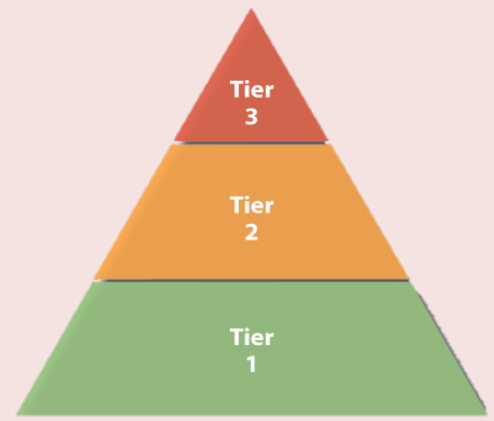


# Leading Student Achievement through a Whole School Approach to Response to Intervention (RTI)

*A practical workshop for school staff including principals, senior managers, teachers & student support services (psychologists and speech pathologists)*



This workshop will help school senior managers, teachers and SSOs work together to

1. Identify students at risk for learning difficulties before they fail,
2. Intervene effectively with tiered support for those with more significant learning needs, and
3. Identify students whose learning difficulties are the result of a specific learning disorder (SLD) such as dyslexia.

The Response to Intervention (RTI) Model significantly improves student achievement; in turn promoting better learning and mental health outcomes for all students.

Delivered in two half-day workshops, it is **recommended** that

- Senior managers and teachers only attend the morning workshop, while
- School Psychologists and Speech Pathologists attend the full day if possible

## Workshop 1 (morning) learning outcomes will include the ability to:

- Explain the difference between a learning difficulty and learning disorder and why these students often fail to make progress
- Identify students at risk for learning difficulties in the classroom
- Conduct a self-evaluation audit to identify school strengths & challenges
- Describe the characteristics of each tier of the RTI model
- Design and implement effective methods of screening and assessment for your school at each tier
- Design and implement learning interventions, accommodations & supports at each tier that can be easily communicated to school staff & parents
- Locate helpful RTI screening, assessment and class resources

**A comprehensive manual & school self-evaluation audit will be provided**

## Workshop 2 (afternoon) learning outcomes will include the ability to:

- Identify the cognitive abilities important for literacy and numeracy acquisition that are often impaired in students with SLD
- Evaluate the usefulness of the WISC-V for SLD identification
- Construct comprehensive educational assessments capable of diagnosing SLD in line with the DSM-5 using a range of different cognitive and achievement tests
- Pool data from different testing sources (teacher, speech pathology and/or psychological assessment) to develop a comprehensive understanding of student learning needs
- Link assessment results to intervention

## ABOUT THE PRESENTERS

Dr Kate Jacobs (B.A., Post.Grad.Dip.Psych., PhD/M.Psych., MAPS, MCEDP)

is an Educational Psychologist and university lecturer in psychological assessment.

She lectures and conducts research on cognitive theory and assessment, in addition to providing assessment and intervention for learning difficulties in private practice.



Karen Starkiss (Cert Ed, B. Ed, Post. Grad.Dip.SpLD) has over 30 years teaching (primary and secondary) and school principal experience in the UK. She has supported “failing”

schools to quickly improve standards of teaching and learning, and assists schools to implement an inclusive education policy. She has run many workshops on behalf of the education departments of VIC, ACT and NT, as well as SPELD VIC.

**Cost:** \$140 (half-day) / \$280 (full-day)  
*Morning/afternoon tea incl.*

**Registration:**

<http://www.raisethebarpsychology.com.au/events/>

### •Melbourne•

**Venue:** Karstens Conference Centre  
123 Queen Street, Melbourne

**Date:** 7<sup>th</sup> September 2017

**Time:** 9am – 12.30 (Workshop 1)  
1.15pm – 4.30pm (Workshop 2)

### •Geelong•

**Venue:** Simonds Stadium  
370 Moorabool Street, Geelong

**Date:** 13<sup>th</sup> September 2017

**Time:** 9am – 12.30 (Workshop 1)  
1.15pm – 4.30pm (Workshop 2)

### •Bendigo•

**Venue:** All Seasons Hotel  
171-183 McIvor Road, Strathdale

**Date:** 25<sup>th</sup> October 2017

**Time:** 9am – 12.30 (Workshop 1)  
1.15pm – 4.30pm (Workshop 2)