



Vol. 2 No.11

Tuesday, December 23, 2008

CONTACT US

Center on Instruction
Angela Penfold
Project Director

RMC Research Corporation
1000 Market St., Bldg. 2,
Portsmouth, NH 03801

603-422-8888
1-800-258-0802
Fax 603-436-9166
COI-Info@rmcres.com
www.centeroninstruction.org

Math***Mathematics Instruction for Students with Learning Disabilities or Difficulty Learning Mathematics: A Synthesis of the Intervention Research.***

This meta-analysis synthesizes experimental and quasi-experimental research on instruction that enhances the mathematics performance of students with learning disabilities in grades 1-12. 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. It is available for download at <http://centeroninstruction.org/files/Teaching%20Math%20to%20SLD%20Meta-analysis.pdf>.

Mathematics Instruction for Students with Learning Disabilities or Difficulty Learning Mathematics: A Guide for Teachers.

This guide for teachers is based on the recently released meta-analysis (above). Based on the findings of this report, seven effective instructional practices were identified for teaching mathematics to K-12 students with learning disabilities. This guide for teachers describes these practices and, incorporating recommendations from The Final Report of the National Mathematics Advisory Panel 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. It is available for download at <http://centeroninstruction.org/files/Teaching%20Math%20to%20SLD%20LD%20Guide.pdf>.

WebEx: Research to Practice: Using the DWW Website to Develop PD Materials for Improving the Critical Foundations for Algebra. This webinar explored the Doing What Works website (<http://dww.ed.gov/>) which is designed for use in professional development at the district and school level. Chris Dwyer and Clare Heidema of RMC Research Corporation presented ways to utilize the website to improve algebra readiness at the school level and to help states improve mathematics education overall. The archived WebEx can be accessed at <https://rmcres.webex.com/rmcres/ldr.php?AT=pb&SP=MC&rID=10895862&rKey=C62F2BCA7C222321>. The PowerPoint presentation and the five handouts provided during the WebEx are available on the COI website under Professional Development <http://centeroninstruction.org/pdevents.cfm>.

Response to Intervention Resources

Response to Intervention (RTI): A Primer for Parents. A major concern for parents is how to help their children who experience difficulty in school. This RTI Primer for Parents, developed by the National Association of School Psychologists, helps parents understand the RTI approach of providing services and interventions to struggling learners, including early intervention through academic and behavioral supports, rather than waiting for a child to fail before offering help. It also suggests ways parents can become involved in the process and provides links to additional RTI resources. It is available at <http://www.reading-rockets.org/article/15857>.

A Cultural, Linguistic, and Ecological Framework for RTI with English Language Learners. This NCCRESt practitioner brief explains how to implement RTI in a way that will provide an equitable educational opportunity for students who are English language learners. It asserts that knowledge of each child's particular set of life experiences as well as teacher-related and school-related issues must be taken into consideration when beginning implementation of RTI. It points out that educators must also be knowledgeable in first and second language acquisition principles and culturally responsive pedagogy and have access to specialists in differentiating cultural and linguistic differences from disabilities. It is available on the COI website, http://centeroninstruction.org/files/Framework_for_RTf.pdf.

Reading Success in a Multi-Tier Schoolwide Reading Model. This presentation describes Project CIRCUITS, where the overarching goal is to implement, evaluate, replicate, and disseminate systemic prevention models that will accelerate and sustain the early reading achievement of students with reading disabilities in grades K-3. David Chard and Beth Harn of the Center on Teaching and Learning, University of Oregon, presented this resource at the Oregon Conference February 15-16, 2007. It is available for download at the COI website, http://centeroninstruction.org/resources.cfm?category=specialEd&subcategory=materials&grade_start=0&grade_end=3#190.

Using Curriculum-Based Measurement to Determine RTI. Presented at the 2006 Summer Institute on Student Progress Monitoring, this "Progress Monitoring in the Context of Responsiveness-to-Intervention" by Lynn Fuchs, Douglas Fuchs, John Hintze, and Erica Lemke provides clear distinctions between services offered in the different tiers of RTI and addresses both reading and math. This resource includes the PowerPoint presentation, a manual, and handout materials that include an appendix for additional RTI resources. The materials are available for download at the COI website, http://centeroninstruction.org/resources.cfm?category=reading&subcategory=materials&grade_start=0&grade_end=12#191.

Implementing Student Progress Monitoring on a Statewide Basis. This PowerPoint presentation from the National Center for Student Progress Monitoring 2006 Summer Institute provides an overview of Pennsylvania's statewide progress monitoring initiative. Included is a discussion of the approach and outcomes to progress monitoring which includes the selection of pilot districts, a training plan, a seven-step process, a statewide roll-out of the model, and student outcome data. Challenges and lessons learned are also shared. The handouts provided during the session are also available for download at the COI website, http://centeroninstruction.org/resources.cfm?category=specialEd&subcategory=materials&grade_start=0&grade_end=12#192.

Choosing a Progress Monitoring Tool that Works for You. This PowerPoint presentation from the National Center for Student Progress Monitoring 2006 Summer Institute introduces participants to a process review method to help them

identify their needs and goals regarding student progress monitoring. It then explains how to use the information from the National Center on Student Progress Monitoring review of tools to assist in choosing a scientifically based progress monitoring tool that fits their specific needs. The worksheet used in the presentation is also available for download at the COI website, http://centeroninstruction.org/resources.cfm?category=specialEd&subcategory=materials&grade_start=0&grade_end=12#193.

The Center on Instruction is one of five content centers to support the regional comprehensive centers in providing technical assistance to SEAs and districts/schools in need of improvement. The goal of COI is to supply much of the research-based information, products, guidance, analyses, and knowledge on instruction in reading, mathematics, science, special education, and English language learning that Regional Comprehensive Centers use when working with States. Please send any suggestions or comments regarding our E-Newsletter to COI-Info@rmcres.com. We would love to hear from you!

Center on Instruction, Angela Penfold, Project Director
[RMC Research Corporation](#), 1000 Market St., Bldg. 2, Portsmouth, NH 03801
603-422-8888, 1-800-258-0802 Fax 603-436-9166
Email: COI-Info@rmcres.com Website: <http://www.centeroninstruction.org>