

just the **FAQs**

answers to frequently asked questions

Chesterfield County
Public Schools

March 2009

Pyramid of Interventions

What is a Pyramid of Interventions?

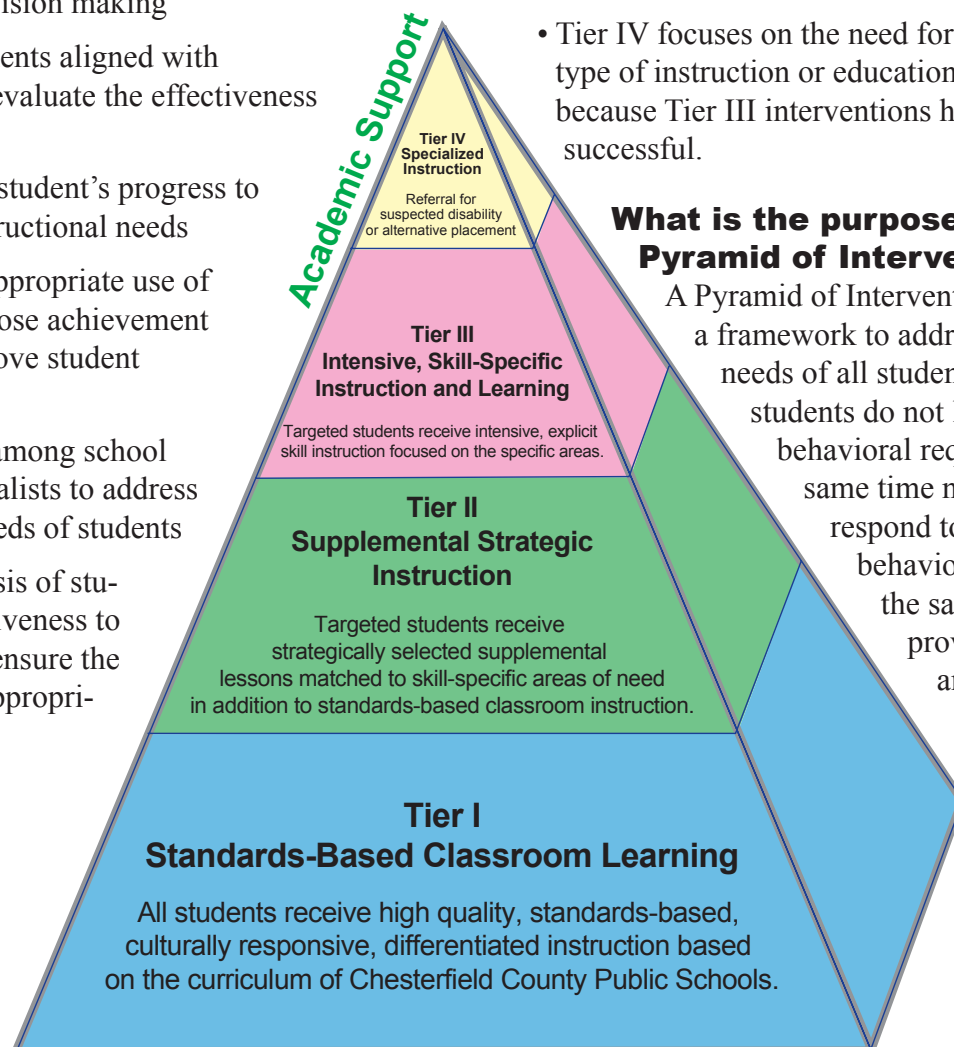
A Pyramid of Interventions is a collective and systematic approach that enables schools to provide appropriate instruction and interventions to all students in a more sequential, effective and timely manner so they can experience increased success in school. It is based on the provision and delivery of a multitiered level of instructional support and services that increase in specificity, intensity and duration from one tier to the next based on the identified needs of the students. It involves

- data-based decision making
- use of assessments aligned with instruction to evaluate the effectiveness of instruction
- monitoring of student's progress to determine instructional needs
- efficient and appropriate use of resources to close achievement gaps and improve student achievement
- collaboration among school staff and specialists to address the specific needs of students
- ongoing analysis of students' responsiveness to instruction to ensure the provision of appropriate instruction

What are tiers?

