

Early Numeracy: Response to Intervention: Tier 2 Intervention

Council for Exceptional Children
4/3/09

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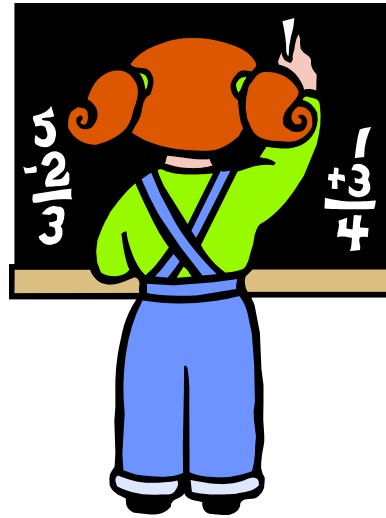
Department of Special Education

Meadows Center for Preventing Educational Risk:

Mathematics Institute for Learning Disabilities and Difficulties

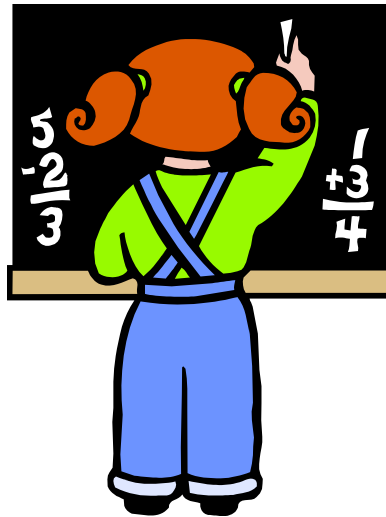
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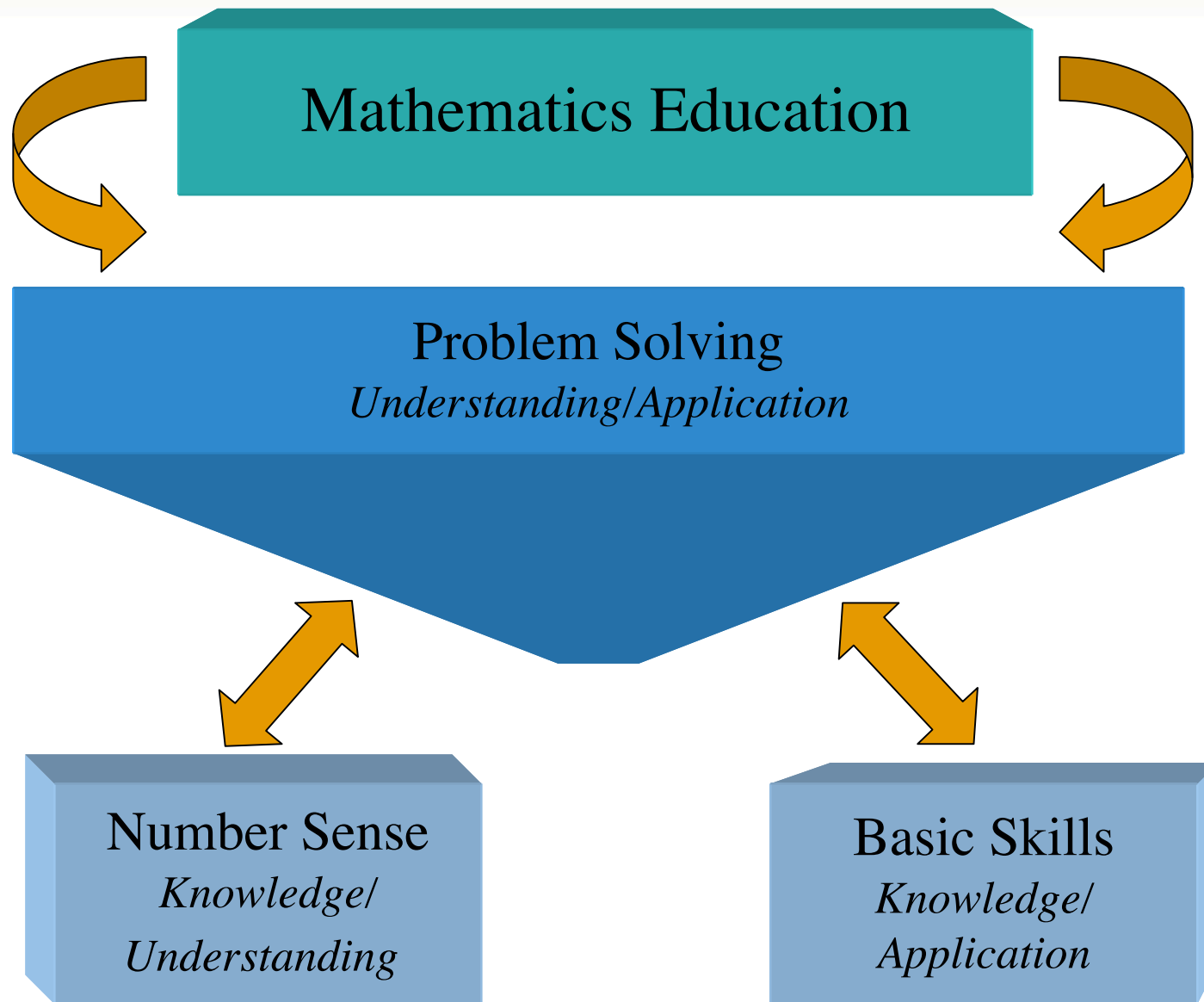
Advance Organizer



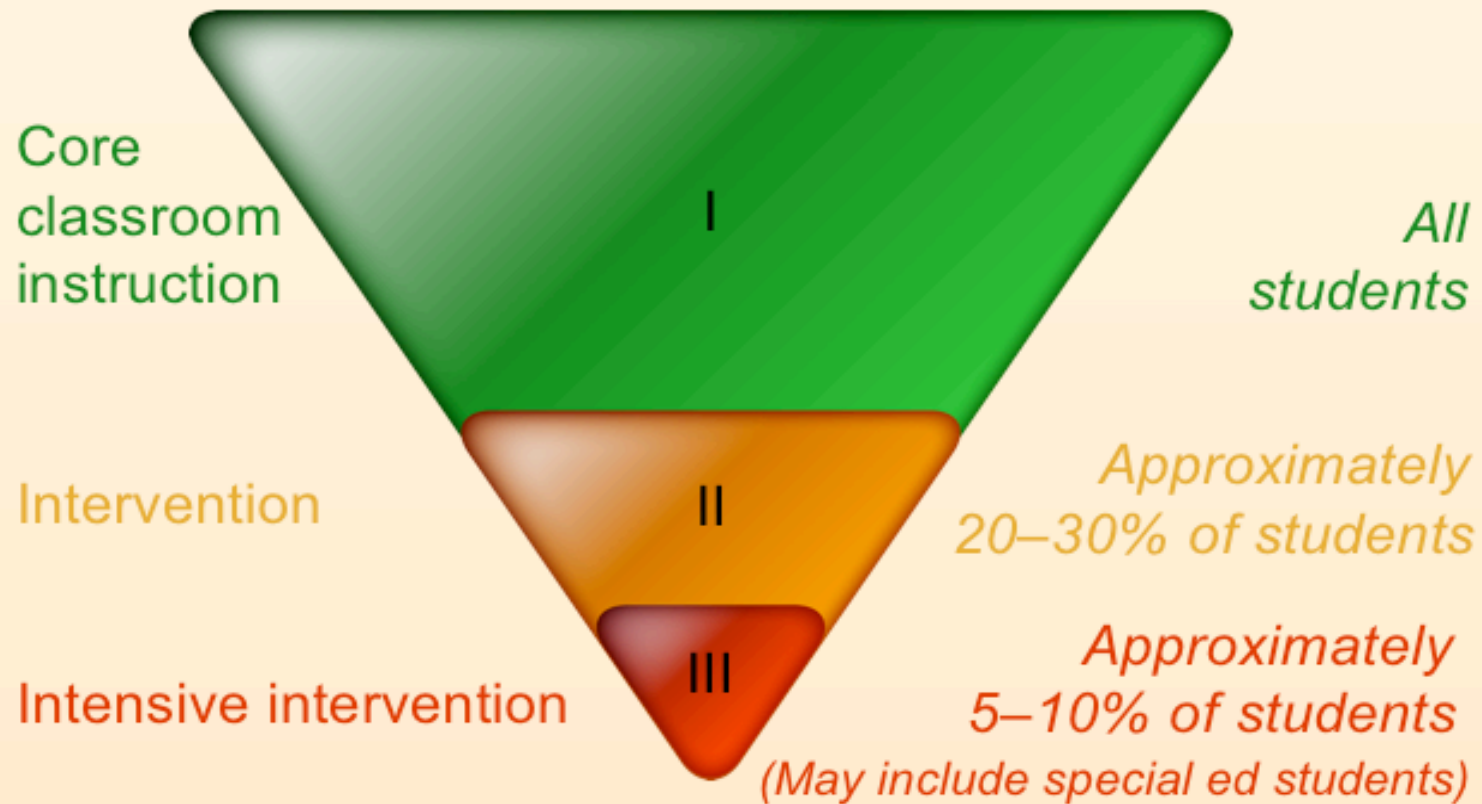
- Mathematics Education and a 3-Tier Model
- Assessment & Progress Monitoring
- Tier 2 Intervention Booster Lessons

Mathematics Education and a 3-Tier Model





A 3-Tier Intervention Model



NCTM *Curriculum Focal Points* & *Connections*, Sept. 2006

<http://www.nctm.org/focalpoints/downloads.asp>

Kindergarten:

Number & Operations: Representing, comparing, and ordering whole numbers and joining and separating sets (Geometry, Measurement)

First Grade:

Number & Operations & Algebra: Developing understanding of addition & subtraction and strategies for basic addition facts and related subtraction facts

Number & Operations: Developing an understanding of whole number relationships including grouping in tens & ones (Geometry)

Second Grade:

Number & Operations: Developing an understanding of the base-ten numeration system and place-value concepts

Number & Operations & Algebra: Developing quick recall of addition facts and related subtraction facts & fluency with multidigit addition and subtraction (Measurement)

What does it take

- To use the count-on strategy to add $9+3=?$
- To use the doubles +1 strategy?
- To identify where to put the number 50 on a number line?
- To use a hundreds chart to count by 10s beginning with 32?
- To use the decomposition strategy to add $9+4=?$
- To identify which number is greater: 49 or 62?
- To tell which number comes before 21?
- To subtract two numbers that require regrouping?

