

# Research Based Math Intervention

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 Math Intervention 3-5

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## VAZQUEZ BRYANT

*Steep Math Intervention System and Its Effect on Low Performing Students in Mathematics* Solution Tree Press

The Standards for Mathematical Practice promise to elevate students' learning of math from knowledge to application and bring rigor to math classrooms. Here, the authors unpack each of the eight Practices and provide a wealth of practical ideas and activities to help teachers quickly integrate them into their existing math program.

*Essentials of Evidence-Based Academic Interventions* Solution Tree

Learn how to help K-8 students who struggle in math. Now in its second edition, this book provides a variety of clear, practical strategies that can be implemented right away to boost student achievement. Discover how to design lessons that work with struggling learners, implement math intervention recommendations from the Institute of Education Sciences Practice Guides, the National Center on Intensive Intervention, and CEC, use praise and self-motivation more effectively, develop number sense and computational fluency, teach whole numbers and fractions, increase students' problem-solving abilities, and more! This edition features an all-new overview of effective instructional practices to support academic engagement and success, ideas for intensifying instruction within tiered interventions, and a detailed set of recommendations aligned to both CCSSM and CEC/CEEDAR's High-Leverage Practices to help support students struggling to meet grade-level expectations. Extensive, current examples are provided for each strategy, as well as lesson plans, games, and resources.

**Number Sense Interventions** Routledge

Assessing math concepts is a continuum of assessments that focus on important core concepts and related "critical learning phases" that must be in place for children to understand and be successful in mathematics. This series is based on the premise that teachers can provide more effective instruction when they are aware of the essential steps that children move through in developing an understanding of foundational mathematical ideas. The assessment tools presented here provide teachers with the information they need to determine precisely what children need to learn. Students progress confidently when teachers are able to provide appropriately challenging learning experiences. - Back cover

*Math Intervention P-2* Guilford Publications

Use with the Number Sense Screener (NSS?), your quick, reliable way to screen early numerical competencies. Find out where children need extra support-and then use the Number Sense

Interventions to target those specific skills.

*Driven by Data* John Wiley & Sons

Provides educators with instructions on applying response-to-intervention (RTI) while teaching and planning curriculum for students with learning disabilities.

**The RTI Approach to Evaluating Learning Disabilities**

Academic Press

Building foundational whole-number knowledge can help put K-5 students on the path to academic success and career readiness. Filling a gap for school practitioners, this book presents step-by-step guidelines for designing and implementing classwide, small-group, and individual interventions for mathematics difficulties. Effective procedures for screening, assessment, intervention selection, and progress monitoring are described and illustrated with detailed case vignettes. User-friendly features include 20 reproducible handouts and forms; the print book has a large-size format with lay-flat binding for easy photocopying. Purchasers get access to a Web page where they can download and print the reproducible materials. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman.

*Computation of Fractions* Brookes Publishing Company

Making mathematics concepts understandable is a challenge for any teacher--a challenge that's more complex when a classroom includes students with learning difficulties. With this highly practical resource, educators will have just what they need to teach mathematics with confidence: research-based strategies that really work with students who have learning disabilities, ADHD, or mild cognitive disabilities. This urgently needed guidebook helps teachers Understand why students struggle. Teachers will discover how the common learning characteristics of students with learning difficulties create barriers to understanding mathematics. Review the Big Ideas. Are teachers focusing on the right things? A helpful primer on major NCTM-endorsed mathematical concepts and processes helps them be sure. Directly address students' learning barriers. With the lesson plans, practical strategies, photocopyable information-gathering forms, and online strategies in action, teachers will have concrete ways to help students grasp mathematical concepts, improve their proficiency, and generalize knowledge in multiple contexts. Check their own strengths and needs. Educators will reflect critically on their current practices with a thought-provoking questionnaire. With this timely book--filled with invaluable ideas and strategies adaptable for grades K-12--educators will know just what to teach and how to teach it to students with learning difficulties.

