D. SCHOOL BASED RESPONSE TO STUDENT NEED

Overview

The Pyramid of Intervention is a school wide systematic problem-solving framework that is used to assist with all aspects of the school and for every student.

The Pyramid of Intervention is designed to allow for early and effective responses to student's learning, to provide a level of instructional intensity matched to their level of need and then provide a data-based method for evaluating the effectiveness of instructional approaches.

The process is based on five steps:

1. Identification and assessment;
2. Planning;
3. Program support/implementation;
4. Evaluation; and
5. Recording and reporting.

Together this process ensures a continuous and flexible progression that works as a continuous model to provide an educational experience suitable for each child at their current level of ability.
Pyramid of Intervention Framework

Early identification is an essential element of successful program planning. Students may be identified as having special education needs before they enter the Yukon school system. With this identification, supports and programming are addressed before transitioning in Yukon schools. If a student is not determined as requiring additional supports/resources before entering school, then the classroom teacher works with the Learning Assistance Teacher to communicate any needs or concerns to the School Based Team.
Teachers use differentiated instruction to create a learning environment that allows students to access the content of the class or course and fully participate in activities. The pyramid is divided into three tiers, each representing a level of support required. At each tier of the pyramid the following five steps guide the problem-solving process.

**Step 1 - Identification and Assessment**
The performance of all students is evaluated systematically to identify those who are making adequate progress; those at some risk of failure if not provided with targeted assistance; and those who are at high risk of failure if not provided with intensive supports.

The classroom teacher gathers data using systematic classroom observations and evaluations. The teacher shares the findings with the parent and, when appropriate, the student.

**Step 2 - Program Planning**
The classroom teacher consults and collaborates with the Learning Assistance Teacher and possibly the School Based Team to establish a program that is matched to the level of instructional intensity each student requires within their classroom.

**Step 3 – Program Support and Implementation**
The intervention practices for those students that require additional targeted and intensive programming means that there
is a difference in the specificity of instructional target, the precision of the instructional approach, the frequency in monitoring the student’s responsiveness to intervention efforts, and the number of instructional opportunities delivered to the students at each intensity level.

Classroom teachers can expect the assistance of their Learning Assistance Teacher at all levels of programming and can request Student Support Services staff, especially at the intensive intervention level.

**Step 4 - Evaluation**
Student progress is assessed on a regular and frequent basis in order to identify when inadequate growth trends might indicate a need for increasing the level of instructional support to the student.

**Step 5 - Reporting**
Student progress reporting is used to communicate the evaluation of interventions used and to determine whether the adaptations or modifications of the teaching practice were implemented consistently and with a high degree of accuracy for each of the intervention levels of the framework.