Pyramid of Interventions: Action Research

Pyramid of Interventions:
Results of a School Counselor's Action Research Study
at One Suburban Middle School

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Abstract

This paper examines the implementation of the Pyramid of Interventions (POI) at a suburban Georgia Middle School through an examination of teacher understanding, assessment of overall effectiveness, and the need for further professional development. The Pyramid of Interventions is the response to intervention (RTI) component of the Individuals with Disabilities Education Improvement Act (IDEIA) reauthorized in 2006. Multiple states, systems and schools have implemented RTI since the reauthorization as an addition to discrepancy based evaluations for identifying students with disabilities. This action research study (ARS) examines the teachers' perspective of its implementation, specifically the school counselor's involvement in identifying interventions for students and teachers. The results indicate a successful implementation with future opportunities for further research.

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Across the country schools must implement plans to provide interventions to students prior to a referral for a special education evaluation. In the past, referrals to special education resulted in an evaluation based on the discrepancy model in which students were identified as being low achieving or having a deficiency in one area of achievement as compared to another. The Pyramid of Interventions (POI) has been implemented as a result of the reauthorization of Individuals with Disabilities Education Improvement Act 2004 (IDEIA). In all Georgia public schools, it is the Response to Intervention (RTI) component of the act and is designed to facilitate meeting the needs of students exhibiting difficulties succeeding in academic or behavioral achievement. Bender and Shores (2007) state:

> As a result of No Child left Behind (NCLB) legislation and the reauthorization of Individuals with Disabilities Education Act (IDEA) 2004, Response to Intervention (RTI) is now a mandated process for documenting the existence or nonexistence of a learning disability (Abstract).

Problems with over-identification of minority students when utilizing the discrepancy model have led to a tiered model of interventions. Data collection prior to a referral is due to recognition that some students will respond beneficially to appropriate intervention while others will need further evaluation. Dykeman (2006) suggests RTI provides opportunities for broader assessment strategies and interventions and must be based on best practices. Thus, a tiered model of intervention with appropriate documentation is considered an additional resource to the evaluation process. IDEIA encourages schools to utilize RTI as a part of the evaluation procedures to support struggling students and determine eligibility for special education (SPED). The purpose of this paper

is to report the results of an action research project conducted at a Middle School by the school counselor. The action research (AR) was designed to evaluate the implementation and understanding of the school's POI model and identify areas to be addressed through future professional development. School counselor involvement is clearly discussed.

Design of Pyramid of Interventions

State, system, and school plans are similar only on the basis of design. As a result of RTI some states use three tiered models; whereas, many schools in Georgia have implemented a four tiered model with interventions at each level progressing toward a more defined focus based on student needs. The structure of this model was developed by the Georgia Department of Education (GDOE, 2006). The inclusion of the third tier is a result of a Supreme Court legal judgment where Georgia is mandated to implement a step prior to referral to SPED with or without the POI called the Student Support Team (SST). The RTI process must be implemented with evidence based interventions before considering a referral to SPED (Harris-Murri, King, & Rostenberg, 2006).

Literature Related to RTI and POI

Much literature is related to providing interventions to underachieving students both within a framework such as the RTI framework and without. For the purpose of this study, the literature focuses on the RTI or POI models developed in the past 5 years. The POI is designed as a pre-referral resource to lessen the need for full special education enrollment while working the student's issues as identified by parents and teachers. Through the tiered model, interventions become more focused as needs become more significant (Harris-Murri, et al., 2006). Conversely, as the children's needs lessen, interventions and number of resources decrease. The key to the RTI model is the requirement for teachers and stakeholders to provide reliable intervention while collecting data at each level of the framework (Richards, Pavri, Golez, Canges, & Murphy, 2007). RTI is beneficial for meeting student needs when an impact is recognized thus reducing the need for further intervention including enrolling students in SPED. It is better to meet needs in a way that marks less permanence and has a weaker potential impact on the students' future educational endeavors.

Advantages of RTI

VanDerHeyden and Jimerson (2005) discuss advantages to implementing RTI such as validity, contextual decision-making and improved identification accuracy for learning disabilities, and more effective interventions as well as the need for further research contributing to effective intervention identification and assuring appropriate intervention integrity, frequency, intensity and duration of intervention implementation to eliminate specific concerns. The necessity for stakeholder understanding of the purpose, clarification of goals, measuring the effectiveness, and the need for continuous professional development related to RTI's systematic implementation, monitoring and improvement to insure improved student outcomes are needed. Likewise, Kratochwill, Volpiansky, Clements and Ball (2007) discuss concerns that include limited research of current practices, limited evidence based interventions, and the need to train personnel to conduct alternative assessments. Providing feedback on intervention effectiveness and sustainability in education is mandatory. Benefits of RTI are supported by the multiple layers and easily implemented at the early grades thus reducing failures and frustrations (Fuchs & Fuchs, 2006). Improving interventions can improve student and teacher performance.