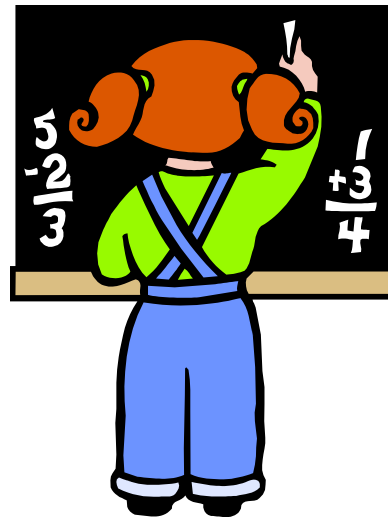


Early Predictors of Math Achievement*

Task	Areas Assessed
Counting skills	Set enumeration; rote counting; 1-1 correspondence; stable order; cardinality
Number knowledge	Relationships between numbers (e.g., magnitude comparisons)
Nonverbal calculation:	
Set transformations under a box	Adding or taking away objects hidden (“How many objects under the box?”).
Story problems	Single-digit addition and subtraction problems embedded in stories
Number combo	Single-digit addition and subtraction problems (“How much is $2 + 1$?”)

*From: Jordan, N.C. (2007). Do words count? Compilation of results from several studies.

Assessment & Progress Monitoring

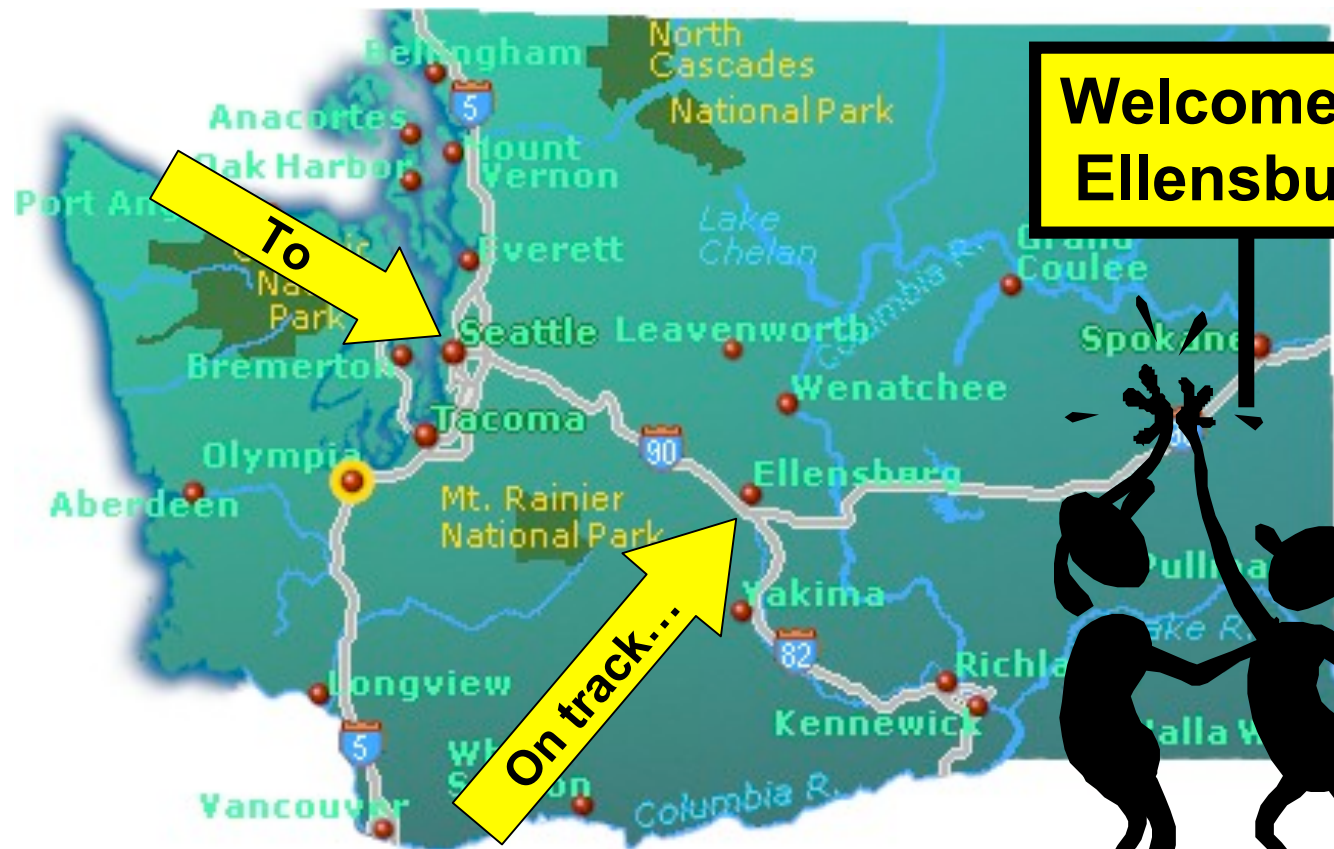


Fluency as Applied to Progress Monitoring: Measuring how we get from Point A to Point B Effectively and Efficiently



