Intervention Resources

**Computation of Fractions: Math Intervention for Elementary and Middle Grades Students (Book)**

Dr. Bradley Witzel and Dr. Paul Riccomini present elementary and middle school teachers strategies and activities for promoting academic success and aiding their students' mastery of key mathematical concepts involving fractions. Teachers learn how they can help their struggling mathematics students through lesson plans that move from concrete to representational to abstract concepts in mathematics, assessment guides for placement and measurement, and reviews that bolster students' content retention. The authors provide in-service and pre-service teachers with step-by-step directions on how to implement each lesson plan effectively in their own classrooms.

**Creating or Selecting Intervention programs and What is the Difference Between Remediation and Intervention? (Brief)**
NCTM. (2007).

The link provides guiding questions from the National Council of Teachers of Mathematics when considering an intervention program. The brief also explains the key differences between remediation and intervention.

**Effective Teaching Strategies that Accommodate Diverse Learners (Book)**

The text examines the teaching, instruction, and curricula required to meet the needs of diverse learners, who by virtue of their experiential, cultural, and socioeconomic backgrounds, challenge traditional curriculum and instructional programs. The text provides a summary of the characteristics of students with diverse learning and curricular needs and a critical examination of current issues in education. Based on these analyses, recommendations for teaching reading, comprehension, writing, mathematics, science, social studies, and also teaching English Language Learners are given to ensure that diverse learners succeed in the classroom.
**Error Patterns in Computation: Using error patterns to improve instruction (Book)**  

The book was written to model how teachers can make thoughtful analyses of students' work and in doing so, discover patterns in the errors they make. The text considers reasons why students may have learned erroneous procedures and presents strategies for helping those students. The teacher gain a clear vision of how to use student error patterns to gain more specific knowledge of their strengths on which to base future instruction.

**Implementation and Self-Assessment Tool (Spreadsheet)**  
Arizona Department of Education. (2009).  

The link is for a spreadsheet for use with staff as a self-assessment of the school's Response to Intervention Program.

**Mathematics Assessment and Progress Monitoring Resources (Website)**  

The link is a bibliography of resources available for assessment and progress monitoring in mathematics. Links are organized by the following categories: General Assessment Resources and Progress Monitoring and Assessment Resources.

**Teaching Learners who Struggle with Mathematics: Systematic Intervention and Remediation (Book)**  

Teaching Learners who Struggle with Mathematics is based on the premise that when teachers and parents focus on how their students learn best, rather than repeatedly offering the same or very similar instructional methods and materials, progress can be made. To achieve this goal, the authors present a systematic, three-step approach to assess students' mathematics strengths and weaknesses and plan instruction accordingly, allowing teachers to meet students' individual needs. Features of the text include: case studies, instructional activities, discussion questions, and a chapter on the mathematics topic of time and money.
**Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners (Book)**  

The resource provides teachers research-based strategies for students who have learning disabilities, ADHD, or mild cognitive disabilities. The guidebook helps educators:
- understand why some students struggle
- review the big ideas of mathematics with a primer on NCTM-endorsed mathematical concepts and processes
- directly address students' learning barriers with lesson plans, strategies, and black line masters
- check their own strengths and needs with a questionnaire on current teaching practices

The book includes strategies, adaptable for grades K–12, to assist teachers in supporting students with learning difficulties.

**What Are the Characteristics of Students with Learning Difficulties in Mathematics?**  

This research brief provides a summary of findings regarding students with learning difficulties in mathematics. Researchers have extensively studied students who experience significant problems in their acquisition of mathematical knowledge across multiple school years, regardless of their motivation, the quality of their former mathematics instruction, and their number knowledge and number sense when entering school. Several consistent findings have emanated from this body of research.


The resource gives educational decision-makers and researchers insight into mathematical learning difficulties and disabilities, combining diverse perspectives from fields such as special education, educational psychology, cognitive neuroscience, and behavioral genetics.