Professional Development for RTI

Further necessity for professional development related to RTI implementation is based on meeting the needs of diverse learners. It is necessary to find out what works in order to decide if a practice is appropriate for RTI resources. Instruction and interventions should be validated by students to whom it will be applied (Klingler & Edwards, 2006). Danielson, Doolittle and Bradley (2007) suggest there are many questions to be answered. These include:

> What are the evidenced based practices in various components of RTI? What outcomes can schools expect if they implement these practices within the RTI framework with fidelity? How can we prepare teachers to optimally implement a system of RTI? What do states, districts, and schools need to consider if they are to sustain the use of RTI over time? And finally, what are future research needs? (p. 632)

Specific strategies to identify at-risk students undoubtedly differ from school to school. Fuchs and Fuchs (2007) identify assessing each student's score in

a given grade on a norm referenced test and benchmark assessments or a high stakes test required and accepted by NCLB. In Georgia at the Middle School level, the assessments include but are not limited to the Iowa Test of Basic Skills (ITBS) for the norm referenced choice, benchmark assessments at each grade level based on the Georgia Performance Standards (GPS), and the Georgia Criterion Referenced Competency Test (CRCT) as the high stakes test given by schools. These assessments when viewed together may or may not indicate the need for intervention through the POI. The scores on the assessments can also be referenced in relation to the student's current achievement in the classroom.

Preventive Nature of RTI

The premise of RTI is to move from the concept of student failure to a focus of prevention and intervention. It requires collaboration from every individual involved in a given student's education and progress, including the school counselor. School counselors often are involved in the SST programs across the state and they play important roles: as an advocate for students, consultant to stakeholders, and collaborator for the success of all students. The American School Counselor Association (ASCA) has position statements related to discipline, high stakes testing, equity for all students, at-risk students, students and student assistance programs which clarify and define the school counselor role placing the counselor in a lead role in meeting the special needs of students (ASCA, 2000, 2004a, 2004b, 2006, 2007a, 2007b). It is easy to distinguish the role school counselors play within RTI whether as a consultant, progress monitor, student data interpreter, coordinator of interventions, information gatherer and supporter of students and teachers.

School counselors and school psychologists play a critical role in meeting the needs of students and stakeholders in and out of the educational setting (Barona & Barona, 2006). Since RTI functions primarily as a pre-referral system, school counselors must be involved at the outset and schools must provide professional development related to meeting student needs (Holliday, 2005). This includes training in best practices related to effective instructional skills, data collection, and classroom management and intervention identification and development. School counselors can participate as a resource on the leadership team to insure RTI success and facilitate continuous communication between all stakeholders. In addition, just as it is important for teachers to implement interventions

that work, it is important for counselors to assist teachers when interventions are not working. School counselors can assist teachers in assessing the validity and integrity of their practices. For example, reviewing discipline referrals relating to interventions within the classroom is beneficial for counselors, teachers, and administrators. It is within this framework that the counselor's role will be further defined. In addition, school counselors can play an active role in assessing the need for and designing and/or delivering professional development within their schools. Furthermore Danielson et al. (2007) state:

> … in our discussion of professional development and building capacity for sustainability, we saw that an emerging knowledge base is present, but again, the research base will need to expand greatly if educators are to be supported in improving the achievement of all students—the ultimate goal of the No Child Left Behind Act of 2001. (p. 635)

Description of Tiers in Georgia POI

Tier 1 is based on implementation techniques that would be available to every student in the school's student population and includes research based instruction, standardized curriculum and differentiation when appropriate. This tier is implemented in the general education setting and involves high quality instruction that is standards and evidence based. Instructional grouping is driven by need and can involve variations that include whole group instruction, flexible group instruction, and small group instruction while focusing on what all students should know and be able to do as a result of the instructional design and delivery. Tier 2 is more defined but still driven by the teacher's observation of need at the general education level. The teacher may possibly seek intervention support outside of the classroom through consultation and collaboration with various stakeholders in the school or system to identify programs or processes to meet and identify student needs. Tier 2 instruction is monitored and varies from general education to needs based and could include differentiation, early intervention programs, individual supplemental academic programs or consultation with an intervention specialist focused on the area of need the student has or in which he/ she is deficient. Tier 3 is based on individualized instruction and centers on the SST model. A team of stakeholders including teachers, parents and administrators focus on the need of the student and make recommendations for intervention. Therefore, Tier 3 instruction is more