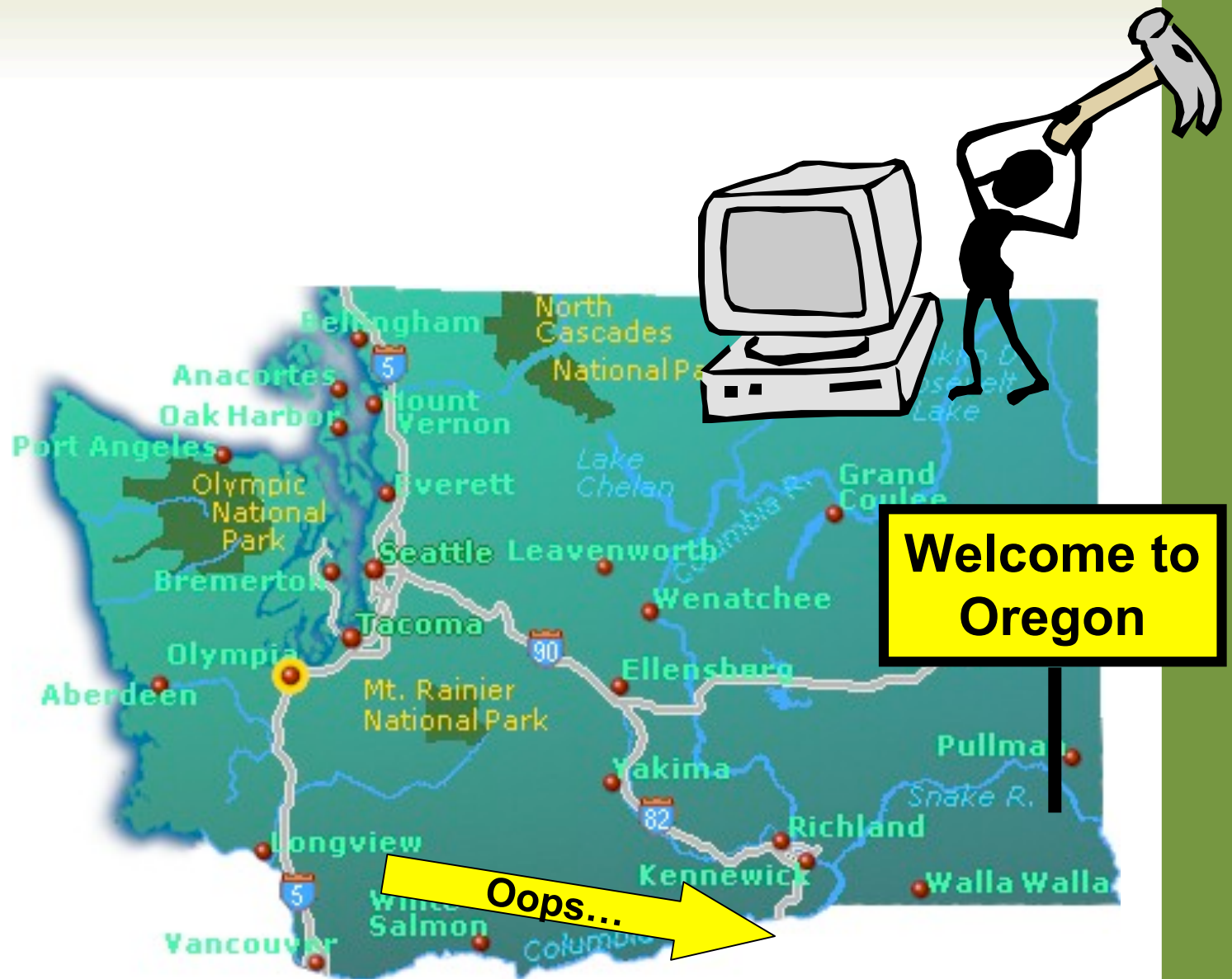
Accuracy

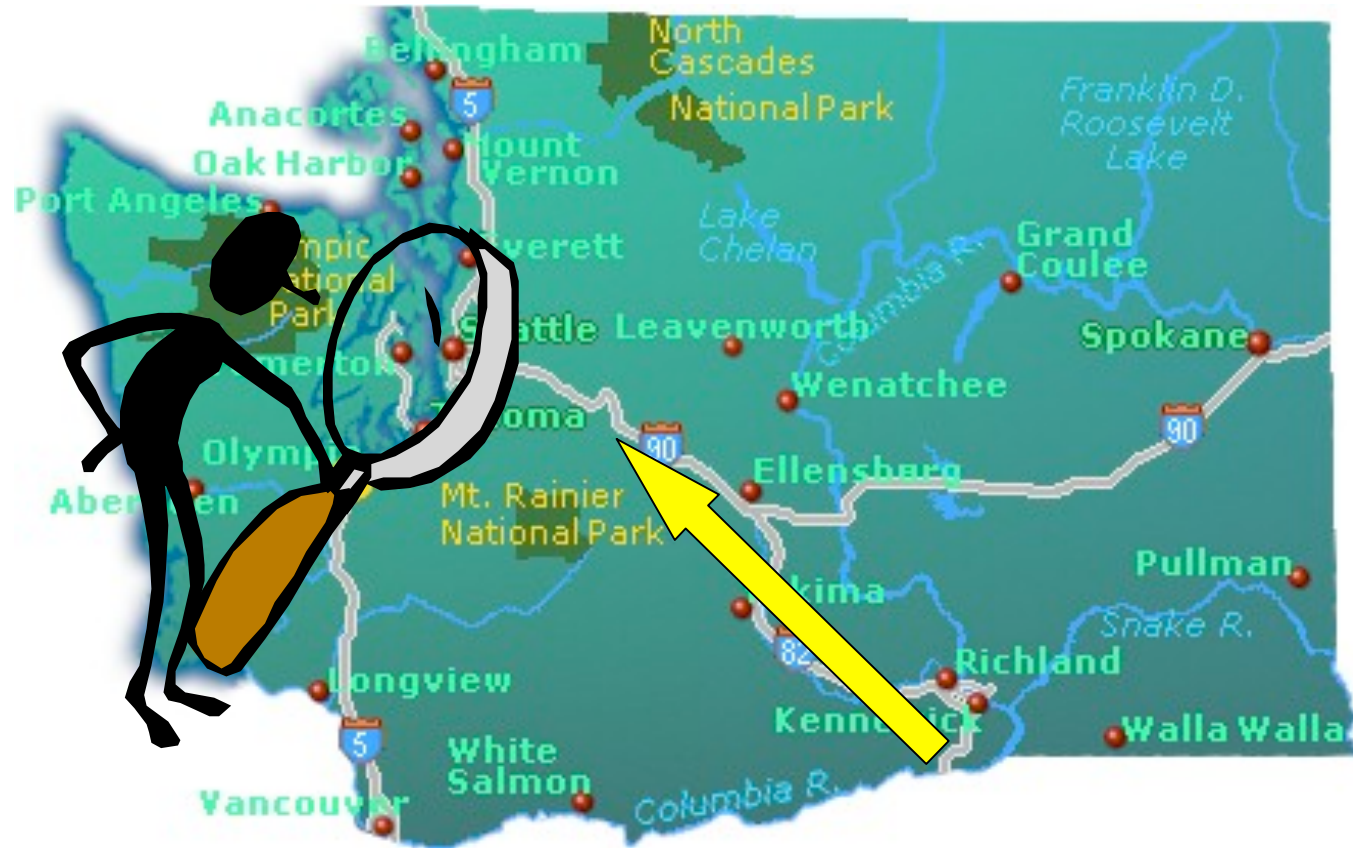


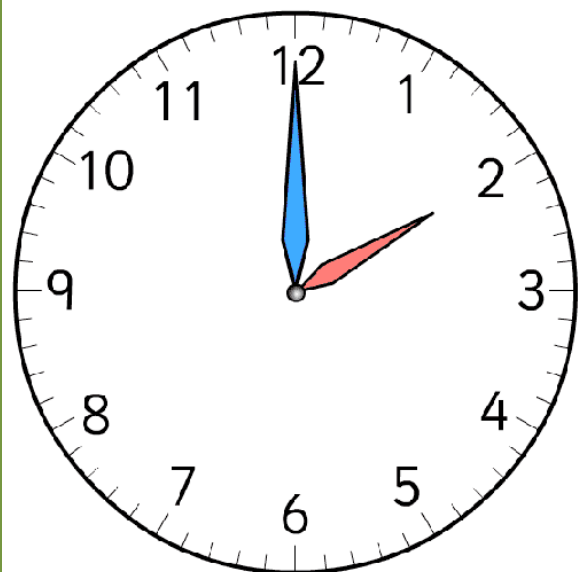


**Welcome to
Ellensburg**

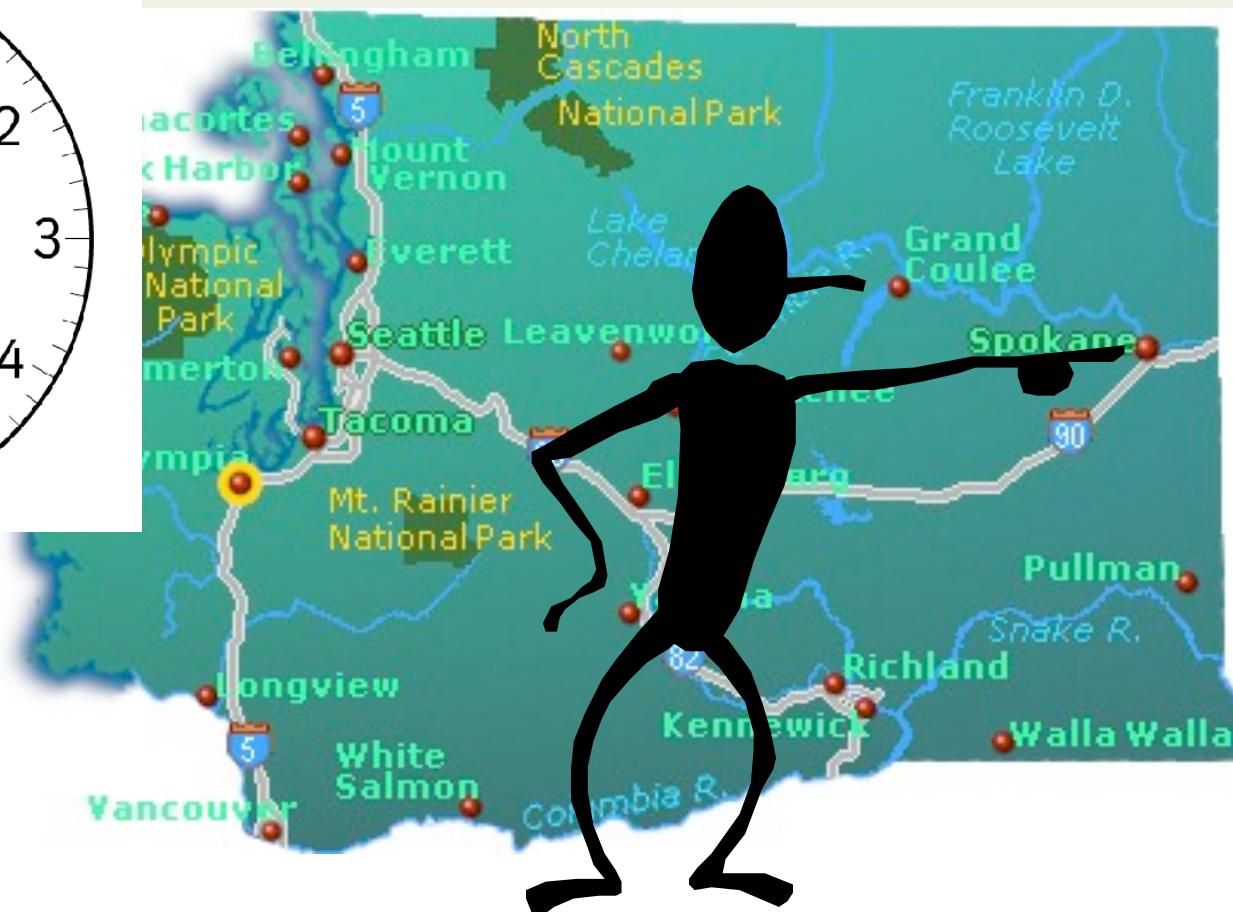




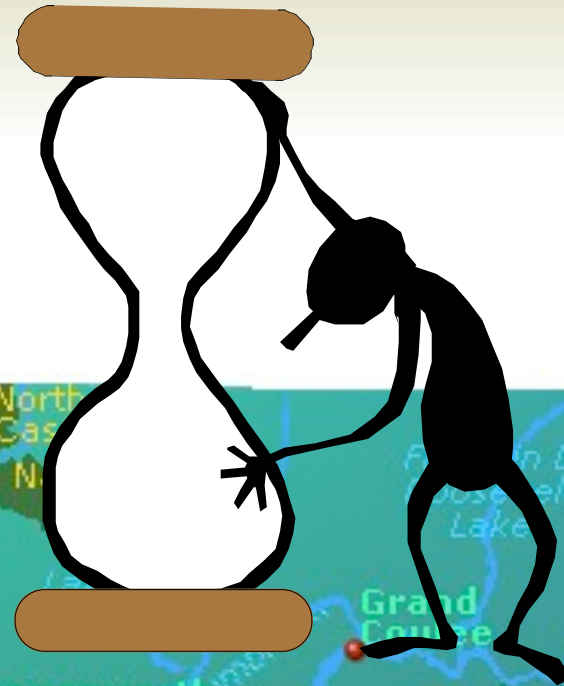
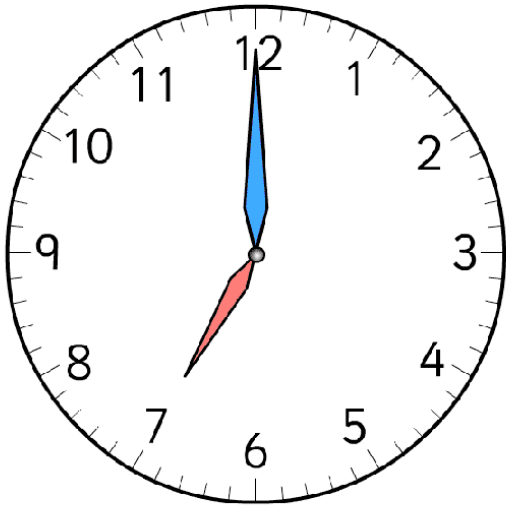




Rate



Mapquest: 4 Hours, 16 Minutes



Critical Consideration of Efficient Progress Monitoring

At the risk of sounding overly dramatic...

struggling students have a relatively short window of opportunity to catch up to their typically-achieving peers. Not to put any pressure on teachers, but we must have a sense of urgency, or else we may lose these kids. We should never give up on them, but if the children continue to struggle and fall further behind, the likelihood for successful remediation is lessened. So rate and accuracy are critical when it comes to efficient PM and helping the children become typically achieving peers.

Issue:

Cost-benefit Ratio for Teachers et al.

What does the test provide?

How much teacher time is involved?

Is the time invested worth it?

How much is too much?

