

Resource: When students respond to intervention

Most students will respond positively to an intervention that is implemented with fidelity. When looking at their graph of progress, the gap between their performance and grade level performance is closing. Most often, this will result in the students exiting the intervention, fading (i.e., slowly withdrawing) the intervention, and transitioning to tier 1 core instruction only (assuming generalization and maintenance are planned).

It is recommended to use multiple data points when considering exiting an intervention. Students should remain in intervention until a clear trend can be established through progress monitoring data. Consider exiting when data from core instruction, progress monitoring data, and intervention in-program assessments demonstrate that the intervention produced the intended growth. When students are transitioning to tier 1 core instruction only, it is recommended to create a transition plan that considers:

- How progress will be maintained in the classroom (talk about students needing some differentiated support)?
- What strategies from intervention can be used in Tier 1 to promote generalization?
- How will the team continue to collaborate and monitor progress?