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**Question and Answers from the Webinar**

***Responsiveness-To-Intervention: Distinctions among Primary, Secondary, and Tertiary Prevention,* presented by Dr. Lynn Fuchs**

**February 7, 2012**

**Q: What grade levels does this Pirate Math cover?**

**A: Grades 2-4**

**Q: Can this be utilized in a high school setting?**

**A: Yes, with adaptation by including fractions in the same problem types and combining problem types to increase the complexity of the algebraic expressions.**

**Q: I get many questions from teachers that ask, "What benefit is it to actually teach children to identify or classify the type of problem."  What does that do for the kids to know "what kind of problem" it is?**

**A: Classifying problems makes problem solving more efficient for students.**

**Q: Is Pirate Math connected to standard/principles of gen ed curriculum or to screener?**

**A: Yes. It covers the primary-grade word problem types.**

**Q: Meta-equation is a new term to me. Is it specific to Pirate Math or used more generally than that?**

**A: It is specific to Pirate Math. Children and teachers don’t use that term when Pirate Math is implemented.**

**Q: How many students are recommended for the small group?**

**A: 2-4 students per group**

**Q: How much does this program cost?  Where can it be obtained?**

**A: Contact** **flora.murray@vanderbilt.edu** **for this information.**

**Q: Just to confirm-  Pirate Math is secondary prevention?**

**A: Yes.**

**Q: Is Pirate Math sometimes used as the curriculum at the tertiary level?**

**A: Yes, if used as base program, which is then tailored over time in response to student data.**

**Q: Is the secondary level completely separate from the primary, or in addition to (i.e. double dip)?**

**A: It depends on school policy. Research on this issue is mixed.**

**Q: What tool are you using to progress monitor?**

**A: We use CBM: Vanderbilt reading probes and Pro-Ed Monitoring Basic Skills Progress for Math. See** [**http://www.rti4success.org/**](http://www.rti4success.org/) **(navigate to tools chart) for options.**

**Q: Prior to implementing this program, how much emphasis was placed on math facts and math vocabulary comprehension?**

**A: The three-week intro unit includes a focus on math facts. Math vocabulary is integrated into PM.**

**Q: We use your (Fuchs) data to help us set goals for reading intervention; are there some similar standards to help with setting goals for math intervention?**

**A: Yes. Go to** [**http://www.rti4success.org/**](http://www.rti4success.org/) **and navigate to RTI Summer Institute.**

**Q: What about progress monitoring using an intervention with a wide range of grades? For example, Connecting Math Level D is for grades 4-8.  We had been progress monitoring at grade 4 and the student met her goals, so we then started to progress monitor using a grade 5 probe - is this a valid approach as the instructional level has such a wide range?**

**A: You should select a level that will address the student’s needs for the entire year (as high as possible) and stick with that.**

**Q: If resources (time, money and staff) only allow for one screener/progress monitoring tool, would you recommend calculation or concepts & applications?**

**A: I would recommend concepts/applications.**