structured and individualized with specific interventions. Whereas Tiers 1 and 2 are more informal and teacher driven, Tier 3 is formal in that SST recommendations are designed to be implemented, monitored and recorded in meeting minutes and is often managed by a school coordinator or administrator (GDOE, 2006; GDOE, 2008). Tier 4 is the top tier where students benefit from specifically designed instruction based on need and SPED requirements. This tiered model is seemingly progressive in that the achievement of all students is continuously monitored. For students who do not achieve, interventions are provided and those not responding positively are referred for further evaluation by a school psychologist usually after transitioning through Tier 3. Glover and DiPerna (2007) state,

> Because RTI practices target all students, rather than those identified as at risk, services are provided along a continuum, with all students receiving class or school-wide instructional or behavioral supports and select individuals participating in need-based intervention of varying levels of intensity. (p. 527)

Tier Progression

The model is based on a pyramid with the expectation that as one progresses from one tier to another the interventions become more focused. The effect of this progression being that as students' needs are met students exhibit success and continuation of interventions is extinguished. Theoretically then, as students progress through the tiers, SST and SPED referrals are reduced by successful interventions within the previous tiers. Additionally there is a reduction of over identification of minority students and an additional reduction of students participating at each of the upper levels of the pyramid. Responsibility is placed on the teacher initially, including the delivery of a quality curriculum while quickly and appropriately identifying students with academic or behavioral needs and working with stakeholders to meet those needs (Harris-Murri, et al., 2006)

Methodology

Preliminary activities included seeking administrative permissions, submitting the required paperwork, and informing teachers about the process. The willingness of the administration to allow this study to occur within the school environment supports the need to conduct this research. This study evaluated the effectiveness, understanding, and need for further professional development among the teachers. Variables for the study included limiting the influence or communication of biases or presuppositions to teachers participating in the study while providing a climate that allows them to feel comfortable expressing their honest opinions pertaining to the POI.

The hypothesis of this study was that there are various factors that negate the impact of the POI that leads to teacher frustration and isolation including teacher's understanding of the process, individual resolve to meet student needs, and the variation of those needs. In other words, at the Middle School prior to the POI being implemented, teachers utilized the SST to communicate student needs to stakeholders. The new process places significant responsibility on teachers to conduct due diligence in identifying, implementing, documenting, and communicating classroom interventions prior to progressing through the tiers. In addition, previously the school counselor played a significant role as the SST coordinator for the school. That role has been reduced as a result of fewer students being served in that tier as a result of prior successful interventions.

Prior to the POI being implemented at the Middle School, SST was perceived as a primary resource for teachers to meet their students' needs and led to a process that often moved quickly in identifying students needing services through special education. This sometimes led to an over-identification of a population segment in those programs. Because RTI relies on evidence-based practices, there is a possibility for a reduction in inappropriate referrals (Barona & Barona, 2006). The POI has been designed to lessen students being fast tracked through that process and referred for an evaluation through SPED.

Another hypothesis of this study is that there is a gap as significant as the learning gap in education in the ability and understanding of teachers to identify, implement, and document appropriate interventions within the classroom. This was observed in the differences in administrative and counselor referrals from one class and one student to the next. Teachers must have a significant understanding of their role in this process. In addition, the role of the counselor and administrators must be clearly articulated in relation to the POI in order to more effectively meet the academic and behavioral needs. The merits of the POI are not in question rather the continuous implementation process that contributes to effectiveness, understanding, and the need for professional development is and needs to be clarified and researched to offer systemic support to

the process.

Research questions are related to measuring the effectiveness and teacher understanding and assessing the need for professional development. First, how well is the POI being implemented at the Middle School? Second, what is the counselor's role in the POI including identifying best practice classroom interventions for teachers? Third, what type of professional development would improve implementation of the POI at the Middle School?

One intervention component of this study is perhaps the study itself and includes the desire to further strengthen the understanding, implementation, and results of the POI. Thus a more specific understanding of the teachers' needs related to their perceptions, knowledge, and professional development needs may result in improvements insuring consistency and continuous communication.