*Teaching Mathematics Meaningfully* Effective Math Interventions

Effective Math Interventions Guilford Publications

*Putting the Practices Into Action* Prentice Hall

This quantitative study compared historical data for fifth grade students during the 2006-2007 and 2007-2008 school years. The students were identified as needing intervention based on their low performance in math on the CRCT. The Georgia Department of Education mandates that low performing students participate in the EIP program, receive research-based interventions, and are progress monitored through a curriculum-based management system. The Title I funded school in north Georgia progress monitor low performing students' responsiveness to research-based interventions using the STEEP Math Intervention system. In this study, data was analyzed to determine if there was a significant statistical difference in the distribution of CRCT math scores for fifth grade students who were not progress monitored using the STEEP Math Intervention system in 2006-2007. The findings from the study supported the null hypothesis that there was not a significant statistical difference in the distribution of CRCT math scores between fifth grade students who received the STEEP Math Intervention system and the fifth grade who did not receive the STEEP Math Intervention system.

*Teaching Elementary Mathematics to Struggling Learners* ASCD

Most of the literature on Response to Interventions (Rti) has focused on reading instruction and interventions, but there is a growing literature on Rti focused on math instruction. Recently, there have been several reports on what matters in mathematics instruction and effective math interventions (Slavin & Lake, 2007; Slavin, Lake, & Goff, 2008; What Works Clearinghouse). Yet, there is little that speaks to specific interventions in Tier II. Most authors state that the reason behind this is that very few math interventions are labeled as Tier II interventions, although they are designed for students struggling in mathematics. As in reading, your screening will determine which students need intensive instruction and the type of intervention needed. If there is only a small group of students that needs additional instruction, then you probably won't be looking to change your whole curriculum; you will be looking for supplementary interventions. Once you know what type of intervention you are looking for, then the What Works Clearinghouse and Best Evidence Encyclopedia can provide more details on the effectiveness of the interventions. The table presented is just one example of laying out the interventions you are exploring. It provides your planning team a quick glance at the intervention, related research studies, and its evidence of effectiveness. Another table could point out the features of the interventions for a quick comparison. A list of resources is included.

*Designing Effective Math Interventions* Heinemann Educational Books

This user-friendly guide has been thoroughly revised to reflect significant changes in the way schools deliver reading instruction and intervention, especially for students at risk for reading failure.

Step-by-step strategies target key areas of literacy development: phonological awareness, fluency, and comprehension. Particular emphasis is placed on scientifically based practices that do not require major curricular change and can be applied with students of varying ages and ability levels. In a large-size format with lay-flat binding for ease of photocopying, the book includes 17 reproducible assessment and instructional tools. Purchasers also get access to a Web page where they can download and print the reproducible materials. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman. New to This Edition: \*Chapter on multi-tiered intervention delivery, plus additional discussion in other relevant chapters. \*Chapter on interventions for English learners (ELs). \*Chapter on vocabulary instruction, intervention, and assessment. \*Additional graphing and data-analysis tools. \*Coverage of new resources available through federal supports.

[Computation of Integers](#) Guilford Press

Describes five practices for productive mathematics discussions, including anticipating, monitoring, selecting, sequencing, and connecting.

[Teaching Math in Middle School](#) Guilford Publications

Design effective, learner-driven math interventions with this accessible and thought-provoking guidebook. Learn how to set up instruction to promote participation and understanding, plan purposeful, targeted tasks, develop student thinking, and create tools to assess student work in a way that measures learning, not just performance. Chapters explore questions that educators frequently struggle with when designing interventions, offering user-friendly research and evidence-based strategies to help overcome common hurdles. This book is essential reading for anyone seeking an adaptive approach to Tier 2 and 3 interventions that positions struggling students as competent learners.

[Heterogeneous Contributions to Numerical Cognition](#) Guilford Publications

This well-rounded collection of research-based reading intervention strategies will support and inform your RTI efforts. The book also includes teacher-friendly sample lesson plans and miniroutines that are easy to understand and adapt. Many of the strategies motivate average and above-average students as well as scaffold struggling readers. Maximize the power of these interventions by using them across grade-level teams or schoolwide.