Information shared includes:
- risk factors for developing difficulties with mathematics
- connections between mathematics and reading disabilities
- neuropsychological factors in mathematical learning disabilities
- information processing deficits
- individual difference factors in mathematics difficulties, including the influences of motivation, gender, and socio-cultural background
- mathematics anxiety
- the role of genetics
- effective instructional interventions

The book provides readers information to identify struggling students—and to begin developing practices that help students improve their mathematics skills.
RtI Wire (Website)

The link is a directory of free Response-to-Intervention resources available on the Internet. Links are organized by the following categories: Understand the Model, Use Teams to Problem Solve, Select the Right Intervention, Monitor Student Progress, and Graph Data for Visual Analysis.

| Early Numeracy: Assessment for Teaching and Intervention: Second Edition (Book) |

**Early Numeracy** provides information for teachers, special educators, educational psychologists and researchers in assessing children’s number knowledge and strategies to support planning programs of intervention and monitoring children’s progress.

| Teaching Number: Advancing Children's Skills and Strategies: Second Edition (Book) |

In **Teaching Number**, researchers describe approaches to teaching numeracy to children aged four to eight years old, as developed in the Mathematics Recovery Program and the Count Me Too projects in Australia, Britain, and the US. They focus on teaching number skills, knowledge, and understanding within the number strand of a primary mathematics curriculum. The factors they suggest teachers take into account are: what knowledge the child possesses, current misunderstandings and misconceptions, and what specific materials to use.

| Teaching Number in the Classroom with 4-8 year olds: Second Edition (Book) |

**Teaching Number in the Classroom** brings the principles and practice of the Mathematics Recovery Program to whole-class teaching. Central to the book is the concept of an inquiry based approach to classroom instruction. Topics covered range from beginning number and early counting strategies to multi-digit addition and subtraction right through to multiplication and division.
**Differentiation Resources**

**How to Differentiate Instruction in Mixed Ability Classrooms (Book)**  
Topics in the book include background on differentiated instruction (rationale, role of teacher, learning environment, and examples), strategies for management, lesson planning, differentiation of content, process, and products, and grading.

**The Differentiated Classroom: Responding to the Needs of All Learners (Book)**  
Topics in the book include information about differentiated classrooms, elements of differentiation, learning environments, instructional strategies, and how teachers make differentiated instruction work.

**Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching (Book)**  
Topics in the book include background on differentiated instruction, basing instruction on student needs, teacher responses to student needs, and curriculum and instruction as vehicles for addressing student needs.

The book presents the case and provides support for using differentiated instruction – a purposeful process for adapting the teaching and learning practices of the classroom to accommodate the needs of all learners – in mathematics classrooms as a tool for meeting complex challenges. The premise is that all students can learn mathematics when they have access to quality teaching and learning experiences.

**English Language Learners in the Mathematics Classroom**  
The resource is designed to help teachers meet the needs of English Language Learners in a contained elementary classroom, as a specialized mathematics teacher, or as an ELL teacher. Offering strategies, guidelines, and classroom vignettes, the book demonstrates how to adjust mathematics instruction to make the learning process less language dependent while also fostering language development.

**Differentiation for Special Needs Learners (Article)**  
The article highlights characteristics of special needs learners, corresponding teaching strategies and integrating differentiation strategies into a lesson.
Effective Strategies for Teaching Students With Difficulties in Mathematics (Research Brief)

This research brief focuses on evidence-based practices for teaching students with difficulties in mathematics. The studies (more than fifty) reviewed for the brief present a picture of specific aspects of instruction that are consistently effective in teaching students who experience difficulties with mathematics. The principles that emerged from the research seem appropriate for instruction in a variety of situations and possible settings.

Good Questions for Math Teaching: Why Ask Them and What to Ask, Grades K-6 (Book)

The book helps teachers define “good questions,” offers teachers tips on how to create their own open-ended questions, and presents a wide variety of examples of questions that span 16 mathematical topics, including number, measurement, geometry, probability, and data.

Good Questions for Math Teaching: Why Ask Them and What to Ask, Grades 5-8 (Book)

The goal of the book is to support middle school teachers’ development of open-ended questioning techniques. The book discusses the role open-ended questions have in promoting students’ mathematical thinking, understanding, and proficiency. By asking careful, purposeful questions, teachers create dynamic learning environments, help students make sense of mathematics, and unravel misconceptions. The book includes a variety of questions for classroom use and offers teachers tips on how to create open-ended questions of their own.

Teaching Mathematics Vocabulary in Context (Book)

Murray offers strategies that highlight the important role language plays in the learning of mathematics. Murray highlights the role mathematics vocabulary can play in enhancing the conceptual learning of mathematics for middle school students. Mathematics vocabulary is introduced as a tool to help students express their mathematical thinking coherently and clearly to peers and teachers, to share problem-solving techniques, to gain confidence, and to participate in classroom discourse.