Data Collection Sources

Each research question relies on different data sources. The data collection consisted of survey questions, discussion questions, interviews, a literature review, and discipline records. Survey responses were formatted on a Likert scale. There was an additional option for respondents to elaborate if they so chose. The Survey Monkey Website was used to design the 16 item survey and collect and analyze data (www.surveymonkey.com). In addition, each participant was asked to volunteer as an interview participant with anonymity insured.

Participants

Teachers were the primary respondents to the survey designed to assess their understanding and perception of the POI. They were a sample of convenience of all 26 teachers at the Middle School. Additional information gathered through interviews with the school administration team to assess perceptions on POI performance, outcomes and perceived responsibilities and duties related to the POI were utilized. Twenty teachers responded with a return rate of 77%. Several participants volunteered to discuss their responses. Multiple insights were provided related to POI implementation at the school.

Data Analysis

Surveys were used as a primary source of information.

Results were analyzed by combining participant responses and comparing response percentages. Each survey item and response option was created to measure teacher level of agreement or disagreement to subjective statements about their experience with the POI at the Middle School and answered the question of how well the POI was being implemented. Triangulation was accomplished by examining teacher elaboration to responses on the survey and interviews along with the literature review on the school counselor role. Particular interest was given to responses to the school counselor's role in the POI including identifying and communicating classroom interventions for teachers. Accuracy of the data was facilitated by the resources of the Survey Monkey website to collect and analyze teacher responses. Additionally, responses and interviews led to an understanding for further professional development to improve implementation of POI at the Middle School.

Results

The data provided insight into the research questions. Demographic data indicated that 60% of the respondents had been in education for 11 years or longer. Ninety five percent indicated they reviewed the school's POI at least monthly with 50% responding they actually refer to the POI weekly. Greater than 80% indicated that they had a clear understanding of the POI and its use in supporting the success of their students. The same majority indicated that communication with administrators about student academic or behavioral needs is facilitated by the POI though only 65% indicated that those needs have been appropriately addressed when brought to the administrations' attention. This 65% is consistent with the number of teachers who indicated utilizing artifacts, inquiry data and observational data to measure intervention effectiveness within the classroom identified on the survey. Sixty percent of the teachers believe the POI helps to enhance the academic achievement of all students while 25% indicated that it did not. Concerns in follow-up statements included: delays in students receiving help in a timely manner, holes in the process that miss many students despite what test scores indicate, and inadequate support within a tier. Sixty percent felt that although the SST process is less active as a result of the POI, student needs were being met yet 15% stated the needs are not being met.

Professional development, to meet the academic or behavioral needs of their students, to be conducted by

an administrator or school counselor related to the POI was indicated as a need by a minority of respondents (35%). A higher number indicated they would benefit from professional development on classroom intervention options and the documentation process for RTI prior to implementing the POI (45%) (Appendix A).

Comments regarding question 12 revealed overwhelmingly (70%) that the significant tiers were 1 and 2 because this is where initial services are provided for a majority of students (Appendix B). Respondents indicated tiers 1 and 2 are where weaknesses in student achievement are first revealed. It is the starting point and where teachers are trying to solve the problems. When asked to indicate on question 13 specific strengths or weakness of the POI, teachers revealed multiple beliefs (Appendix C). Strengths included: very specific, targets all students as well as small populations, counselor and administrator facilitation. Weaknesses were the belief that more consistency is needed as well as training, the process is too slow and formal, the class sizes are too large for adequate differentiation of instruction and interventions to work effectively, there is a lack of support staff, and that some students are still being left behind.

The survey and interviews revealed a significant role for the school counselor within the POI. Results indicated 75% of the teachers believe concerns about student achievement and behavioral needs have been appropriately addressed through the POI when brought to the school counselor's attention. Ninety percent indicated that communication with the school counselor about students' academic needs is facilitated by the POI (Appendix A). One teacher stated "I believe I am welcome to address, with the counselor, concerns about persistent behaviors that need a second look. There are some of my students that were targeted for the needs based instruction at tier 2 through data evaluation by the school counselor and administration".

Discussion

The school counselor is a primary resource for teachers seeking assistance for students with academic or behavioral needs. The administration of the school supports that need by including the school counselor in leadership meetings, intervention design, along with data collection and analysis. The administrators understand that the counselor is often the first person teachers seek for assistance. This is supported by POI design at the Middle School.