Chesterfield County Public Schools uses a four-tiered model:

- Tier I focuses on the general curriculum as well as the instructional and behavioral expectations and supports that are available to all students in the school.
- Tier II focuses on the provision of supplementary, strategic and skill-specific interventions for students who struggle and demonstrate difficulties meeting the academic and/or behavioral expectations of Tier I.
- Tier III focuses on the need for more intensive, explicit and sub-skill specific interventions because the student fails to make progress despite the Tier II interventions.
- Tier IV focuses on the need for a more specialized type of instruction or educational environment because Tier III interventions have not been successful.



What is the purpose of a Pyramid of Interventions?

A Pyramid of Interventions model provides a framework to address the educational needs of all students given that all students do not learn academic and behavioral requirements at the same time nor do all students respond to instructional or behavioral interventions in the same manner. It also provides a systemwide and schoolwide framework to integrate and align instruction, assessment and data-based decision making to improve student outcomes.

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How can a Pyramid of Interventions approach be used with professional learning communities within schools?

Using the Pyramid of Intervention framework enables professional learning communities in schools to

- engage in a schoolwide focus on learning
- engage in schoolwide data-based decision making
- develop schoolwide practices and procedures that ensure all students learn, achieve and meet with improved school success
- enlist staff to work collaboratively to address the learning needs of all students
- foster schoolwide ownership of all students
- focus on closing achievement gaps

Why is there a pyramid for academics, a pyramid for behavior and a pyramid for English for Speakers of Other Languages?

A Pyramid of Interventions was developed for each to highlight the specific instructional and intervention strategies that are involved with each.

Why should schools develop their own schoolwide Pyramid of Interventions?

Goal 1, Strategy 1.2.4. in the Design for Excellence identifies the development of a Pyramid of Interventions in each school: “Establish in each school a Pyramid of Interventions with a specific focus on increasing achievement of students in all NCLB subgroups.” Pyramids provide the framework that establishes effective teaching as the essential factor of student learning. School divisions must abide by the federal requirements of the No Child Left Behind legislation and IDEA 2004 to ensure that we address the learning needs of all students.

How are Pyramids of Interventions related to Response to Intervention?

Response to Intervention involves rigorous use of research-based instructional supports for students who need assistance. Response to Intervention employs universal screening, data-based decision making, tiered interventions and rigorous progress monitoring of interventions for individual students. Pyramids of Interventions provide a framework for representing tiered interventions as part of Response to Intervention.

What is involved in developing a schoolwide Pyramid of Interventions?

An examination of student performance and assessment data, resources, professional development needs and available staff is required for each school and is a fundamental step in developing each school’s strategic management plan. The analysis of data-based decision making through a multi-tiered approach has already been embedded in school improvement plans. A schoolwide Pyramid of Interventions affords schools the opportunity to engage in a schoolwide focus on learning.

Is technical assistance to develop a Pyramid of Interventions available to schools?

Several workshops were presented to administrators and schools in February and March 2009. Additional workshops will be offered later this spring and in the summer. Technical assistance for school-based teams may also be provided upon request.

Resources

“Pyramid Response to Intervention — RTI, Professional Learning Communities, and How to Respond When Kids Don’t Learn” by Austin Buffum, Mike Mattos and Chris Weber

“A Principal’s Guide Implementing Response to Intervention” by Susan L. Hall

“RTI and Behavior: A Guide to Integrating Behavioral and Academic Supports” by Jeffrey Sprague, Clayton R. Cook, Diana Browning Wright and Carol Sadler

“RTI: A Practitioner’s Guide to Implementing Response to Intervention” by Daryl F. Mellard and Evelyn Johnson

For more information

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