Thinking Mathematically: Integrating Arithmetic and Algebra in Elementary School (Book)

Thinking Mathematically provides examples of classroom dialogues that indicate how algebraic ideas emerge in children’s thinking and what problems and questions help to elicit them. Features of the book help teachers develop their own understanding of mathematics along with their students’.
Children’s Mathematics: Cognitively Guided Instruction (Book)

The book portrays the development of children’s understanding of basic number concepts. The authors offer explanations and examples of the problem solving and computational processes that many children use as their numerical thinking develops. They also describe how classrooms can be organized to foster that development.

Young Mathematicians at Work: Constructing Number Sense, Addition, and Subtraction (Book)

The first in a three-volume set, Young Mathematicians at Work focuses on young children between the ages of four and eight as they construct a deep understanding of number and the operations of addition and subtraction. Fosnot and Dolk provide a unified description of development, with a focus on big ideas, progressive strategies, and emerging models. Drawing from the work of the Dutch mathematician Hans Freudenthal, they define mathematics as "mathematizing"—the activity of structuring, modeling, and interpreting one's "lived world" mathematically. And they describe teachers who use problematic situations to promote inquiry, problem solving, and construction, and children who raise and pursue their own mathematical ideas.

Young Mathematicians at Work provides a look at the teaching of computation. It moves beyond the current debate about algorithms to argue for deep number sense and the development of a repertoire of strategies based on landmark numbers and operations. Sample mini-lessons on the use of the open number line model are provided to show how to support the development of efficient computation.
**Young Mathematicians at Work: Constructing Multiplication and Division (Book)**  

In the second volume in a series of three, Fosnot and Dolk focus on how to develop an understanding of multiplication and division in grades 3-5. Their book:

- describes and illustrates what it means to do and learn mathematics
- provides strategies to help teachers turn their classrooms into mathematics workshops that encourage and reflect mathematizing
- examines several ways to engage and support children as they construct important strategies and big ideas related to multiplication
- takes a close look at the strategies and big ideas related to division
- defines modeling and provides examples of how learners construct models—with a discussion of the importance of context
- discusses what it means to calculate using number sense and whether or not algorithms should still be the goal of computation instruction
- describes how to strengthen performance and portfolio assessment
- emphasizes teachers as learners by encouraging them to see themselves as mathematicians

**Young Mathematicians at Work: Constructing Fractions, Decimals, and Percents (Book)**  

In the third volume in a series of three, Fosnot and Dolk focus on how children in grades 5-8 construct their knowledge of fractions, decimals, and percents. Their book:

- describes and illustrates what it means to do and learn mathematics
- contrasts word problems with true problematic situations
- provides strategies to turn classrooms into mathematics workshops
- explores the cultural and historical development of fractions, decimals, and their equivalents and the ways in which children develop similar ideas and strategies
- defines and gives examples of modeling, noting the importance of context
- discusses calculation using number sense and the role of algorithms in computation instruction
- describes how to strengthen performance and portfolio assessment
- Encourages teachers to view themselves as mathematicians.

**Developing Number Concepts: Counting, Comparing and Pattern (Book 1)**  

**Developing Number Concepts: Addition and Subtraction (Book 2)**  

**Developing Number Concepts: Place Value, Multiplication and Division (Book 3)**  

The series includes information about observing and assessing children at work, adaptations for diverse student needs, as well as classroom management. Students solidify beginning number concepts through independent and small-group explorations that encourage the use of a variety of manipulatives.
Teaching Student Centered Mathematics Grade K-3. Volume 1 (Book)

Volume 1 provides guidance and strategies for teachers of kindergarten through third grade. The resource offers material written specifically for the early grades. Nearly 200 classroom activities are included, and in each chapter, one activity includes a step-by-step lesson plan for expansion.

Teaching Student Centered Mathematics Grade 3-5. Volume 2 (Book)

Volume 2 outlines the concepts of teaching through problem solving and planning problem-based lessons. The authors explain how children learn number sense, fraction and percentage computation, geometric thinking, and algebraic reasoning. The resource also provides 150 classroom activities, 11 sample lessons, and assessment notes.

Uncovering Student Thinking in Mathematics: 25 Formative Assessment Probes. (Book)

To identify fallacies in students' preconceived ideas, Uncovering Student Thinking in Mathematics offers educators diagnostic techniques in the form of field-tested assessment probes—brief, easily administered activities to determine students' thinking on core mathematical concepts.

