RTI at Work Institute
Atlanta, GA • October 7–9, 2026

Wednesday, October 7

7:00–8:00 a.m.	Registration and Continental Breakfast	Rooms TBD
8:00–9:45 a.m.	**Keynote**—Luis F. Cruz *Utilizing the Necessary Context to Understand and Embrace the RTI at Work Process*	
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	**Breakout Sessions**	See page 2.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	**Keynote**—William M. Ferriter *Doing the Right Work First: Creating a Guaranteed and Viable Curriculum*	
2:30–2:45 p.m.	Break	
2:45–4:15 p.m.	**Breakout Sessions**	See page 2.

Thursday, October 8

7:00–8:00 a.m.	Registration and Continental Breakfast	Rooms TBD
8:00–9:30 a.m.	**Keynote**—Katie White *Coming soon!*	
9:30–9:45 a.m.	Break	
9:45–11:15 a.m.	**Breakout Sessions**	See page 2.
11:15 a.m.–12:45 p.m.	Lunch (on your own)	
12:45–2:15 p.m.	**Keynote**—Mike Mattos *Building the Pyramid: How to Create a Highly Effective, Multitiered System of Supports*	
2:15–2:30 p.m.	Break	
2:30–4:00 p.m.	**Breakout Sessions**	See page 2.
4:00–4:45 p.m.	**Team Time**—*Presenters are available to aid in your collaborative team discussions.*	

Friday, October 9

7:00–8:00 a.m.	Continental Breakfast	Rooms TBD
8:00–10:15 a.m.	**In-Depth Seminars**	See page 2.
10:15–10:30 a.m.	Break	
10:30–11:30 a.m.	**Keynote**—Mike Mattos *Our Educational Moonshot*	

Agenda is subject to change.

Breakout Sessions at a Glance

Rooms will be listed beneath titles in blue three weeks before the event.

Presenter	Wednesday, October 7		Thursday, October 8		Friday, October 9
	10:00–11:30 a.m.	**2:45–4:15 p.m.**	**9:45–11:15 a.m.**	**2:30–4:00 p.m.**	**8:00–10:15 a.m.**
Luis F. Cruz	Time for Change: How Guiding Coalitions Promote a Culture of Collective Responsibility Room TBD	Tears in the Tiers: Addressing Neglected Essential Actions During RTI at Work Implementation Room TBD	Time for Change: Creating a Culture of Accountability Amid Irrational Resistance to Change Room TBD	English Learners and the RTI at Work Process Room TBD	Putting It All Together: Creating a Multitiered System of Supports **Secondary** Room TBD
William M. Ferriter	Three Essential Cultural Tools for Collaborative Teacher Teams Room TBD	Using AI Tools to Better Plan for Initial Instruction and Reteaching of Grade-Level Essential Standards Room TBD	Building Confident Learners: Understanding the Role of Student Self-Efficacy in the RTI at Work Process Room TBD	How Will We Extend Learning When Students Are Already Proficient? Room TBD	
John Hannigan	Behavior Solutions: Schoolwide Prevention in Tier 1 Room TBD	Four Cs of a Classroom: First Best Classroom Prevention Room TBD	Behavior Solutions Tier 2 System: Identity, Match, Deliver, and Monitor Targeted Interventions Room TBD	Behavior Academies: Targeted Interventions That Work! Room TBD	Putting It All Together: Creating a Multitiered System of Supports **Behavior** Room TBD
Mike Mattos	The Best Intervention Is Prevention: Planning Proactive Supports Room TBD	Interventions That Work! Making Your Current Site Interventions More Effective Room TBD	The Power of One: Creating High-Performing Teams for Singleton Staff Room TBD	It's About Time: Planning Interventions and Extensions in Secondary School Room TBD	Putting It All Together: Creating a Multitiered System of Supports **Elementary** Room TBD
Katie White	*Coming soon!* Room TBD	*Coming soon!* Room TBD	*Coming soon!* Room TBD	*Coming soon!* Room TBD	Putting It All Together: Linking **Instruction, Assessment, and Interventions** Room TBD

Agenda is subject to change.

Session Descriptions—Day 1

MORNING KEYNOTE

Luis F. Cruz

Utilizing the Necessary Context to Understand and Embrace the RTI at Work Process
We depend on today's schools to help all students learn at grade level or higher. But what if schools were never established with that purpose in mind? What if the desire to "go back to normal" after the pandemic is not what schools need to ensure equitable learning for all students?

Luis F. Cruz shares a new way of thinking. Educators today must redesign schools structurally and culturally, so all students learn at high levels.