Pick and choose – cafeteria plan

progress monitoring: a set of techniques for assessing student performance on a regular and frequent basis (*R. Quenemoen, M. Thurlow, R. Moen, S. Thompson, A. Blount Morse*)

Has the student met the F-W-S Benchmarks?
Fall, Winter, and Spring testing using TOEME-PM

Benchmark Check

PM

Is the student making progress every 2 weeks towards the semester goal?
Bi-weekly testing using TOEME-AC

AIM Check

Has the student

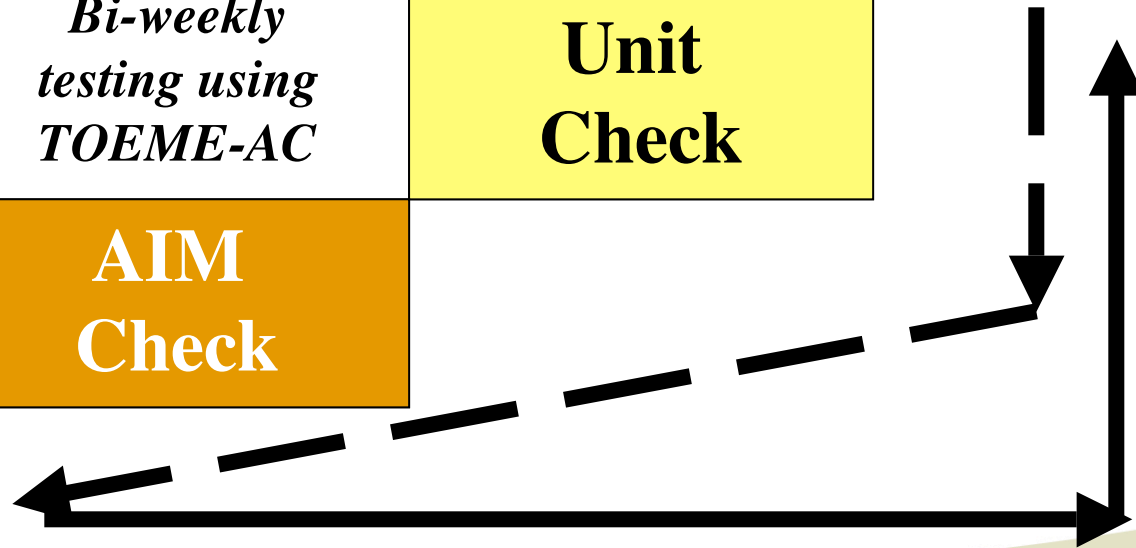
the 2-week Unit? Does learning generalize to a testing format?
Bi-weekly testing using TOEME Probes

Unit Check

Has the

taught today?
Daily Independent Practice

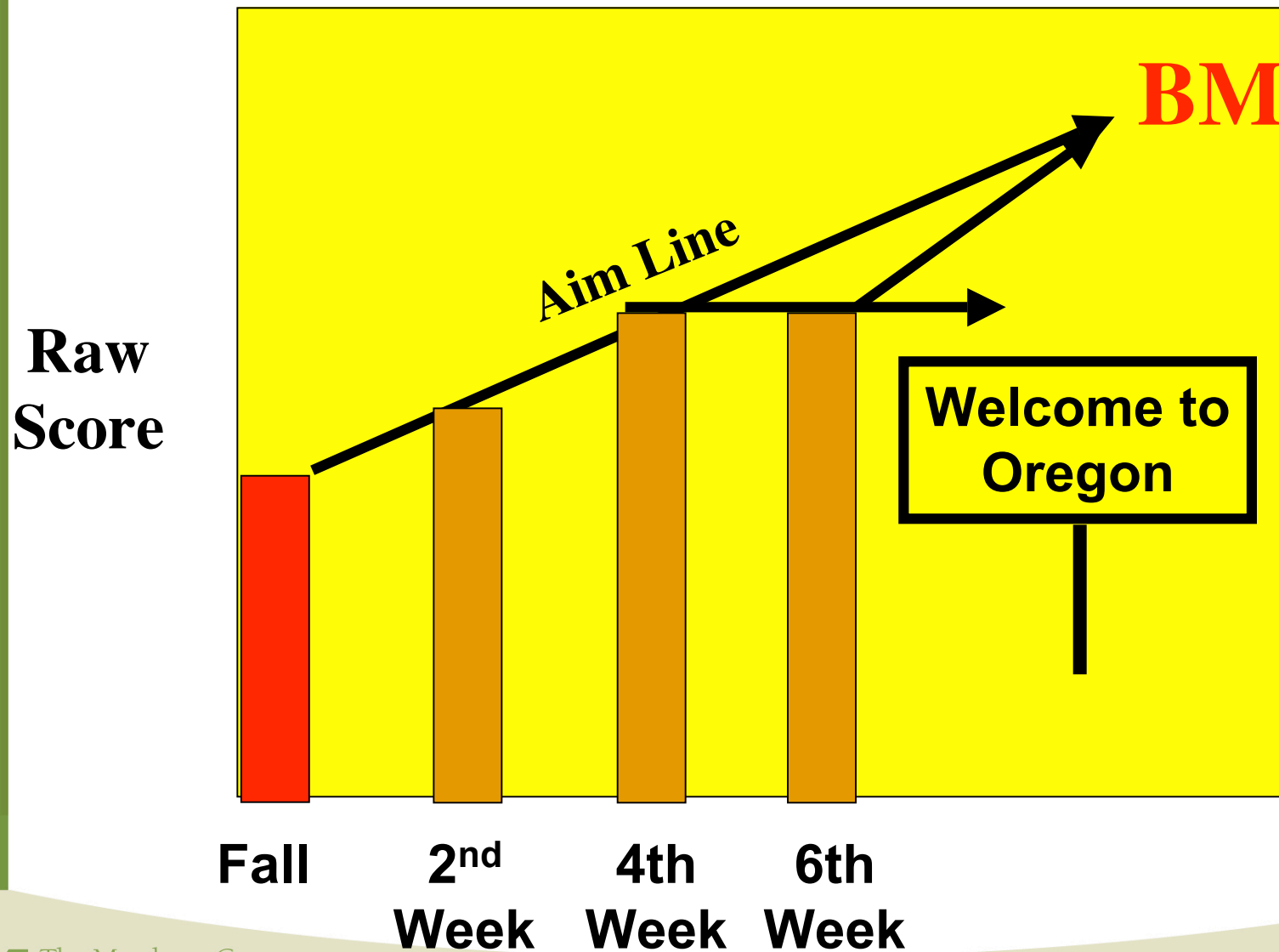
Daily Check



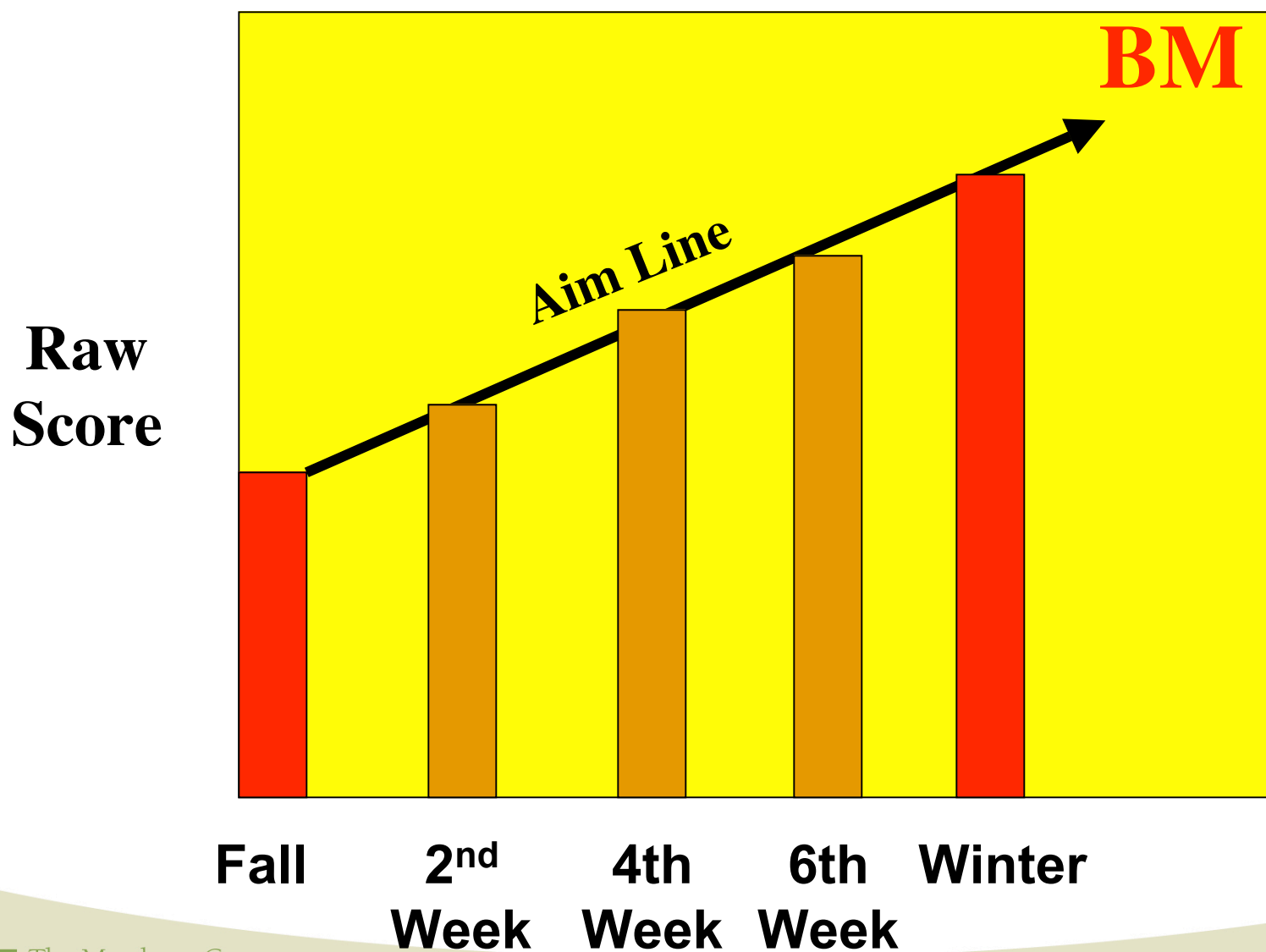
Use Benchmark Check to identify struggling students and create a plan (and aim line) for catching up.