Designed to question students' conceptual knowledge and reveal common understandings and misunderstandings, the probes generate targeted information for modifying mathematics instruction, allowing teachers to build on students' existing knowledge and individually address their identified difficulties.

Now I Get It: Strategies for Building Confident and Competent Mathematicians, K-6 (Book)

O'Connell provides a guide to teaching mathematics for understanding and clarity. She presents information about:
- what a teacher's role is during mathematics time
- how to actively engage students in mathematical thinking, and how to know when they are connecting with mathematics concepts or may require further support
- how to teach both computational skills and mathematical thinking skills
- how to use problem solving, cooperative projects, writing assignments, and real-life examples to stimulate and maintain interest
- how to incorporate mathematics talk and vocabulary into lessons
**Instructional Resources (resources for use with students)**

**Contexts for Learning Mathematics (Instructional Modules – K-6)**  

The *Contexts for Learning Mathematics* series by Catherine Fosnot and colleagues from Mathematics in the City and the Freudenthal Institute uses crafted mathematical situations to foster a deep conceptual understanding of essential mathematical ideas, strategies, and models. Building on the ideals of a mathematics workshop, each unit provides a two-week sequence of investigations, mini-lessons, games, and other contexts for learning. The series’ 18 classroom-tested units are organized into three age-appropriate packages.

- **Investigating Number Sense, Addition, and Subtraction** (Grades K–3) supports the development of fundamental topics like place value, compensation and equivalence, addition and subtraction on the open number line, and the efficient use of five- and ten-structures.
- **Investigating Multiplication and Division** (Grades 3–5) explores big ideas in multiplication and division including systematic factoring, the distributive, associative, and commutative properties as well as their use in computation.
- **Investigating Fractions, Decimals, and Percents** (Grades 4–6) examines the fundamental topics of equivalence of fractions, how to multiply and divide with fractions, proportional reasoning, rates, and the ordering of decimals.

The resource can be used as supplemental units or as replacement units.

**Do the Math (Instructional Modules – Grades 2-5)**  

Created by Marilyn Burns, along with a team of Math Solutions master classroom teachers, *Do The Math* gives students who have fallen behind the chance to catch up and keep up. Focusing on Number and Operations, teaches students the basics of mathematics — computation, number sense, and problem solving. *Do The Math* helps students develop the skills to compute with accuracy and efficiency, the number sense to reason, and the ability to apply their skills and reasoning to solve problems.

**Knowing Mathematics (Intervention Program – Grades 4-6)**  

Knowing Mathematics is a small-group mathematics intervention program for fourth- through sixth-graders that are two or more years below grade level. Combining best practices of East Asian and U.S. instruction, it is designed to vertically accelerate students to grade level.

Students are provided with a way of learning mathematics that is different from their previous experiences, which may have been accompanied by failure and frustration. At the same time, the curriculum draws on the mathematical knowledge that students already have, although fragmentary and insufficient, to repair and re-organize it to build a sound foundation for future learning.
Math Recovery (Intervention Program – Grades K-3)

Math Recovery focuses on K – 3 students and has special education applications. The primary participants in Math Recovery are first grade, at-risk students. The goal is to intervene as early as possible before these at-risk students are far behind their peers. It involves intensive one-on-one teaching of these at-risk students that focuses on accelerating children’s mathematical learning over a 10 – 15 week period. The specific aims of the Math Recovery program are:

- Identify students “at risk” by means of an assessment system
- Identify where students are in their mathematical development
- Apply early, short term intervention
- Increase student performance in basic arithmetic skill through intensive, individualized instruction
- Build student confidence
- Offer staff development that ensures fidelity of implementation
- Influence and inform curriculum development and school-wide mathematics programs
- Ensure compatibility with standards-based mathematics programs
- Apply a research-based approach to developing numeracy competence

PALS – Peer Assisted Learning Strategies (Program – K-6)

PALS materials for mathematics are available for grades K-6. PALS is a supplement, not a replacement for other reading and mathematics instruction. K-PALS is implemented 2 times a week for approximately 30 minutes per session. First-Grade PALS is implemented 3 times a week for approximately 30 minutes per session. Grades 2-6 PALS Math is implemented 2 times a week for approximately 30 minutes per session.