MORNING BREAKOUT SESSIONS

Luis F. Cruz

Time for Change: How Guiding Coalitions Promote a Culture of Collective Responsibility
Implementing the RTI at Work process requires school staff members to embrace the discomfort in change. Therefore, the main responsibility of a guiding coalition is creating a culture of collective responsibility while tackling adult resistance.

Luis F. Cruz addresses how a guiding coalition can support and tackle resistance. He shows participants:
- How to create collective responsibility when implementing the RTI at Work process
- Why resistance is a common reaction when implementing the process
- How to address rational resistance to change

William M. Ferriter

Three Essential Cultural Tools for Collaborative Teacher Teams
One of the first essential actions that RTI at Work schools must take is to form collaborative teacher teams. Ask classroom teachers, though, and they will say forming collaborative teams is the easy part! The challenge rests in ensuring that those collaborative teams can work together efficiently and effectively. In this session, career classroom teacher and Solution Tree author William M. Ferriter introduces participants to the kinds of tangible structures and explicit tools that learning teams must have in place to make their work with one another productive.

Participants in this session:
- Examine a process for addressing moments when personalities derail the work of collaborative teams.

- Discuss the role that clear norms and expectations play in the successful work of a learning team.
- Explore practical tools and products designed to structure the work of learning teams over time.

John Hannigan

Behavior Solutions: Schoolwide Prevention in Tier 1

If we have learned anything through teaching during this pandemic, it is that the term *behavior* doesn't simply refer to a disruptive student. *Behavior* refers to academic behaviors (skill based) *and* social behaviors (will based). Both need to be taught and reinforced in every tier of systematic SEL support at your school, beginning with the focus on Tier 1 prevention schoolwide. This session is designed to help educators learn how to assess their current state for Tier 1 behavior and develop processes and actions necessary to build an effective Tier 1 schoolwide system.

Mike Mattos

The Best Intervention Is Prevention: Planning Proactive Supports

Most schools use student failure to identify those who need interventions. The problem is that if we wait for students to fail, they will! Tier 2 interventions become buried under too many needs. Mike Mattos demonstrates academic and behavior supports and processes to proactively bolster students at Tier 1.

Katie White

Coming soon!

AFTERNOON KEYNOTE

William M. Ferriter

Doing the Right Work First: Creating a Guaranteed and Viable Curriculum

If a school wants to build a system of interventions that ensures high levels of learning for all students, where should it begin? Intervention schedules, student lists, additional staff? While all of those decisions matter, career classroom teacher and Solution Tree author William M. Ferriter makes the case that none work without first establishing a clear, guaranteed, and viable curriculum.

Bill argues that the most common reason intervention systems fail is not a lack of effort or belief, but a lack of focus. Participants explore why clarity on essential standards is a Tier 1 moral imperative, how bloated curricula undermine both teaching and intervention, and what it truly means to guarantee student access to essential learning. Drawing on research and practical team-based tools, Bill highlights concrete practices teacher teams and guiding coalitions can use

to identify essential outcomes, build shared understanding, and create the foundation necessary for effective intervention at every level.

AFTERNOON BREAKOUT SESSIONS

Luis F. Cruz

Tears in the Tiers: Addressing Neglected Essential Actions During RTI at Work Implementation

Through the RTI at Work process, staff members must commit to essential actions across the three tiers. Sometimes educators neglect key steps and weaken interventions that students need. Luis F. Cruz shares steps that teachers often ignore or bypass. He describes the ill effects and how to avoid them by adhering to all actions in the RTI at Work process.

William M. Ferriter

Using AI Tools to Better Plan for Initial Instruction and Reteaching of Grade-Level Essential Standards

Over the last few years, artificial intelligence tools like ChatGPT have taken education by storm. Teachers are using AI tools to create new content, differentiate their instruction, identify strategies for teaching and reteaching concepts to their students, and work more efficiently and effectively. Just as importantly, high school students are using these tools to improve their understanding of complex ideas, identify new paths of learning in their areas of personal interest, and receive targeted feedback on their work products. Because AI tools are changing how we work and learn, classroom teachers must reflect on their potential as planning partners in the RTI at Work process.

Participants in this session:
- Understand what artificial intelligence is and how it works.
- Examine how teachers can use artificial intelligence tools to better plan for initial instruction and reteaching of grade-level essential standards.
- Discuss the potential in coaching older students to use AI tools to support their own learning.

