



MULTI-TIERED SYSTEM OF SUPPORT

NC Department of Public Instruction

Example of Intensifying Instruction for a Student in the Area of Math

Jan is a 2nd grade student with math difficulties. She is participating in heterogeneous, whole group core instruction on grade level standards. Jan has demonstrated particular difficulty developing strategies for addition and subtraction of numbers up to 100. Jan's teacher has expressed concerns about her understanding of place value and the properties of operations. When responding to computation problems, Jan frequently makes mistakes with inefficient counting strategies (e.g., loses track when counting up), misapplies procedures (e.g., subtracts the minuend from the subtrahend), and shows little flexibility in strategy application. Within the context of core instruction, Jan's teacher has been working with her on developing an understanding of the base ten number system.

Jan began receiving supplemental instruction using the Number Worlds program that is aligned to core (level D). Within Number Worlds, Jan was receiving supplemental instruction based on developing number sense through 100 (e.g., exchanging tens and ones, constructing numbers) in order to accelerate her progress to close the gap she is demonstrating with grade-level peers. Although teacher observations, curriculum-embedded assessments, and CBM progress-monitoring probes indicate progress, she is not yet on a trajectory to close the gap.

As a result, Jan begins to receive intensive instruction that includes data-based individualization. Within intensive instruction, Jan continues the work with Number Worlds. However, in addition, Jan receives small group explicit instruction that is aligned to core and supplemental. The educator providing the intervention provides systematic and explicit lessons that involve a description of why the math concept is important, a warm up exercise that requires frequent choral responses, step-by-step modeling with teacher think aloud, faded guidance, peer work, and independent practice with guidance and immediate corrective feedback. The explicit instruction has included lessons that systematically progress from concrete (e.g., base ten blocks) to representational (drawing tens and ones units) to abstract (e.g., numerals, operators, and symbols). Other visual representations of the base-ten number system were also systematically utilized during intensive instruction (e.g., circuit number lines games and tens frames).

A behavioral/motivational component is also added into Jan's plan. Jan begins graphing her own performance at each session and receiving specific praise for her effort with the work. Common language and application of strategy is intentionally used between her intervention settings and her regular classroom settings with reinforcement provided for her transfer of skills to core instruction.