Transitional Mathematics (Intervention Program – Grades 5-9)

Transitional Mathematics (TransMath) is research-based. TransMath is targeted instruction to help students master key foundational skills before moving on to more complex topics. The goal of the three levels in three years is to prepare students for algebra success.

TransMath:
- Teaches fewer topics in greater depth
- Provides numerous visual representations to help conceptualize the mathematics
- Meets individual student needs
- Provides a logical sequence, ample practice, and an appropriate pace
- Aligns with National Council of Teachers of Mathematics (NCTM) Standards
- Ensures accurate placement and progress monitoring
- Provides an alternative to basal curricula
- Supports teachers with ongoing professional development
- Provides a balance between procedural knowledge and conceptual understanding
### Research Resources

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<th>Title</th>
<th>Authors/Source</th>
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<td>The study examines the reliability, validity, and sensitivity of four experimental early mathematics measures designed for use in early identification and formative evaluation. The measures were based on the principle of number sense and were designed to assess the precursors of mathematics understanding learned before children are able to do formal mathematics. Results showed that the four experimental measures each had sufficient evidence of reliability, validity, and sensitivity.</td>
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<td>The purpose of the volume is to support standards-based mathematics education reform. For each question addressed, background is provided from perspectives of research and best practice, followed by implications for improving classroom instruction.</td>
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<td>Clements and Sarama author Chapter 12 in Volume 1 on Early Childhood Mathematics Learning</td>
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Early Identification and Interventions for Students With Mathematics Difficulties (Article)

The article highlights findings from the small body of research on mathematics difficulties (MD) relevant to early identification and early intervention. The research demonstrates that (a) for many children, mathematics difficulties are not stable over time; (b) the presence of reading difficulties seems related to slower progress in many aspects of mathematics; (c) almost all students with MD demonstrate problems with accurate and automatic retrieval of basic arithmetic combinations, such as 6 + 3. The following measures appear to be valid and reliable indicators of potential MD in kindergartners: (a) magnitude comparison (i.e., knowing which digit in a pair is larger), (b) sophistication of counting strategies, (c) fluent identification of numbers, and (d) working memory (as evidenced by reverse digit span). These are discussed in terms of the components of number sense. Implications for early intervention strategies are explored.

How Students Learn: Mathematics in the Classroom (Book)

The book shows how to overcome the difficulties in teaching mathematics to support development of reasoning in mathematics students. It also features illustrated suggestions for classroom activities. Chapter 6 highlights fostering the development of whole number sense.

Mathematics Interventions & Algebra Readiness: Best Evidence from Scientific Research and Research Mathematicians (Presentation)

http://centeroninstruction.org/files/Gersten%20Algebra%20Readiness%204%202%20081.pdf

The powerpoint presentation highlights what to teach (findings from the National Mathematics Advisory Panel), how to teach (findings from meta analysis work of Center On Instruction/ RG Research Group and parallel work from the National Mathematics Advisory Panel), and a few details on interventions (teaching fractions through explicit language, and CRA procedures).

Progress Monitoring for Elementary Mathematics (Presentation)

http://center-for-instruction.org/files/Pam%20Stecker1.pdf

The presentation describes progress monitoring, explains common techniques that are often mistaken for progress monitoring, discusses features of progress monitoring in elementary grades, reviews the brief history of progress monitoring measures in mathematics, and provides an overview of commonly used computer and Web-based progress monitoring systems.
<table>
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<tr>
<th>Title</th>
<th>Author(s)</th>
<th>Publication Date</th>
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<tr>
<td>Curriculum-Based Measurement in Mathematics: An Evidence-Based Formative Assessment Procedure (Pamphlet)</td>
<td>Lembke &amp; Stecker</td>
<td>2007</td>
<td>The pamphlet summarizes procedures for implementation of curriculum-based measurement in mathematics, measures that can be used, implications for practice, and a summary of selected research.</td>
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<tr>
<td>Progress Monitoring in the Context of Response to Intervention (manual, powerpoint, and handouts from a presentation)</td>
<td>Fuchs, L., Fuchs, D., Hintze, J., &amp; Lemke</td>
<td>2006</td>
<td>Presented at the 2006 Summer Institute on Student Progress Monitoring. &quot;Progress Monitoring in the Context of Responsiveness-to-Intervention&quot; by Lynn Fuchs, Douglas Fuchs, John Hintze, and Erica Lemke provides distinctions between services offered in the different tiers of RTI, addressing both reading and mathematics. The resource includes the PowerPoint presentation, a manual, and handout materials that include an appendix for additional RTI resources.</td>
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<td>RTI and Mathematics Instruction (Article)</td>
<td>VanDerHeyden, A.</td>
<td>2007</td>
<td>The article from the RTI Action Network addresses RTI implementation in mathematics. The following three questions are presented as requirements for decision-making in RTI. Who needs intervention? What type of intervention is needed? Is the intervention working? The article then discusses the importance of implementation fidelity and systemic change to ensure desired and sustainable outcomes for mathematical learning.</td>
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<tr>
<td>Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools (IES Practice Guide)</td>
<td>Institute for Education Sciences</td>
<td>2009</td>
<td>The eight recommendations in the guide are designed to help teachers, principals, and administrators use Response to Intervention for the early detection, prevention, and support of students struggling with mathematics.</td>
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### An Introduction to Progress Monitoring in Mathematics K-12