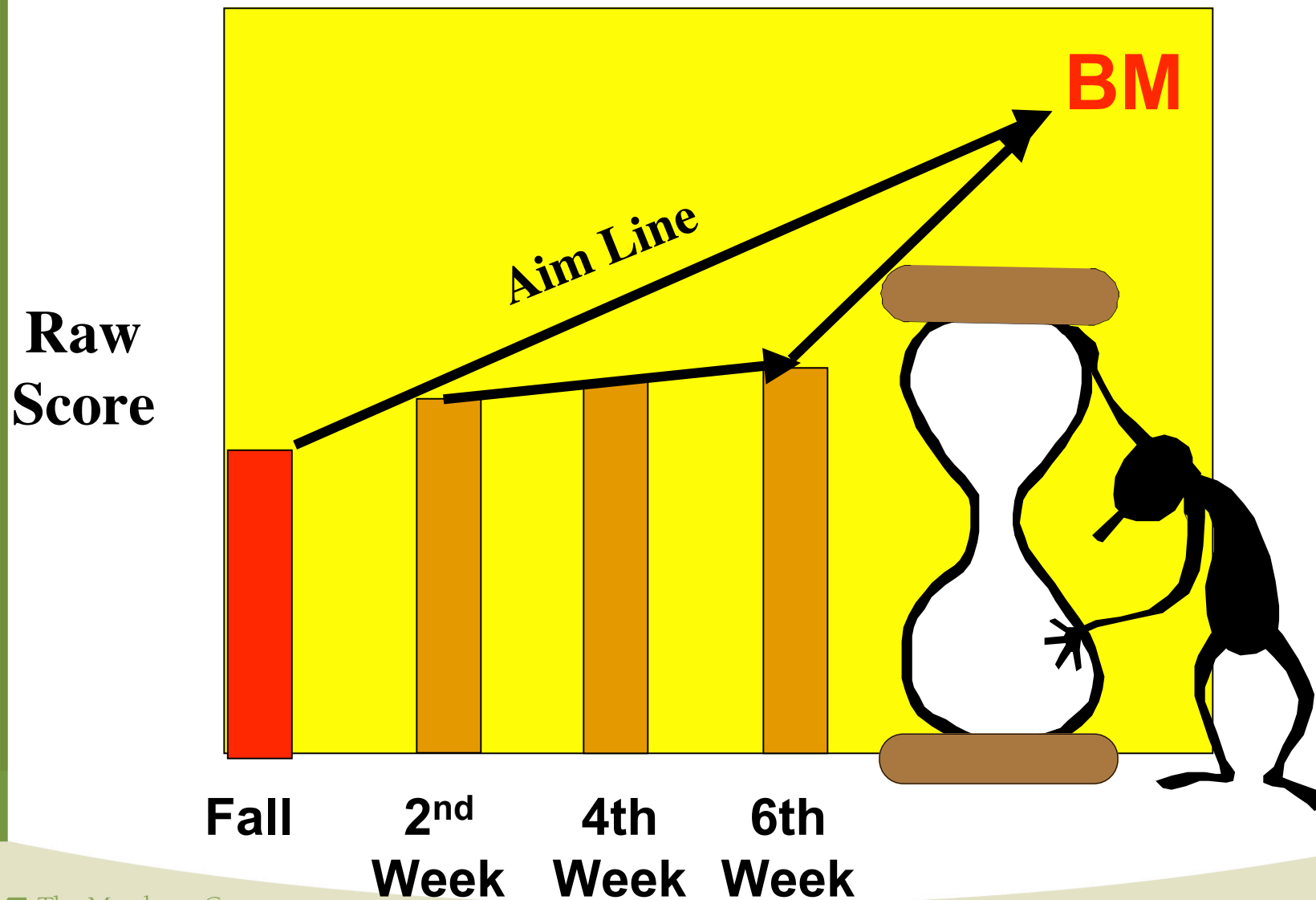
Use Aim Checks: If you take a wrong turn, get back on track.



Keep on Track



If progressing too slowly, reset the pace.



Assessment Options

- **Buy a commercially-published test**
- **Help field test a developed instrument**
- **Build your own instrument**

<http://www.interventioncentral.org/htmldocs/interventions/cbmwarehouse.php>

Buy a commercially-published test

- **Check items against curriculum**
- **Check technical characteristics (norms, reliability, validity)**
- **Check Budget**
- **Purchase or keep looking**

Help field test a developed instrument

- **Check items against curriculum**
- **Check technical characteristics
(norms, reliability, validity)**
- **Administer test(s)**
- **Share results**

**By the way: We have one you
can use**

Build your own instrument

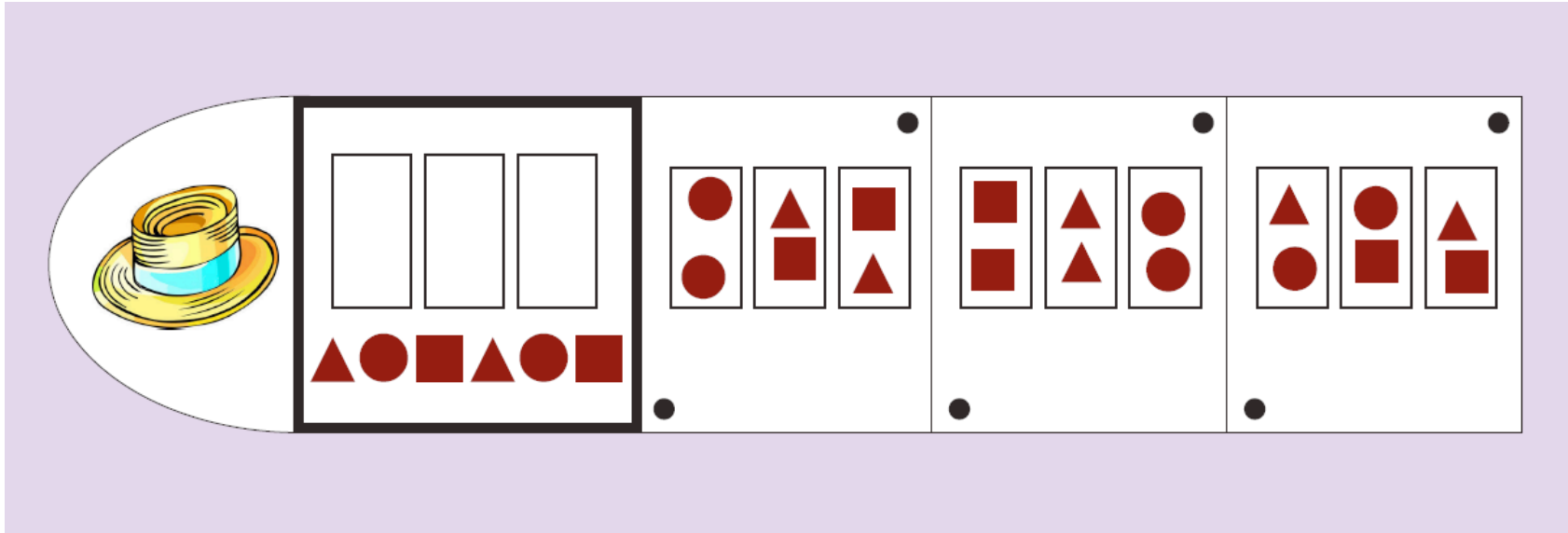
- **Check Scope and Sequence of your curriculum**
- **Select subtests and items; create multiple forms**
- **Check for technical adequacy (develop norms, check for reliability and validity)**
- **Administer test(s)**
- **Interpret results**

1.3.A Compare and sort a variety of two- and three-dimensional figures according to their geometric attributes.

1.3.B Identify and name two-dimensional figures, including those in real-world contexts, regardless of size or orientation.

1.3.C Combine known shapes to create shapes and divide known shapes into other shapes.

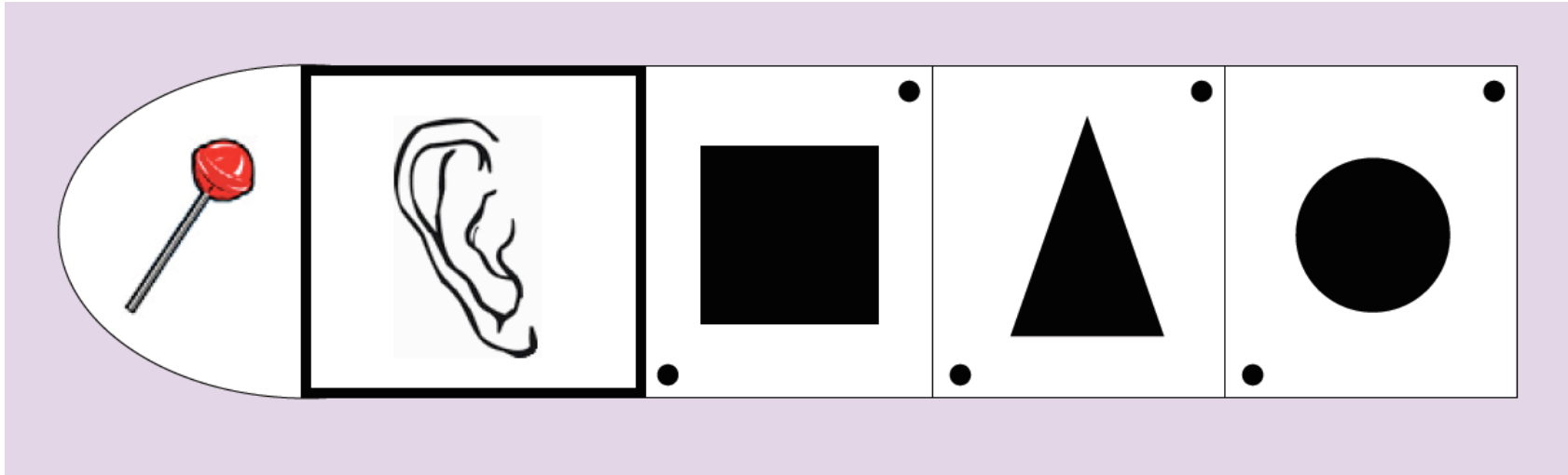
From Washington Standards



1.3.A Compare and sort a variety of two- and three-dimensional figures according to their geometric attributes.

1.3.B Identify and name two-dimensional figures, including those in real-world contexts, regardless of size or orientation.

1.3.C Combine known shapes to create shapes and divide known shapes into other shapes.



1.3.A Compare and sort a variety of two- and three-dimensional figures according to their geometric attributes.

1.3.B Identify and name two-dimensional figures, including those in real-world contexts, regardless of size or orientation.

1.3.C Combine known shapes to create shapes and divide known shapes into other shapes.

22. Carla wanted to cut her sheet of paper into four equal parts. Mark the answer that shows how she could cut her paper into four equal parts.

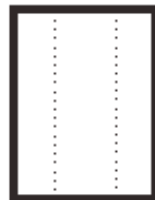
A



C



B



D



Building Fluency Measures

- **Consider the instructional content – for kindergarten children, we focus on number sense and quantitative reasoning; we add operations and math problem solving as kids mature**
- **Decide whether to build group- or individually-administered measures**
- **Decide on time limits (usually 1 or 2 minutes, depending on format)**
- **Create a set of administration and scoring procedures that are relatively easy for students and teachers**

Timed Tests for Fluency

Consider building fluency measures. Students can be given 1 or 2 minutes to do as many items as they can. Students can be given longer for Word Problem Solving.



