

presents...

RESPONSE TO INTERVENTION INSTITUTE

A ROADMAP FOR SCHOOLS THE RIGHT PRACTICES FOR THE RIGHT REASONS

BRISBANE

Monday 24 &
Tuesday 25 August

SYDNEY

Thursday 27 &
Friday 28 August

MELBOURNE

Monday 31 August &
Tuesday 1 September

One of the most highly effective research based practices in which schools can engage is Response to Intervention (RTI). RTI is a proactive, coordinated and systematic approach to providing academic and behavioural support for all students.

But RTI isn't just about interventions. It's about assessing how all students respond to instruction. In this institute, renowned expert and author Chris Weber will go beyond the 'what' and the 'why' of RTI to show participants how to translate a good idea into a successful RTI roadmap of action for their school.

Preparing students to meet real world challenges – and stay in school until they are ready for them – takes a team effort. With the RTI road map, your team will take RTI from research to practice, from ideas to reality, and lead all students to success.



Presented by **Chris Weber**



DAY ONE

SESSION ONE

9.00 am–11.00 am

Going Beyond the What and Why

Identify the 'what' and 'why' of Response to Intervention. In this session participants will examine research and make links to contemporary education and school improvement practices. This will include the non-negotiables of RTI.

MORNING TEA

11.00 am–11.30 am

SESSION TWO

11.30 am–1.30 pm

Mapping your Current Reality

In this session exemplar RTI schools will be showcased. Schools will use RTI Self-Assessment to begin identifying the current strengths and weaknesses of their existing approach.

This self-assessment will be based upon

- High quality instruction and learning opportunities for all students
- Timely, proactive identification of students struggling to meet grade-level expectations
- Attention to the learning rates and levels of performance of all students
- Increasing intensity and targeting of instruction/intervention based on identified needs
- Data-informed decision making using the skills of the school teams to solve problems

LUNCH

1.30 pm–2.15 pm

SESSION THREE

2.15 pm–3.45 pm

The Seven Elements of RTI

Through exploring documents, artefacts, evidence and data, schools rate themselves on seven key elements for successful RTI implementation. These elements include the specific tasks of teams and the process schools are undertaking to support students with both their academic and behavioural learning needs.

DAY TWO

SESSION ONE

9.00 am–11.00 am

The RTI Roadmap

Participants will be introduced to a roadmap for implementing RTI based upon a practical flowchart to ensure success. This will include the 'who, what, when and how' of developing a roadmap. Schools will leave with a plan that acknowledges the school's current context and moves the school towards great student success.

Participants will understand

- The work of RTI teams
- The differences between Tier 1 and the intervention that occurs during Tier 2 and 3
- The link to the work of professional learning teams
- The link between collaboration, differentiated instruction, common assessments and systematic responses

MORNING TEA

11.00 am–11.30 am

SESSION TWO

11.30 am–1.30 pm

Initiating, Sustaining and Motivating

In order to initiate any change at this level, participants will identify possible pitfalls, how to avoid them and the key ingredients to sustaining and motivating staff throughout the process.

LUNCH

1.30 pm–2.15 pm

SESSION THREE

2.15 pm–3.45 pm

Sharing the Journey – Q and A

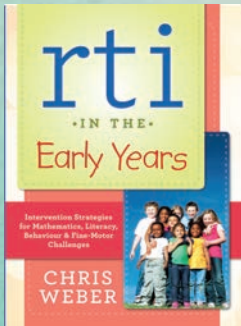
Participants will have the opportunity to learn from Chris and their peers as they address questions that have arisen throughout the two days. Specific answers will be explored and provided, with examples and artefacts shared.

CHRIS WEBER

Chris Weber, EdD, is a consultant and administrative coach for Chicago Public Schools and the Oakland (California) Unified School District. He delivers trainings and presentations on Pyramid Response to Intervention (RTI). This tiered approach to RTI is centred on Professional Learning Community concepts and strategies to ensure every student receives the time and support necessary to succeed. Dr Weber also delivers workshops and presentations that provide the tools educators need to build and sustain PLCs.

Dr Weber has taught grades K–12 and served as a site administrator for elementary and secondary schools. He was director of instruction for the Garden Grove Unified School District in California, which was the 2004 winner of the prestigious Broad Prize for Urban Education. During this time, all groups of students in the district's 47 K–6 schools achieved double-digit AYP gains in mathematics and English language arts.

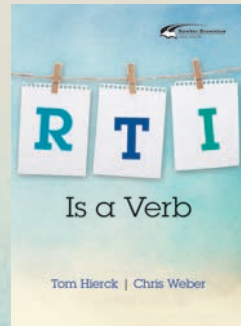
SUPPORTING RESOURCES



RTI in the Early Years: Intervention Strategies for Maths, Literacy, Behaviour and Fine-Motor Challenges

Schools that implement RTI in the foundation year (prep, reception, etc) to year 3 can close the gap and prevent student learning difficulties from ever developing. *RTI in the Early Years: Intervention Strategies for Mathematics, Literacy, Behaviour and Fine-Motor Challenges* addresses the importance of early prevention and intervention. Teachers and other practitioners will also learn best practices for English learners and for supporting students' social, behavioural, language and fine-motor skills.

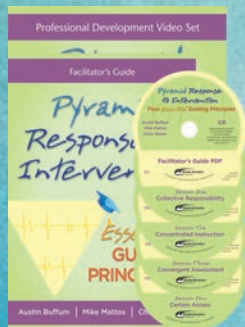
SOT2620
\$32.95



RTI Is a Verb

This book goes beyond the why and what of RTI to show you how to translate this good idea into a plan of action for your school. It offers concrete recommendations and resources, including interventions emphasizing university and career readiness; practical strategies for screening, progress monitoring and diagnostics; and sample approaches to specific interventions across the curriculum. Throughout this book, the authors provide concrete recommendations and resources to allow educators to translate response to intervention from research to practice, from ideas to reality.