Center on Instruction. (2009).

Presenter’s Guide  
Power point  
[http://centeroninstruction.org/files/Progress%20Monitoring%20PPT%20FINAL.ppt](http://centeroninstruction.org/files/Progress%20Monitoring%20PPT%20FINAL.ppt)

This professional development module, consisting of a PowerPoint presentation and a presenter's manual, describes progress monitoring, explains common techniques often mistaken for progress monitoring, and discusses application of progress monitoring in mathematics at both the elementary and secondary grade levels. It also provides resources for additional information.

### Best Evidence Encyclopedia

Center for Data-Driven Reform in Education (CDDRE), Johns Hopkins University  
[http://www.bestevidence.org/math/elem/elem_math.htm](http://www.bestevidence.org/math/elem/elem_math.htm)

The Best Evidence Encyclopedia is a free web site created by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE) under funding from the Institute of Education Sciences, U.S. Department of Education. It is intended to give educators and researchers fair and useful information about the strength of the evidence supporting a variety of programs available for students in grades K-12. The Best Evidence Encyclopedia provides summaries of scientific reviews produced by many authors and organizations, as well as links to the full texts of each review. The summaries are written by CDDRE staff members and sent to review authors for confirmation.

### A Summary of Nine Key Studies: Multi-Tier Intervention and Response to Intervention for Students Struggling in Mathematics (2009)

Newman-Gonchar, R., Clarke, B., Gersten, R., Instructional Research Group  

This summary of nine studies provides information about evidence-based practices for Tier 2 interventions and how to use RTI in mathematics. It gives a critical technical analysis and review of research on RTI and multitiered instructional systems. In an earlier Center on Instruction publication, we described valid and reliable measures for early screening and identification of students with mathematics disabilities and systems for progress monitoring in mathematics.
<table>
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<th>Authors</th>
<th>Resource</th>
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<td>This guide for teachers is a companion piece to the meta-analysis from the Center on Instruction, <em>Mathematics Instruction for Students with Learning Disabilities or Difficulty Learning Mathematics: A Synthesis of the Intervention Research</em>. Based on the findings of this report, seven effective instructional practices were identified for teaching mathematics to K-12 students with learning disabilities. It describes these practices and, incorporating recommendations from <em>The Final Report of The National Mathematics Advisory Panel</em> as well, specifies research-based recommendations for students with learning disabilities and for students who are experiencing difficulties in learning mathematics but are not identified as having a math learning disability.</td>
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<td>This meta-analysis synthesizes experimental and quasi-experimental research on instruction that enhances the mathematics performance of K-12 students with learning disabilities. It reports the findings from this synthesis, discusses the implications for practice, and suggests next steps for research and professional development efforts in this field.</td>
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<td>This resource identifies professional development needs specific to mathematics. It includes a series of guiding questions that help SEAs evaluate their existing programs and identify professional development activities that meet their needs. It is designed to be used by Regional Comprehensive Centers in their work with State Departments of Education but may also be used by SEAs and districts independently. A Word version of the tool itself is provided for easy use.</td>
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Baker, S., Gersten, R., Lee, D.

Full Article

Synopsis

Baker, Gersten, and Lee (2002) synthesized findings from 28 years of research on interventions for students struggling in learning math. The Center on Instruction's synopsis highlights the key findings from this synthesis and outlines recommendations for practice that follow from the findings.