Note


Number Sequences

Demonstrations

2	3	__
1	3	
5	4	

19	__	21
20	19	
17	11	

__	54	55
53	52	
55	63	



Practice 

1	2	__
1	3	
5	13	

16	__	18
5	19	
17	21	

__	81	82
19	79	
83	80	

6	__	8
7	5	
3	10	

__	1	2
3	4	
0	11	

3	4	__
11	2	
5	6	

__	8	9
1	4	
7	0	

1	2	__
5	0	
3	13	

13	14	__
14	15	
2	1	





5	__	7
6	8	
9	16	

__	4	5
2	6	
44	3	

5	6	__
9	4	
7	57	

0	__	2
3	20	
5	1	

__	14	15
13	16	
12	23	

12	13	__
11	25	
35	14	

18	19	__
17	20	
30	41	

17	16	__
21	25	
19	30	

19	20	__
21	27	
18	30	



Consider creating all tests with three sections.

- 1. Demonstrations**
- 2. Practice**
- 3. Test items**

Demonstration items are designed to introduce the test and show students how they are to mark their answers. The examiner models how to respond to test items.

Practice items are designed to give students an opportunity to mark their answers and get a sense of time limits. Students are given 30 seconds to respond to one page of items. It is important for students to do the practice items to make sure that students know how to mark their answers in a timed condition.

Test items are presented across several pages; and students are given 2 minutes to respond to as many items as they can. It is extremely rare for students to complete all items in the 2-minute span, especially in the fall.

Note

 **Number Sequences**

Demonstrations

2 3 _	19 _ 21	_ 54 55
1 3	20 19	53 52
5 4	17 11	55 53

 **Practice**

1 2 _	16 _ 18	_ 81 82
1 3	5 19	19 79
5 13	17 21	83 80

6 _ 8	_ 1 2	3 4 _
7 5	3 4	11 2
3 10	0 11	5 6

_ 8 9	1 2 _	13 14 _
1 4	5 0	14 15
7 0	3 13	2 1

 **Test Items**

5 _ 7	_ 4 5	5 6 _
6 8	2 6	9 4
9 15	44 3	7 57

0 _ 2	_ 14 15	12 13 _
3 20	13 16	11 25
5 1	12 23	35 14

18 19 _	17 16 _	19 20 _
17 20	21 25	21 27
30 41	19 30	18 30

Consider creating tests with three sections.

- 1. Demonstrations**
- 2. Practice**
- 3. Test items**

Using Grade 1 Strategic Counting as an example...



Number Sequences

Demonstrations

2 3 _	19 _ 21	_ 54 55
1 3	20 19	53 52
5 4	17 11	55 63

STOP

Notice the
page markers.

Practice



1 2 _	16 _ 18	_ 81 82
1 3	5 19	19 79
5 13	17 21	83 80

6 _ 8	_ 1 2	3 4 _
7 5	3 4	11 2
3 10	0 11	5 6

_ 8 9	1 2 _	13 14 _
1 4	5 0	14 15
7 0	3 13	2 1

STOP

Notice the "STOP" signs.

Notice the page marker.



5 _ 7	_ 4 5	5 6 _
6 8	2 6	9 4
9 18	44 3	7 57

0 _ 2	_ 14 15	12 13 _
3 20	13 16	11 25
5 1	12 23	35 14

18 19 _	17 18 _	19 20 _
17 20	21 25	21 27
30 41	19 30	18 30

10



14 _ 18	_ 12 13	_ 24 25
17 15	10 14	22 26
35 47	11 15	14 23

27 28 _	21 _ 23	_ 30 31
30 39	20 24	26 39
29 40	13 22	29 32

39 _ 41	35 36 _	28 29 _
40 42	34 39	39 30
50 38	37 47	40 31

11



Notice the "CONTINUE" arrows.

Establish Content Validity

Select items representative of state standards (state adopted basals are helpful).

Have experts verify that items relate to standards

<http://www.k12.wa.us/curriculuminstruct/mathematics/>

Field test and conduct item analyses

Establish Criterion-related Validity

Administer the test and correlate results with established measures and teacher ratings

Conduct analyses to demonstrate that the test is predictive of future performance

Establish Construct Validity

Generate relative questions and test hypotheses (age related F/W/S, floor/ceiling effects, relate to other areas of achievement, differentiates among groups, shows intervention-related gains throughout the year)

Demonstrate Reliability – Internal Consistency, alternate forms, test-retest, inter-scorer

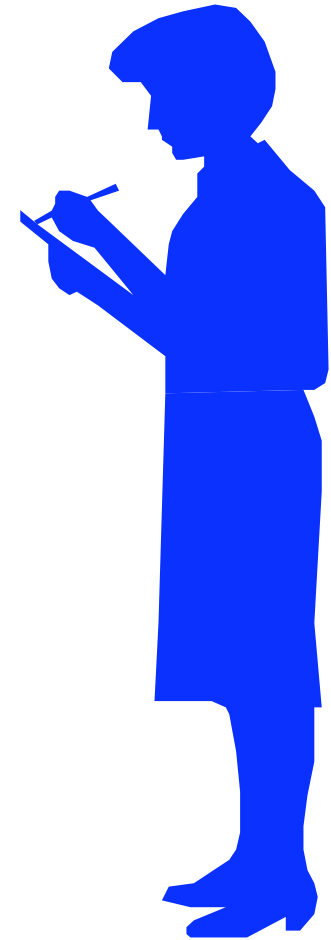
Establish normative data – at least 100 students at each age, 1000 overall, representative of the state/district



**Something's
missing...**



...Classroom teacher input. Research indicates that teacher ratings correlate with achievement measures to much the same extent as achievement tests correlate with one another.



Academic and Behavior Compendium* .

Main Entry: com·pen·di·um

Pronunciation: k&m-'pen-dE-&m

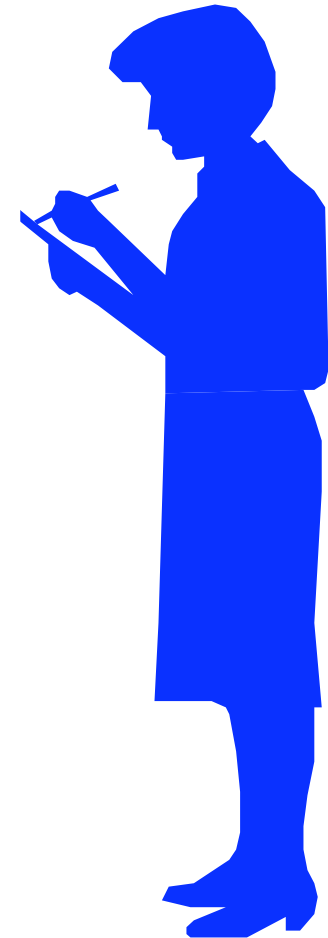
Function: *noun*

Inflected Form(s): *plural* -di·ums or com·pen·dia /-dE-&/

Etymology: Medieval Latin, from Latin, saving, shortcut, from *compendere* to weigh together, from *com-* + *pendere* to weigh -- more at PENDANT

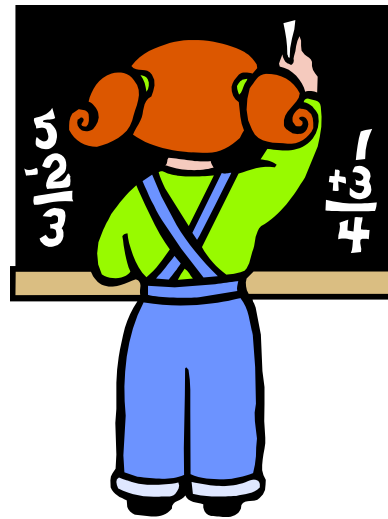
1 : a brief summary of a larger work or of a field of knowledge : ABSTRACT

2 a : a list of a number of items b : COLLECTION,
COMPILATION



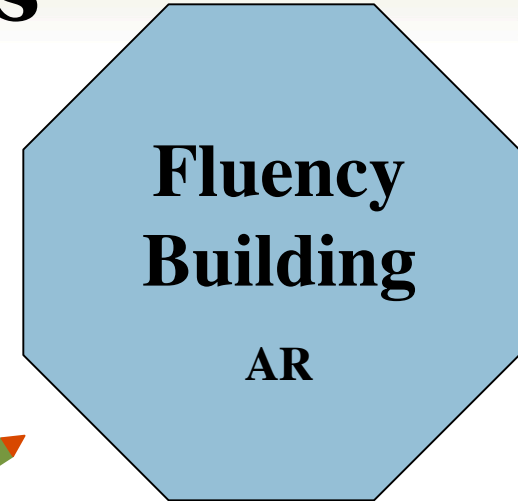
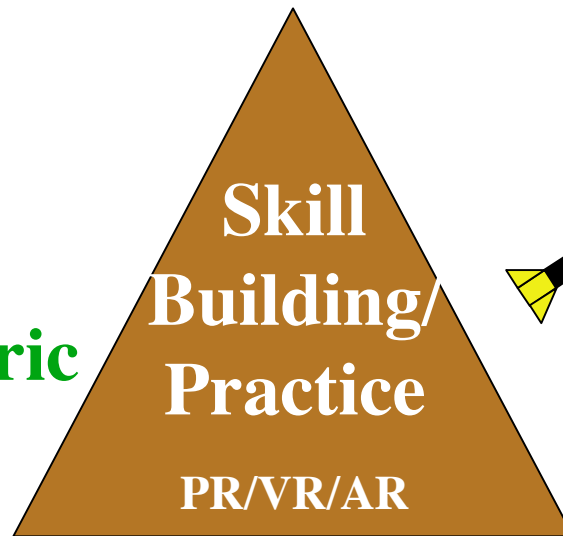


Tier 2 Intervention Booster Lessons



Tier 2 Types of Boosters

- Concrete Representation
- Visual/Pictorial Representation
- Abstract/Numeric Representation



T

E

K

S

**Initial
Instruction**

CR/VR/AR

Lower

Proficiency Levels

Higher

What content is important for Tier 2 based on the research?

Word Problem Solving: types of problems, extraneous information, multiple steps, contextualized

Number Knowledge and Relationships

Counting: Rote, Rational, Counting Up/Back, Skip (2, 5, 10)

Number Recognition & Writing: 0 - 99 (1st); 0 - 999 (2nd grade)

Comparing & Grouping Numbers

Number Relationships of more, less,

Relationships of one and two more than/less than

Anchoring Numbers to 5 & 10 frames

Part-part-whole Relationships (e.g., ways to represent numbers)

Numeric Sequencing

What content is important for Tier 2 based on the research?