John Hannigan

Four Cs of a Classroom: First Best Classroom Prevention

Students thrive when their social-emotional and academic needs are supported in tandem with consistent and predictable classroom structures and routines—along with best practice strategies—to create a sense of safety, positivity, and belonging in every classroom. In this session, Jessica Djabrayan Hannigan shows educators how to create a first best classroom behavior prevention system designed to help them respond to the academic and social behavior needs of every learner. Specifically, educators learn how to integrate the best practice strategies

for behavioral supports for each of the four Cs of a classroom—climate, culture, curriculum, and communication—and monitor through a behavior rounds process.

Mike Mattos

Interventions That Work! Making Your Current Site Interventions More Effective
A *system* of interventions is only as effective as the *individual* interventions that comprise it. Despite honorable intentions, many school interventions fail, primarily because efforts don't align with the characteristics proven most fruitful.

Participants learn the six essential characteristics of productive interventions and a robust process for applying them. The most significant difference between a traditional school and a PLC is how each responds when students falter. Mike Mattos illustrates how to perform CPR—<u>c</u>reate <u>p</u>owerful <u>r</u>esponses—when students don't learn.

Katie White

Coming soon!

Session Descriptions—Day 2

MORNING KEYNOTE

Katie White

Coming soon!

MORNING BREAKOUT SESSIONS

Luis F. Cruz

Time for Change: Creating a Culture of Accountability Amid Irrational Resistance to Change
When we build a case on why RTI at Work is the right course, some resistance is natural. Typically, leaders deal with rational educators who eventually embrace the process. Yet occasionally, they cannot sway some staff members.

Dealing with irrational resistance is a challenge. Despite best practices and generous support, some staff members refuse to participate. As a result, failure to hold individuals accountable stifles RTI at Work implementation.

Participants in this session learn how to:
- Create a culture of accountability.
- Manage irrational resistance to the RTI at Work process.
- Practice the RESIST protocol to address and prepare for accountability.

William M. Ferriter

Building Confident Learners: Understanding the Role of Student Self-Efficacy in the RTI at Work Process
Schools aiming to *create lifelong learners* must recognize the powerful role classroom actions play in realizing this mission. Lifelong learning doesn't happen by chance; it's built through intentional actions that empower students to believe they can take control of their own learning—no matter their circumstances. While many teachers recognize the importance of student self-efficacy, embedding practices that consistently build it into daily instruction often remains elusive. In this session, career classroom teacher and Solution Tree author William M. Ferriter introduces participants to the factors that impact a student's sense of efficacy and strategies they can use to make efficacy building a regular part of their classroom instruction.

Participants in this session:
- Discuss the important role that student self-efficacy plays in learning.
- Study the four factors that influence a student's belief in their own ability to succeed.
- Explore simple student self-efficacy-building strategies that can be integrated into any classroom.

John Hannigan

Behavior Solutions Tier 2: Identify, Match, Deliver, and Monitor Targeted Interventions

In this session, Jessica Djabrayan Hannigan shows participants how to use behavior data to implement targeted behavior interventions for students not responding to Tier 1 (schoolwide) behavior. Go beyond check-in/check-out (CICO) as the catchall intervention and begin using interventions that are targeted for all the specific behaviors you wish to eliminate. Dr. Hannigan teaches participants how to identify, match, deliver, and monitor targeted interventions. They also learn how to develop a menu of interventions including entrance and exit criteria, characteristics, and conditions essential for intervention success.

Mike Mattos

The Power of One: Creating High-Performing Teams for Singleton Staff

High-performing collaborative teams are the foundation for any PLC—the engines that drive the entire process! Nearly every school or district has these types of educators: singletons (the only person who teaches a grade level or course); multiple-grade-level instructors, such as a special education teacher; or those providing supplemental support, such as a school counselor or psychologist.

How do these individuals fit into collaborative teams? Mike Mattos offers guiding principles and real-life examples for educators who look to create inclusive collaborative teams by connecting to the *power of one.*

This session calls on participants to:
- Learn ways to create meaningful, job-embedded teams for singleton staff.
- Consider team options for elective and specials teachers, special education staff, and those who oversee unique programs.
- Repurpose a site intervention team into a high-performing collaborative team.

Katie White

Coming soon!

AFTERNOON KEYNOTE

Mike Mattos

Building the Pyramid: How to Create a Highly Effective, Multitiered System of Supports

Mike Mattos and the RTI at Work faculty discuss the essential elements to systematically provide supplemental Tier 2 and intensive Tier 3 interventions for academics and behavior. He shares how to employ teacher teams and support staff to make this work doable.

Participants in this session:

- Learn how to create a system of supplemental and intensive interventions.
- Identify students in need of extra help.
- Explore options for resource allocation and staff responsibilities.
- Create processes for quality problem solving.
- Determine when special education identification is appropriate.