**RTI Applications, Volume 1** Guilford Publications

This key resource for K-12 educators offers a systematic guide to delivering Tier 2 and 3 math interventions within a multi-tiered system of support. The volume explains critical math areas in which many students have difficulty--early numeracy, time and money measurement, number combinations, fractions, word-problem solving, algebra, and more. Leading experts describe relevant standards and show how to use data-based individualization to plan, monitor, and intensify instruction in each area. Beginning with bulleted guiding questions, chapters feature a wealth of evidence-based intervention strategies, lesson-planning ideas, and case examples. Reproducible instructional activities and planning forms can be downloaded and printed in a convenient 8 1/2" x 11" size.

**Five Practices for Orchestrating Productive Mathematics Discussions** John Wiley & Sons

From leading authorities, this indispensable work is now in a revised and expanded second edition, presenting state-of-the-art tools and procedures for practitioners. The book shows how to use response to intervention (RTI) to evaluate K-12 students for specific learning disabilities (SLD). The second edition gives increased attention to optimizing the instructional environment in the context of a multi-tiered system of supports (MTSS).

Procedures are described for screening at-risk students; using RTI to intensify instruction in reading, writing, and math; identifying SLD; determining eligibility for special education; and planning individualized education programs. Case examples and pointers for practice are woven throughout. In a convenient large-size format, the book includes reproducible tools that can be downloaded and printed for repeated use. New to This Edition \*Incorporates contemporary perspectives on SLD, upgraded procedures for implementing an MTSS, new approaches to measuring RTI, and enhancements in using classroom observations. \*Chapter on best practices in academic screening, including important dos and don'ts. \*Separate chapters on using RTI for reading, written expression, and mathematics. \*Chapter on RTI and special education law, focusing on what practitioners need to know. This book is in The Guilford Practical Intervention in the Schools Series, edited by Sandra M. Chafouleas.

[Intensifying Mathematics Interventions for Struggling Students](#) Routledge

Special education teachers, as a significant segment of the teaching profession, came into their own with the passage of Public Law 94-142, the Education for All Handicapped Children Act, in 1975. Since then, although the number of special

education teachers has grown substantially it has not kept pace with the demand for their services and expertise. The roles and practice of special education teachers have continuously evolved as the complexity of struggling learners unfolded, along with the quest for how best to serve and improve outcomes for this diverse group of students. High-Leverage Practices in Special Education defines the activities that all special educators needed to be able to use in their classrooms, from Day One. HLPs are organized around four aspects of practice collaboration, assessment, social/emotional/behavioral practices, and instruction because special education teachers enact practices in these areas in integrated and reciprocal ways. The HLP Writing Team is a collaborative effort of the Council for Exceptional Children, its Teacher Education Division, and the CEDAR Center; its members include practitioners, scholars, researchers, teacher preparation faculty, and education advocates--Amazon.com

**Response to Intervention in Math** Routledge

High Leverage Practices for Inclusive Classrooms offers a set of practices that are integral to the support of student learning, and that can be systematically taught, learned, and implemented by those entering the teaching profession. The book focuses primarily on Tiers 1 and 2, or work that mostly occurs with students with mild disabilities in general education classrooms; and provides rich, practical information highly suitable for teachers, but that can also be useful for teacher educators and teacher preparation programs. This powerful, research-based resource offers twenty-two brief, focused chapters that will be fundamental to effective teaching in inclusive classrooms.

[High Leverage Practices for Inclusive Classrooms](#) Routledge

Teacher Editions and eBooks allow teachers to develop critical math concepts with routine lesson plans, integrated project-based learning, and a guide for facilitating differentiated learning in the classroom.

Heinemann Educational Books

Learn how to help K-8 students who struggle in math. This book provides a variety of clear, practical strategies that can be implemented right away to boost student achievement. You will find out how to design lessons that work with struggling learners, implement the recommendations for math intervention from the What Works Clearinghouse, use praise and self-motivation more effectively, develop number sense and computational fluency, teach whole numbers and fractions, increase students' problem-solving abilities, and more! Extensive examples are provided for each strategy, as well as lesson plans, games, and resources.

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