Base 10 & Place Value

Making and counting: groups of tens and ones (1st grade); groups of hundreds, tens, and ones (2nd grade)

Using base-ten language (3 hundreds, 0 tens, 6 ones) and standard language (306) to describe place value

Reading and writing numbers to represent base ten models

Naming the place value held by digits in numbers

Addition & Subtraction Combinations

Identity Element and Properties

Fact Families

Counting & Decomposition Strategies (e.g., Addition: count on [+ 0, + 1, + 2], doubles, doubles +1, make 10 + more;

Subtraction: count down [-0, -1, -2, -3], count on

Procedures & Features of Tier 2 Intervention*

- **Groupings:** homogeneous grouping with 3 - 5 students per group
- **Duration:** 4 times per week for 25 minutes; PM 5th day
- **Lesson Design:** mixed (instructional content-IC), scaffolded, scripted interventions; explicit, strategic, “think aloud;” error correction; factual, procedural, and strategic learning
- **Instructional Content:** IC ranges focusing on difficult numbers; vocabulary; (e.g., greater than/less than); number, operation, quantitative reasoning; patterns/relationships/algebraic thinking; problem solving; other TEKS (implicit)

*Based on Research for Students with Difficulties/Disabilities

Procedures & Features of Tier 2 Intervention

- Representations: physical (concrete), visual (pictorial), abstract (numbers/symbols)
- Materials: number charts (100s), 5- and 10-frames, counters, cubes, number lines, base-ten materials, dot cards, fact cards, place value cards
- Progress monitoring: daily checks (independent practice); aim checks
- Stretch Your Skills
- Bubble answers
- Fidelity Checks

Sample Fidelity of Implementation Rating Scale

Teacher Behavior	Most of the time	Some of the time	Rare- ly	Not at all
	3	2	1	0
Intervention				
Teacher follows script sufficiently to ensure fidelity of implementation.				
Teacher implements each step (modeling, GP, IP) sufficiently to ensure fidelity of implementation.				
Teacher implements self-correct/EC following IP to ensure students learn IC.				
Instruction				
Teacher maintains brisk pace.				
Teacher provides corrective feedback immediately as needed.				
Teacher talk is kept to a minimum and is characterized with short requests “What answer?” “How many?”				
Teacher engages students throughout lesson with a response that is verbal, written, or hands-on.				
Teacher models using “think aloud.”				

Intervention Description

- Ten Units of instruction
- Eight days of lessons per unit
- Each day involves
 - Warm-Up
 - 2 Lessons
 - Modeling
 - Guided Practice
 - Independent Practice

Instructional Schedule

- Day 1, 3, 5, and 7
 - Warm-up: 3 minutes
 - Word-Problem Solving: 10 minutes
 - Ordering and Comparing Numbers: 10 minutes
- Day 2, 4, 6, and 8
 - Warm-up: 3 minutes
 - Addition and Subtraction Facts: 10 minutes
 - Relationships of Ten/Magnitude Comparisons: 10 minutes

Warm-Up Description

- 3 days per week
 - Fact Review (+/-0, 1, 2, 3, doubles facts 1-9)
 - 3 seconds to respond
 - Group and individual responses
 - Written responses
 - Oral responses
- 1 day per week
 - Recognizing Numbers
 - Writing Numbers

Warm-Up Example

Units 1 & 2 Warm-Up

1	1	0	1	0	4	0	1	5	8	
<u>+0</u>	<u>+1</u>	<u>+0</u>	<u>+9</u>	<u>+3</u>	<u>+1</u>	<u>+6</u>	<u>+7</u>	<u>+0</u>	<u>+1</u>	<u>10</u>

2	5	0	3	0	1	7	0	6	4	0
<u>+1</u>	<u>+8</u>	<u>+1</u>	<u>+1</u>	<u>+2</u>	<u>+0</u>	<u>+9</u>	<u>+1</u>	<u>+0</u>	<u>+2</u>	<u>10</u>

3	0	2	5	1	2	0	6	8	1	2
<u>+0</u>	<u>+9</u>	<u>+0</u>	<u>+2</u>	<u>+2</u>	<u>+3</u>	<u>+1</u>	<u>+2</u>	<u>+7</u>	<u>+3</u>	<u>10</u>

4	0	3	2	1	5	0	2	4	6	9
<u>+2</u>	<u>+1</u>	<u>+4</u>	<u>+0</u>	<u>+2</u>	<u>+8</u>	<u>+7</u>	<u>+1</u>	<u>+2</u>	<u>+0</u>	<u>10</u>

My Progress

10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	1	2	3	4

Lesson Format

- Preview/Review
 - Briefly state or review the type of skill for the lesson

Instruction (Time=8 Minutes)

◆ Preview/Review

Today we are working with a “special” number, the number ten. All the problems we will solve all equal 10.

Lesson Format

- Modeling/Interactive Modeling
 - Teacher models the skill for the students
 - When skill has previously been introduced, teacher and students complete modeling together

◆ Modeling = My Turn

1. Write on the wipe board, $8 + \underline{\quad} = 10$.

I need to figure out what goes in the blank. I will use ten connecting cubes and the ten-frame to solve the problem.

I put eight connecting cubes in my ten-frame.

How many more cubes do I need to make 10? (2, Put two more cubes, different color, in the empty spaces)

Yes, two more cubes make ten, so $8+2$ equals 10. (Write 2 in the space on the problem)

What three numbers are in this family? (8, 2 and 10)

Lesson Format

- Guided Practice
 - Students complete practice with teacher
 - Error correction provided
 - Many opportunities to respond

◆ Guided Practice (GP) = Our Turn

ERROR CORRECTION (If the student is having difficulty...)

Writing the number sentence: Allow student to copy teacher's number sentence ("match-to-sample")

2. Have students write $9 + \underline{\quad} = 10$, $8 + \underline{\quad} = 10$, $7 + \underline{\quad} = 10$ and $6 + \underline{\quad} = 10$ on the wipe boards.

What is the number of the day? (10)

Use the ten-frame to find the missing number. (Have students place the cubes in the ten-frame to solve the problems)

Repeat steps with additional facts.

3. Have students write the turnaround fact for each number sentence.
4. Complete the guided practice worksheet.

Lesson Format

- Independent Practice
 - Students complete problems individually for 1 to 1 ½ minutes
 - Students check and correct with teacher

Independent Practice (IP)—*Your Turn* (Time=2)

1. Students will complete as many problems as possible in 1 minute, “Make Ten.”
2. Students will correct any mistakes while checking and record the total number correct at the top of the page.

Sample Lessons

- Video Example

Word Problem Solving

- Strategy Instruction
 - Find the important information
 - Identify/cross out extraneous information
- Use manipulatives or draw a picture
- Write a number sentence

Word Problem Solving

UNIT

Unit 3
Booster Lesson 2
WPS Day 1
Guided Practice



Identify It.

Sue has 4 cats.

She found 2 more cats.

How many cats does
Sue have?

Show It.

Write the number sentence.

_____	○	_____	=	_____
-------	---	-------	---	-------

Choose the Number Sentence.

- ☐ $4 - 2 = 2$
- ☐ $4 + 2 = 6$

Ordering and Comparing Numbers

- Order numbers from least to greatest
- Identify missing numbers in a number sequence using strategies
- Use patterns to count (skip counting)

Ordering and Comparing Numbers



Unit 7 • Lesson 21
OCN • GP

Missing Numbers

27	28	___	77	___	79
22	28		76	78	
29	92		79	66	
74	75	___	___	47	48
76	78		45	46	
85	73		64	44	
56	___	58	___	71	72
87	57		76	71	
7	77		70	75	
8	9	___	32	___	34
11	19		72	76	
7	10		33	40	
___	78	79	10	___	12
74	77		11	1	
67	76		61	71	

Unit 8 • Lesson 3
OCN • IP



Skip Counting By 2s, 5s & 10s
Write the number that comes next.

	4	6	8	___	12	14
	50	60	70	80	___	100
	25	30	35	40	45	___
	20	___	24	26	28	30
	30	40	50	60	___	80
	65	70	75	80	___	90
	12	14	16	18	20	___
	10	___	30	40	50	60
	25	___	35	40	45	50
	55	60	___	70	75	80

Addition and Subtraction Facts

- Solve basic addition and subtraction facts
- Solve facts fluently
- Use strategies (Count on, Count down, Doubles, Doubles +1, Make 10 plus more)

Addition and Subtraction Facts

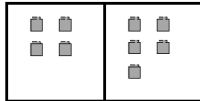


Doubles + 1

Unit 8 • Lesson 5
ASF • GP

1

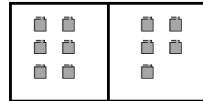
$$4 + 4 = \underline{\quad}$$



$$4 + 5 = \underline{\quad}$$

2

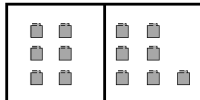
$$5 + 5 = \underline{\quad}$$



$$6 + 5 = \underline{\quad}$$

3

$$6 + 6 = \underline{\quad}$$



$$6 + 7 = \underline{\quad}$$

4

$$7 + 7 = \underline{\quad}$$



$$7 + 8 = \underline{\quad}$$

5

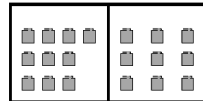
$$8 + 8 = \underline{\quad}$$



$$9 + 8 = \underline{\quad}$$

6

$$9 + 9 = \underline{\quad}$$



$$10 + 9 = \underline{\quad}$$



Count-Back

Unit 5 • Lesson 23
ASF • IP



1

$$\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$$

2

$$1 - 1 = \underline{\quad}$$

3

$$6 - 3 = \underline{\quad}$$

4

$$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$$

5

$$\begin{array}{r} 7 \\ - 7 \\ \hline \end{array}$$

6

$$5 - 3 = \underline{\quad}$$

7

$$\begin{array}{r} 10 \\ - 3 \\ \hline \end{array}$$

8

$$\begin{array}{r} 7 \\ - 3 \\ \hline \end{array}$$

9

$$4 - 4 = \underline{\quad}$$

10

$$8 - 3 = \underline{\quad}$$

Relationships of Ten

- Identify a number represented by picture or objects
- Identify the “ones place,” “tens place,” and “hundreds place”
- Identify greater than and less than using pictures or objects and place value

Relationships of Ten



Add 'Em

Unit 8 • Lesson 12
ROT • GP

				Add Together + _____
23	7	8	26	
43	35	18	62	
				+ _____
37	13	31	4	
56	67	20	25	
				+ _____
80	8	15	4	
40	50	25	5	



Adding BIG Numbers!

