them know you are with the ADI group.

BACB Continuing Education Credits (CEUs):

ADI is a Behavior Analyst Certification Board approved provider of Type 2 CEUs, which may be applied toward certification or recertification as a BCBA. Certain sessions are eligible for CEUs. Requirements are attendance at the entire session and fee payment ($25.00 per session). All registration and fee payment will take place at the conference.

Get Your Lunch in a Hurry—

A convenient feature this year is the option to purchase a meal ticket in advance. The Hilton is offering the option to prepurchase their popular and tasty Patio Lunches. Save time waiting in line to pay and the hassle of collecting receipts. Meal tickets are $45.00 for Sunday through Thursday or $36.00 for Monday through Thursday. Check the Lunch Ticket line on the registration form.

Conference Session Schedule

	Sunday	Monday	Tuesday	Wednesday	Thursday
AM	Preconference Sessions (All Day Sunday) P1 CHAMPs—Proactive Behavior Management System P2 REWARDS P3 Dynamic Vocabulary Instruction P4 Introduction to Direct Instruction P5 Language for Culturally Diverse Learners P6 Thinking Outside the Box-Enhancing Reading Mastery P7 Overview of Effective Programs for Autism Spectrum Learners P8 DIBELS Next: 7th Edition P9 After School Interventions in K-2–Teach Your Child To Read in 100 Easy Lessons	*A Sessions (Monday-Thursday AM)* A1 Reading Mastery Signature Grade K/Classic I A2 Reading Mastery Signature Grade I/Classic II A3a Corrective Reading, Decoding Initial Training A3b Corrective Reading, Decoding Prior Training A4 Connecting Math Concepts A & B A5 Language for Learning A6 Connecting Math Concepts C–F A7 Establishing and Maintaining Instructional Leadership Teams *B Sessions (Monday and Tuesday AM)* B1 Language For Thinking & Writing Overview B2 Teaching Oral Reading Fluency B3 Bring it Home—Redelivering Inservices B4 Improving Vocabulary and Comprehension–Primary B5 Direct Instruction Basics for Paraprofessionals		*C Sessions (Wednsday and Thursday AM)* C1 Direct Instruction and Precision Teaching C2 Sensible Sequences C3 Extension Activites for Grades 3-6 C4 Spoken English–A DI Program C5 Improving Vocabulary and Comprehension–Grades 3-8	
PM		D Sessions (Monday-Thursday PM) D1 Reading Mastery Signature Grade K/Classic I D2 Reasoning and Writing C–F D3a Corrective Reading, Comprehension Initial D3b Corrective Reading, Comprehension Prior D4 A Full Immersion Model for Implementing DI D5 Coaching 2 *E Sessions (Monday and Tuesday PM)* E1 Signature Grades 2 & 3/Reading Mastery Plus III & IV E2 Advanced DI Delivery Techniques E3 Reading Extensions and Learning Centers—Primary E4 Developing Behavior Support Plans E5 Data, Data, Data–Using Assessments Effectively E6 Research on DI E7 REWARDS Writing		*F Sessions (Wednsday and Thursday PM)* F1 Signature 4 and 5/Reading Mastery Plus V & VI F2 Reading Success F3 Essentials for Writing F4 Building a Team Environment F5 Reading Mastery Signature—Language Strand F6 Essentials for Algebra F7 Managing Disruptive Behavior in the Classroom	
	Institutes (Sunday–Thursday, All Day) Becoming an Effective DI Trainer Implementation Strategies and Issues in Supervision of Direct Instruction Programs Essentials of Coaching				

Conference Registration Form

Please fill out this registration form completely and mail to ADI. Early registration is recommended. Make checks payable (U.S. funds only) to the Association for Direct Instruction.

Name _____

Address _____

City _____ St _____ Zip _____

Phone _____

Email _____

Position _____

Agency Affiliation _____

Session Registration

I wish to attend: (circle selections)

1) Preconference workshop (select 1) P1 P2 P3 P4 P5 P6 P7 P8 P9

2) Select your Monday–Thursday Morning schedule.

A Session (select 1 session, all 4 mornings) A1 A2 A3a A3b A4 A5 A6 A7

OR B/C Session (select 1 B and 1 C) B1 B2 B3 B4 B5

C1 C2 C3 C4 C5

3) Select your Monday–Thursday Afternoon schedule.

D Session (select 1 session, all 4 afternoons) D1 D2 D3a D3b D4 D5

OR E/F Session (select 1 E and 1 F) E1 E2 E3 E4 E5 E6 E7

F1 F2 F3 F4 F5 F6 F7

Payment Information:

Early Discount (If mailed with purchase order or payment by May 15)	–$20.00
Conference fee (see chart, page 16)	_____
Materials fee (session P1)	_____
Lunch Ticket ($45.00 five days, $36.00 four days)	_____
Total	_____

I have enclosed a ____ check or _____ purchase order in the amount of $_____.

Please bill my ____ Visa _____ Mastercard _____ Discover

Card # _____

Exp Date _____ Security code _____

Signature _____

For office use: Eug _____ ck _____ po _____ chg _____ by _____

Institute Registration Form

Please fill out this registration form completely and mail to ADI. Early registration is recommended. Make checks payable (U.S. funds only) to the Association for Direct Instruction.

Name _____

Address _____

City _____ St _____ Zip _____

Phone _____

Email _____

Position _____

Agency Affiliation _____

I will attend the following week-long Institute:

- ☐ Implementation Strategies and Issues in Supervision of DI Programs
- ☐ Essentials of Coaching
- ☐ Becoming an Effective DI Trainer*

*Complete the Supplemental Application questions below for this session.

Payment information:

Early Discount (If mailed with purchase order or payment by May 15)	–$20.00
Institute fee (see chart, page 16)	_____
Lunch Ticket ($45.00 five days, $36.00 four days)	_____
Total	_____

I have enclosed a ____ check or _____ purchase order in the amount of $_____.

Please bill my ____ Visa _____ Mastercard ____ Discover

Card # _____

Exp Date _____ Security code _____

Signature _____

**Supplemental Application for Becoming an Effective DI Trainer

This 5-day Institute is designed for the educator experienced in teaching Direct Instruction programs. To ensure appropriate attendance and prepare the session leaders, we would like some background information about each participant. Please complete this form and return it to ADI ***by May 30.*** *Enrollment is limited. Applicants will be selected by the session leaders. Not all applicants may be accepted. Notification will be made by June 15.*

Part 1. Current education position: _____

Number of years experience teaching DI Programs: _____

Please list the Direct Instruction programs and levels you have had experience teaching: _____

_____

Part 2. On a separate sheet of paper, please answer the following questions:

Why are you interested in this session?
How do you plan on using this training in your work situation?

For office use: Eug _____ ck _____ po _____ chg _____ by _____