Though teachers may understand the purpose of fulfilling the mandate, the goal is an understanding of the purpose in relation to the success and needs of their students. The data indicate a discrepancy related to several factors. It is clear that the teachers know what the POI is; however, it is unclear if they truly understand its purpose. There is an understanding about how POI supports the success of the students; yet, a reduced number (33%) indicated data collection and analysis in the classroom is taking place to include artifacts, inquiry data and observational data. There is also a reduction in the perceptions that student needs are being met through the POI which is significant based on the indicators for understanding and effectiveness.

This leads to questions about how effectively it is being implemented. Specifically, there is an observation that it does contribute to meeting the needs of some of the students. However, the question is can the number of students impacted be increased and how? Perhaps it can through professional development and better communication about student needs? Is this something that will improve with longer implementation? These questions will be answered through intervention as a result of this study. Issues to be addressed include professional development, more defined roles, and clearer expectations. The role of teachers, counselors and administrators along with appropriate steps for teachers to take must be communicated. In addition, expectations must be clarified if there is any student who has academic or behavioral needs to be met.

Limitations of this Action Research Study

Specific limitations are based on survey design flaws including providing teachers with a "neither disagree nor agree" response option and allowing them to skip survey questions. Both flaws limited the statistics and effectively stifled the significance of the feedback. More genuine results may have been revealed by utilizing the forced choice method. There is optimism inherent in this study that may have limited the outcomes which is the recognition that teachers may have been inclined to answer the survey in ways that do not support the hypotheses. It was hoped that teachers expressed true perceptions so the goal of continuous improvement to meet the needs of students is met. Another limitation includes the size of the study as the results are based on a small group of participants at one Middle School. While AR does not support generalization (Stringer & Dywer,

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2005) because by its nature results apply directly to the environment studied, some aspects of this study can possibly be generalized to other settings suitably similar but additional limitations could occur. These would be based on the levels of POI implementation and variations in interventions and student needs as well as teacher understanding and perceptions.

Recommendations for Future Research

There are multiple areas to improve this study despite the useful information obtained. First, limiting responses to "strongly disagree", "disagree", "agree" and "strongly agree" while eliminating "neither disagree nor agree" would provide clearer information related to teacher perceptions of the POI. In addition, it would be useful to collect or compare data related to specific responses such as time employed as an educator versus understanding, desire for professional development and overall effectiveness. In addition, questions could be developed related to validity of responses because no comparison was conducted related to ability levels of students within a given teacher's classroom. One observation or generalization is that some classrooms have significantly more students with academic or behavioral needs as compared to others. How did gifted certified teachers respond versus general education or early intervening teachers? Does teaching experience factor into the ability to provide interventions within the classroom outside the scope of the POI while less experience is more reliant on outside support? These questions might be beneficial for replication and further study is warranted.

Implications and Conclusions

This study revealed that the POI as implemented at this Middle School is widely understood. However, some discrepancy about current effectiveness and understanding of the POI's purpose by some Middle School faculty was indicated by various negative or non- responses. The school counselor roles have been further defined. This study offers insight into the POI model. This design can be useful for additional school stakeholders to implement to establish baseline data to evaluate program effectiveness and teacher perceptions of RTI implementation and clarify roles.

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Appendix A

Table 1
Middle School POI Survey Results

Question	Response Percent/ n = 20					
	SD	D	ND or A	A	SA	SQ
2. Years participants have worked in education.	5.0%	10.0%	25.0%	50.0%	10.0%	0.0%
3. Frequency of review of the POI.	5.0%	50.0%	40.0%	5.0%	0.0%	
4. Degree that teachers agree or disagree that they have an understanding of the POI.	5.0%	0.0%	10.0%	75.0%	10.0%	0.0%
5. Administrators have appropriately addressed student needs through POI when notified.	0.0%	10.0%	25.0%	60.0%	5.0%	0.0%
6. Data collection process is used by teachers prior to seeking assistance through POI	0.0%	5.0%	25.0%	40.0%	20.0%	10.0%
7. POI does not help enhance achievement of all students.	20.0%	40.0%	15.0%	15.0%	10.0%	0.0%
8. Though SST is less active my students needs are being met as a result of the POI	0.0%	15.0%	25.0%	60.0%	0.0%	0.0%
9. Professional development on the POI would be beneficial	5.0%	15.0%	40.0%	25.0%	10.0%	5.0%

