

Resource: When students don't respond as expected

A small number of students may not respond to the intervention, even after receiving targeted support. At that point, it is important to consider:

Core instruction

- Was core instruction delivered with grade level standards?
- Did the student have access to core instruction (attendance, mobility, language, social/emotional factors)?
- Was core instruction differentiated to support learning?
- Were culturally and linguistically relevant practices used in core and intervention?

Intervention

- Was the intervention delivered with fidelity to the program?
Did the student attend intervention?
- Was the intervention targeted to the skill area that the student needed to develop?
- Does individualized problem-solving need to occur to address why the student is not responding to intervention?
- With additional time in intervention, is it likely that the student will demonstrate gains towards grade-level benchmarks?

If data and individualized problem solving leads the SSIT to think a special education referral for a specific learning disability (SLD) or another disability category is appropriate, the referral process could be initiated. For more information on SLD, please see the [SLD Guidelines document](#).