Unit 8 • Lesson 12
ROT • IP

1 <table border="1"> <tr> <th>Tens</th> <th>Ones</th> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>+</td> <td> </td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> </table>	Tens	Ones			+		_____	_____	2 <table border="1"> <tr> <th>Tens</th> <th>Ones</th> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>+</td> <td> </td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> </table>	Tens	Ones			+		_____	_____
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Intervention Progress Monitoring

- Daily Check-Up Sheet
 - Attendance and Behavior
 - Number correct on Independent Practice
- Aim Check-Ups (bi-weekly)
 - Abbreviated version of the TEMI-PM
- Unit Check-Ups (bi-weekly)
 - 4 to 5 problems per skill
 - Ordering and Comparing Numbers
 - Relationships of Ten
 - Magnitude Comparisons
 - 2 problems for Word Problem Solving

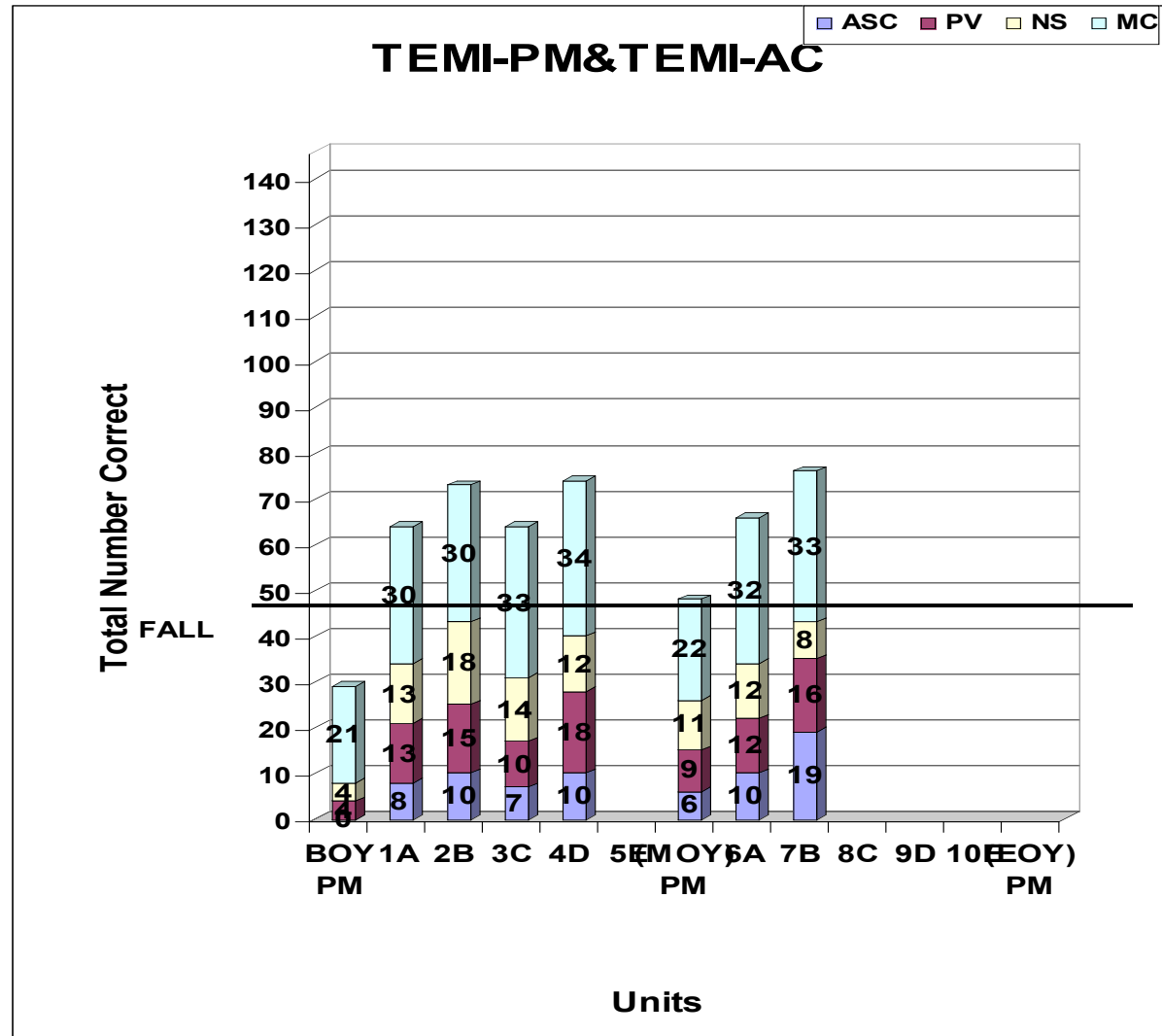
Daily Progress Monitoring Example

- Used to guide instruction, monitor struggling students, provide error correction, or assist in readjusting groups

1st Grade Unit 6									
Tutor: Diane									
School: Little Kids Elementary	2/18	Lessons 1-3			2/19	Lessons 4-6			
WEEK 1 Students	Attendance	WPS	OCN (/5)	Behavior	Attendance	ASF (/10)	ROT (/6) (1st)	ROT (/10) (2nd)	Behavior
Hughes, Kathleen			/5			/10	/6	/10	
Porterfield, Jennifer			/5			/10	/6	/10	

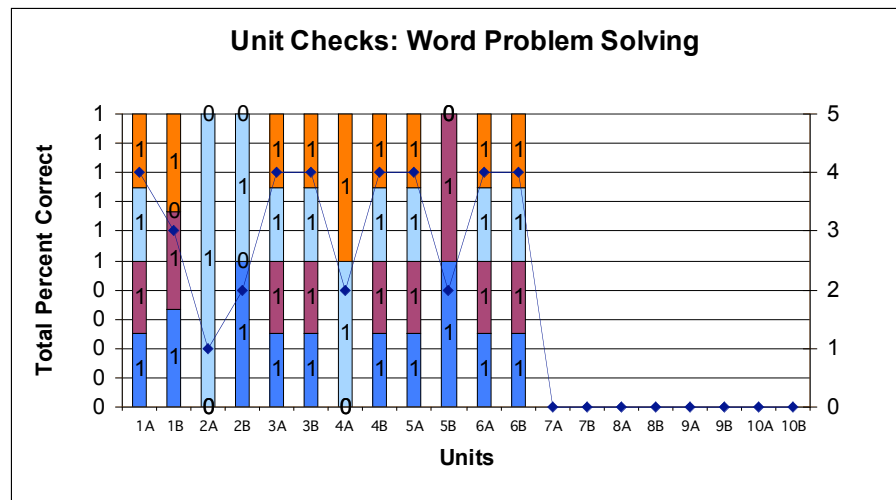
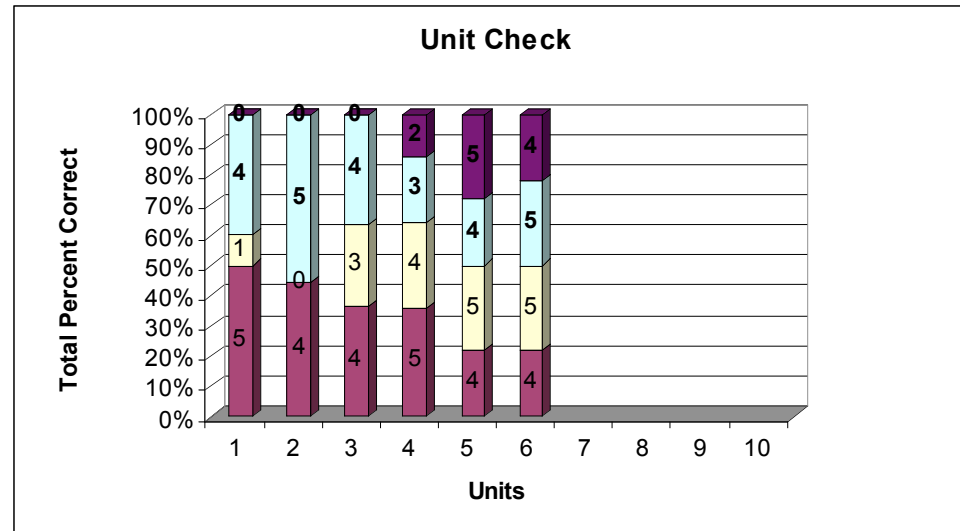
Graphing Progress Monitoring Data

- Data collected on the Aim Check-Ups is graphed using Microsoft Excel



Graphing Progress Monitoring Data

- Data collected on the Unit Check-Ups is graphed using Microsoft Excel



What we know. . . .

- Multiple opportunities to practice within the lessons
- Good pacing
- Error correction
- Opportunities to make, show, write number concepts; problem solving
- Regular, consistent intervention 4-5 days per week
- Strategies to procedural knowledge
- Progress Monitoring/Data

*Based on Research for Students with Difficulties/Disabilities

The Access Center

- http://www.k8accesscenter.org/training_resources/math.asp
 - **Mathematics Strategy Instruction (SI) for Middle School Students with Learning Disabilities**
 - **Using Mnemonic Instruction to Teach Math**
 - **Using Peer Tutoring for Math**
 - **Computer-Assisted Instruction and Math**
 - **Direct/Explicit Instruction and Math**
 - **Learning Strategies and Math**
 - **Concrete-Representational-Abstract Instructional Approach**
 - **Learner Accommodations and Instructional Modifications for Students with Learning Disabilities**

More Resources

- **Math Differentiation Brief**
- **Math Graphic Organizers**
- **Math Problem Solving for Primary Elementary Students with Disabilities**
- **Math Problem Solving for Upper Elementary Students with Disabilities**
- **Illuminations**<http://illuminations.nctm.org/>
- **MathTools**<http://www.mathforum.org/mathtools/>
- Meadows Center for Preventing Educational Risk: Mathematics Institute for Learning Disabilities and Difficulties
<http://www.meadowscenter.org/>
- www.earlymathintervention.org

What Works Clearinghouse

- **WWC Evidence Standards:**

- identify studies that provide the strongest evidence of effects
- randomized controlled trials and regression discontinuity studies, and secondarily quasi-experimental studies of especially strong design
- "Meets Evidence Standards"
- "Meets Evidence Standards with Reservations"
- "Does Not Meet Evidence Screens"

<http://ies.ed.gov/ncee/wwc/>

<http://ies.ed.gov/ncee/wwc/reports/topic.aspx?tid=0>

4 (reports)