AFTERNOON BREAKOUT SESSIONS

Luis F. Cruz

English Learners and the RTI at Work Process
While the English learner population continues to grow, fewer schools have demonstrated significant levels of learning for this critical cohort. Do educators lack the pedagogical skills to promote learning for these students? Do schools lack the resources?

Luis F. Cruz reviews the practical integration of collective leadership and shows how the RTI at Work process can accelerate learning for this growing and academically challenged group of students. As a current and former English learner, Luis has more than 30 years of public school experience working with students studying English as an additional language.

Participants in this session learn how to:
- Aid interventions through an English learner task force.
- Build common language, knowledge, and expectations via job-embedded professional development.
- Ensure academic success for English learners through teacher teams.

William M. Ferriter

How Will We Extend Learning When Students Are Already Proficient?
For many learning teams, being prepared with additional time and support for every student who demonstrates the need means doing all that we can to help struggling students master essential outcomes. The highest performing teams, however, recognize that our moral obligation isn't only to help students master essential outcomes. Instead, our moral obligation is to help all students learn at the highest levels—including those "question-four students" who are already working beyond grade-level essentials. In the RTI at Work process, that's Tier 2—Teacher Team Essential Action 4.

In this session, career classroom teacher and Solution Tree author William M. Ferriter introduces participants to several simple steps they can take to make extension a priority in their Tier 2 work with students.

John Hannigan

Behavior Academies: Targeted Interventions That Work!
Go beyond check-in/check-out (CICO) as the catchall intervention and begin using interventions that are targeted for all the specific behaviors you wish to eliminate. It is essential to a student's personal growth and success to address the root cause of the behavior and provide the teaching of necessary and targeted academic and social behavior skills.

Mike Mattos

It's About Time: Planning Interventions and Extensions in Secondary School
What does an effective secondary school intervention process look like? Mike Mattos offers proven intervention strategies, including creating a schoolwide process that identifies students for extra help and makes time for intervention and extension within the master schedule.

Katie White

Coming soon!

Session Descriptions—Day 3

IN-DEPTH SEMINARS

Luis F. Cruz and William M. Ferriter

Putting It All Together: Creating a Multitiered System of Supports—Secondary

Participants in this session learn to create a multitiered intervention system for secondary schools. Based on the guiding principles of RTI at Work, the process includes embedded Tier 1 core support, targeted Tier 2 supplemental help, and intensive Tier 3 interventions.

Participants in this session:
- Complete the RTI at Work inverted pyramid as a team.
- Review essential elements of the RTI process.
- Identify current strengths, areas for improvement, and immediate action steps to address both.

John Hannigan

Putting It All Together: Creating a Multitiered System of Supports—Behavior

Participants learn to create a multitiered system of intervention for behavior. Based on the guiding principles of RTI at Work, this process includes embedded Tier 1 schoolwide prevention, targeted Tier 2 interventions, and intensive Tier 3 remediation.

Participants in this session:
- Complete the RTI at Work inverted pyramid as a team with the focus on behavior.
- Develop a roadmap for implementation.
- Identify current strengths, areas for improvement, and immediate action steps to address both.

Mike Mattos

Putting It All Together: Creating a Multitiered System of Supports—Elementary

Participants learn to create a multitiered system of intervention for elementary schools. Based on the guiding principles of RTI at Work, this process includes embedded Tier 1 core support, targeted Tier 2 supplemental help, and intensive Tier 3 interventions.

Participants in this session:
- Complete the RTI at Work inverted pyramid as a team.
- Review essential elements of the RTI process.
- Identify current strengths, areas for improvement, and immediate action steps to address both.

Katie White

Putting It All Together: Linking Instruction, Assessment, and Interventions

Collaborative teams must link instruction, assessment, and interventions to build a solid RTI at Work process. But how do they do this?

Participants learn to create learning targets from essential standards to design quality assessments. They gather tools, protocols, and examples for developing assessments that offer the best information on student learning. The seminar highlights key elements of assessment design that provide meaningful interventions and promote student investment. Educators reflect on current practices to determine the next steps at their schools.

Participants in this session:
- Explore how to determine learning targets from prioritized standards.
- Identify key elements of assessment design that enable meaningful interventions and student investment.
- Learn to develop methods of assessment that offer quality information about student learning.

KEYNOTE

Mike Mattos

Our Educational Moonshot

In this keynote, Mike Mattos engages all participants in an end-of-unit common assessment. What are the big takeaways from this institute? Which essential elements can you see in practice in your building, and which ones need additional time and support? The session ends with a celebration of our learning together. For in the end, doing the right work really well is our best hope to ensure a promising future for our students and our collective prosperity.