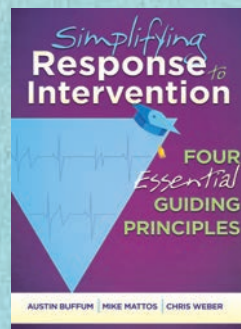
CO2977
\$36.95



Pyramid Response to Intervention: Four Essential Guiding Principles A Multimedia Kit

Focusing on the four Cs vital to student achievement, this powerful four-part program will help you collect targeted information on each student's individual needs, while offering important learning leverage points. It includes Facilitators Guide with Resources and Reproducibles; PDF of Facilitators Guide on CD; Four Session DVDs: Collective Responsibility; Concentrated Instruction; Convergent Assessment; and Certain Access.

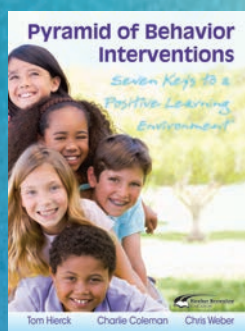
SOT2231
\$495.00



Simplifying Response to Intervention: Four Essential Guiding Principles

The sequel to *Pyramid Response to Intervention* advocates that a successful RTI model begins by asking the right questions to create a fundamentally effective learning environment for every student. RTI is not a series of implementation steps, but rather a way of thinking. Understand why bureaucratic, paperwork-heavy, compliance-oriented, test-score-driven approaches fail. Then, learn how to create a focused RTI model that works. The authors present an inverted version of the RTI pyramid that narrows the focus to each individual child.

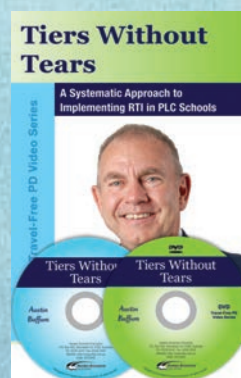
SOT0428
\$32.95



Pyramid of Behavior Interventions: Seven Keys to a Positive Learning Environment

Students will experience frustration, confusion and perhaps failure if they do not have clearly articulated routines, structures and expectations for their learning environment. This book asks educators to commit to proactively serving all students and anticipating their needs. The authors transform the research on student behaviour, response to intervention and professional learning communities into practical strategies educators can use to create superior school and classroom climates and cultures in which learning is primed to occur.

SOT2301
\$27.95



Tiers Without Tears: A Systematic Approach to Implementing RTI in PLC Schools DVD

Austin Buffum uses engaging stories from his experiences in and out of the classroom to explore how response to intervention (RTI) works in real-life applications. Since RTI shifts the responsibility for helping all students become successful from special education teachers to the entire staff, Buffum argues that RTI is most effective when implemented on the foundation of a professional learning community (PLC). In this process, the three big ideas of a PLC—a focus on learning, a collaborative culture, and a focus on results—are critical.

SOT2842
\$150.00

REGISTRATION FORM

FL1384

INSTITUTE SELECTION

BRISBANE SYDNEY MELBOURNE

INVESTMENT

INDIVIDUAL: \$700 per person (inc. GST)
TEAM: \$630 per person (inc. GST)
(5 or more registrants)

DATES

BRISBANE

Date: Monday 24 and Tuesday 25 August 2015
Time: 9.00am–3.45pm
Venue: Brisbane Convention & Exhibition Centre,
Merivale Street & Glenelg Street,
South Brisbane QLD 4101

SYDNEY

Date: Thursday 27 and Friday 28 August 2015
Time: 9.00am–3.45pm
Venue: Waterview, Bicentennial Drive,
Bicentennial Park, (off Australia Avenue)
Sydney Olympic Park

MELBOURNE

Date: Monday 31 August and
Tuesday 1 September 2015
Time: 9.00am–3.45pm
Venue: Sheraton Melbourne, 27 Little Collins Street
Melbourne

SCHOOL / ORGANISATION

School/Institution: _____

Address: _____

State: _____ Postcode: _____

Phone B.H. (____) _____

Fax: (____) _____

Email Address for Invoice: _____



PO. Box 580, Moorabbin, VIC 3189
Fax: + 61 3 8558 2400 or 1800 150 445
Email: info@hbpls.com.au • **Ph:** + 61 3 8558 2456
W: www.hbpls.com.au • **ABN:** 74 140 155 111

REGISTRANT 1

Name: _____

Position: _____

Mobile: _____

Email: _____

Dietary Requirements: _____

REGISTRANT 2

Name: _____

Position: _____

Mobile: _____

Email: _____

Dietary Requirements: _____

REGISTRANT 3

Name: _____

Position: _____

Mobile: _____

Email: _____

Dietary Requirements: _____

REGISTRANT 4

Name: _____

Position: _____

Mobile: _____

Email: _____

Dietary Requirements: _____

REGISTRANT 5

Name: _____

Position: _____

Mobile: _____

Email: _____

Dietary Requirements: _____

METHOD OF PAYMENT:

INVOICE

Please Invoice School/Institution (Official purchase order must be supplied)

Purchase Order Number: _____

CREDIT CARD

School/Organisation Credit Card Personal Credit Card

Visa Mastercard Amex (4% Surcharge)

Card Number:

Amount: \$ _____ Expiry Date: _____ Signature: _____

CHEQUE

Cheque – Please make cheque payable to Hawker Brownlow Professional Learning Solutions