




The Pyramid of Intervention

Kaiser School's system of supporting struggling students




The “Pyramid of Intervention” is a term applied to the system of supports that a school provides for its struggling students. This slide presentation begins with the teachers presenting curriculum in the regular ed classroom and describes the possible events in the path of our efforts to best serve the needs of all children.




The teacher presents the curriculum.

- The curriculum is based on the state standards, using approved texts, and adapted to the needs of the class.
- Teachers monitor the progress of the students' learning through observation, review of student work, and various assessments including formal and informal quizzes and tests.



Children learn the curriculum differently, according to their readiness, participation, home support, intelligences, and learning differences. Teachers see the various results as they monitor student progress.


- Some children learn quickly and learn well, and the teachers provide them with challenge or open-ended work.
- Other children may have difficulty with learning at the same pace, and the teachers provide them with extra support or **intervention**.



Classroom intervention is by far the largest part of the Pyramid and is its foundation.


This intervention may take several forms:

- Students may be asked to review or redo an assignment.
- Students may be asked to work with a partner.
- The teacher may ask the parent to review the work with the child.
- The teacher may give the student individual attention during IWT (Independent Work Time) or Workshop Time. Both terms refer to a time in every teacher's schedule where intervention support is offered to struggling students.
- Students may work with a tutor as individuals or in a small group.




The teacher monitors and documents the interventions, which can have various results:

- The student's performance improves and they continue on with little or no additional intervention.
- The student's performance improves, but they continue to need additional support in the classroom.
- The student's performance does not improve, or the improvement is still below grade level.



If the student's performance improves, but they continue to need additional support in the classroom:

- The teacher and the parents will work together to continue supporting the student to improve performance.
- Close teacher monitoring and documentation is needed.
- Close communication and cooperation between parent and teacher is also necessary.



If the student's performance does not improve, or the improvement is still below grade level:


- The teacher will confer with parents on how to help the student.
- The teacher may change the amount or type of intervention support.
- The teacher may request an SST (Student Success Team) meeting, in order to get input from other professionals.

The SST (Student Success Team) consists of:

- The classroom teacher,
- Two other teachers,
- Principal,
- Family Liaison,
- School Psychologist,
- Resource (Special Education) Teacher,
- Parents,
- Other professionals particularly relevant to the situation such as a speech pathologist, occupational therapist, or tutor

The purpose of the SST is for all to share strategies to help the student.

- The SST reviews the medical and educational history of the child.
- The SST considers strategies used and their degree of success.
- The SST listens to concerns of the teacher and parent.
- The SST develops a plan of action to support the child.
- The teacher and the parents meet for a follow-up after 6 weeks to evaluate and, if needed, adjust the plan.




In a small percentage (10-15%) of cases the SST may suggest testing for learning problems.

- There is a second SST meeting after 8 additional weeks of documented intervention to evaluate the effectiveness of interventions and to make a final decision for testing.
- Testing is free.
- Parents are asked to sign a plan.
- Results can take about 60 days.




Testing for learning problems can have three types of results:


1. No evidence of learning challenges or disabilities.
2. Evidence of a learning problem without significant impact on the child's learning.
3. Evidence of a learning problem causing significant performance difficulties for the child.



If there is **no evidence of learning challenges or disabilities**, the parents and the teacher continue to work together to best support the child. They may develop an informal plan of classroom accommodations and/or behavior plans to support the student.



If there is **evidence of a learning problem without significant impact on the child's learning**, the child is entitled to a 504 Plan. This is a list of classroom accommodations to be performed by the classroom teacher. The 504 may also include a behavior plan.




In a very small number of situations testing shows that there is **evidence of a learning problem which causes significant performance difficulties** for the child. In this case the Resource teacher draws up an **IEP (Individual Education Plan)** based on the specific needs of the student.



The IEP may include:


- Specific goals based on diagnosed learning problems
- A behavior plan
- Plans for services by the Resource teacher, Speech Pathologist, Occupational therapist, or other professional serving a particular need of the child
- Pull-out services delivered outside the classroom
- Push-in services delivered in the classroom
- Accommodations performed by the classroom teacher, including testing conditions
- Modifications to the type and length of assignments given to the student, considering their learning needs.



In an extremely small number of situations it may be determined that a regular classroom is not the best setting for the child. The Special Education Department then works with parents to place their child in a classroom better suited to meeting their educational needs.

Other thoughts related to the Pyramid of Intervention:

- The largest amount of intervention is provided by the classroom teacher to a large number of children.
- As the child's needs become more significant, the number of children served becomes smaller, resulting in very few children referred for testing and an even smaller number qualifying for services.
- Children have the right to supports for their learning. There must be evidence of significant impact on learning before intervention is provided.
- Parents have the right to be informed and involved at every step.



This presentation is meant to give a brief overview of our Pyramid and the services we provide to help our students succeed. Parents may get more complete information by speaking with a classroom teacher, the principal or the Resource Teacher.