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Appendix A

Table 1
Middle School POI Survey Results

Question	Response Percent/ n = 20					
	SD	D	ND or A	A	SA	SQ
10. Professional development led by the administrator or school counselor on the POI would be beneficial.	5.0%	15.0%	40.0%	25.0%	10.0%	5.0%
11. I would benefit from professional development on classroom intervention prior to implementing POI.	5.0%	20.0%	30.0%	35.0%	10.0%	0.0%
12. Please list what you believe to be the most important stage of the POI process. Why?	Appendix B					
13. Please list the most significant strength or weakness of the Middle School's POI.	Appendix C					
14. The school counselor has appropriately addressed student needs through POI when notified.	0.0%	5.0%	20.0%	65.0%	10.0%	0.0%
15. Degree that teachers agree or disagree that the POI facilitates communication with the school counselor.	0.0%	0.0%	10.0%	90.0%	0.0%	0.0%

Note. Question 2 response options = < than 1 year, 1 to 5 years, 6 to 10 years, 11 to 20 years, skipped. Question 3 response options = Daily, Weekly, Monthly, Yearly, Skipped. Question 4 through 13 response options = Strongly disagree, Disagree, Neither disagree nor agree, Agree, Strongly agree, skipped.

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Appendix B

Table 2
Please list what you believe to be the most important stage of the POI process. Why?

Response #	Response
1	I actually think they each have their own importance, but the first stage is important because without correct documentation and diagnosis of the true issue, you will not be successful.
2	Tier 2 seems to be an important stage to me. Some students really take off when they get a little extra help, feel a little successful. Sometimes this will carry over to the classroom if they are motivated and have enjoyed the feeling of success. I think
3	Tier 1 - because it targets all students. It really is hard to say which stage is the most important.
4	Tier 3 & 4 because the students receive help in the areas that they are struggling that is designed specifically for them.
5	Tier 1: That is the area in which the first sign of help will show up.
6	Tier 1 and 2- it identifies the students that need help
7	Probably Tier 1. If the teacher is not using every resource available in Tier 1 you cannot truly tell if or where a problem exists.
8	Tier one because you are trying so hard to solve problems.
9	I believe tier 2 is the most important because it is the tier where needs are meet if there is a problem.
10	level I
11	Tier 2 - because I feel that most of our struggling students' needs can be met at this level.
12	I believe Tier 2 which beings interventions for struggling students are most important.
13	I believe Tier 1 is perhaps the most important, simply because it is the starting point of any and all decisions regarding what assistance is needed and what assistance may be required.
14	Tier 4; it contains the fewest number of students that are requiring the most specialized instruction.
15	The first as it is the beginning of helping a child.
16	The first stage is the most important because it is in this stage that we are to reach and serve all students.
17	I think Tier 2 is the most important because at this point there is a small bit of concern about the students' weaknesses. If Tier 1 is not working then we need to intervene early and that should occur at Tier 2.
3	Respondents skipped responding to this question

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Appendix C

Table 3
Please list the most significant strength or weakness of the Middle School's POI

Response #	Response
1	I think it works well. Maybe knowing exactly who to go to when you don't have to use too often. But I think this process and trying to differentiate is much too difficult with large class size. You just aren't as effective as you could be if you could
2	Extra help provided trough double-dipping, jump start. Basically help and support are available. They just have to be utilized by teachers, students, and parents.
3	strengths – very specific, targets all students as well as small populations
4	Need to find a way to streamline the process nationwide, not just here.
5	Tier 1 – Things are fine as they are for now,
6	I think students needing extra help due to Special Ed- are being left behind. Too much paperwork can also lead educators to not seek extra help.
7	I think the strength is that we understand the POI, and our counselor and administrators do a great job of facilitating it.
8	We need more direct support
9	The most significant strength is how tier 2 is done. Each child is receiving help in areas where they are weak.
10	Overall I think we do a good job of implementing the pyramid of intervention and I think it will become easier to use and remember as we continue to utilize it over time.
11	We need to be consistent in use of it. Also, as previously mentioned, more training on how to use it and interventions before the pyramid would be useful.
12	I think the tutors and double dipping for reading are particularly beneficial. I have a couple of students who need specific help with hand writing, but do not have knowledge of Handwriting Without Tears.
13	By the time you go through the process, the year is about over.
14	Tier 4; Our strength would be, to me, our ability to target students that need specialized learning and then our ability to have in place the means, strategies, and services to assist them.
15	Strength- caring professionals Weakness- shortage of such caring professionals- we need many more support personnel and assistants.
16	I would have more certified teachers to help with inclusion.
17	I think that some students may need to be referred for testing before they get to Tier 3.
3	Respondents skipped responding to this question

Please E-mail the author regarding the instrument.