Response to Instruction (RTI) One-Day Summer Institute

Friday, August 10, 2007, 8:30 a.m. to 4 p.m.
Albertus Magnus College, 700 Prospect Street, New Haven, CT

Co-sponsored by Haskins Literacy Initiative & CT Branch of the International Dyslexia Association

$80.00 registration fee (CONNIDA member fee $75.00) Lunch provided CEUs offered for Connecticut educators

Response to Instruction or RTI (also known as Response to Intervention) suggests alternative models for serving and identifying students with learning disabilities. The successful implementation of RTI rests on quality classroom instruction for all students and research-proven intervention. RTI represents the departure from identification and intervention models for learning disabilities that disconnect identification and instruction. Some of the major features of RTI models from different perspectives, including cognitive processes, the brain and instruction will be presented.

See speaker bios here

Keynote Address: Why RTI? Enhancing Outcomes for All Students
Jack Fletcher, Ph.D., University of Texas-Houston

Speakers for Breakout Sessions Morning (10:45-12) and Afternoon (1:00-2:15) Choose on registration form
Haskins Literacy Initiative Specialists, Haskins Laboratories, “What Should Tier One Instruction Look Like? HLI’s Comprehensive Literacy Instruction”
Ken Pugh, Ph.D., Haskins Laboratories, “Methodological Issues in Neuroimaging Studies of Skilled Reading and Reading Disability: Establishing brain/behavior links”
Maureen Ruby, Eastern Connecticut State University, “RTI’s Three Tiers of Involvement: School, Parent, Child”
Tom Scarice, Principal, Two Rivers Middle Magnet School, East Hartford, “RTI Goes to School”
Deborah Speece, Ph.D., University of Maryland, “RTI and Learning Disabilities: History, Research, and Future Directions”