What's Important for Math Intervention?

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Introduce yourself.

Describe your role.

Describe the mathematics you support.

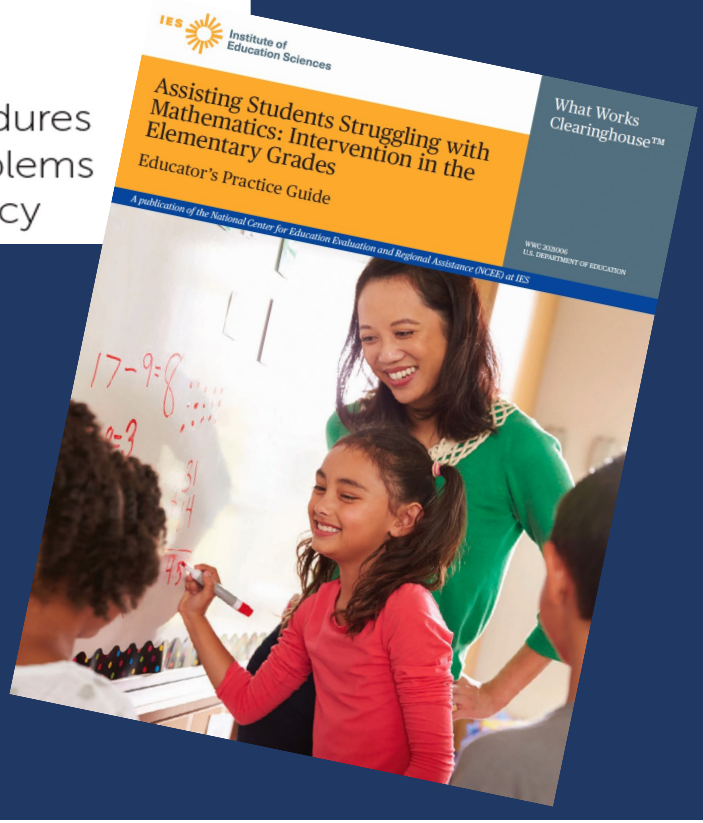
What's the continuum of mathematics support?

Anita Archer (2019) facebook/com/watch/?v=320845308601739

What's the continuum of mathematics support?

To help *students experiencing math difficulty* with math proficiency, teachers should[c]:

1. Use explicit instruction
2. Teach clear and concise math language
3. Use concrete, pictorial, and virtual representations
4. Use number lines for learning concepts and procedures
5. Provide deliberate instruction on solving word problems
6. Use timed activities as one way to build math fluency



Are there Tier 2 mathematics evidence-based programs you would recommend?

Can you please talk about how the approach to intervention is supported in whole-class instruction?

For a school starting out with evidence-based maths instruction, what are your key points - the essentials?

How can I ensure the intervention is targeted to individual student needs?

What are effective routines for structured interventions?

How best to run high quality intervention with ES staff who have limited planning time / experience / knowledge?

Do you have recommendations for screening and programs?

How can parents be involved in this process at home?

I have small groups each week for 30 minute tutor support. What is the most important skills to prioritise in this scenario?

Instructional Platform

evidence-based practice

A practice that has shown **consistent and positive** results

An intervention (i.e., packaged program) that has shown **consistent and positive** results

A method or strategy that has shown **consistent and positive** results

Instructional Platform

INSTRUCTIONAL DELIVERY

- Explicit
- Language
- Multiple representations

INSTRUCTIONAL STRATEGIES

- Fluency
- Problem Solving

Explicit

Is it better to stream students and teach them explicitly at the level they are working towards?

Should you start with conceptual understanding and then procedural fluency? At what time do we switch the focus?

What role does direct instruction play in fostering conceptual understanding?

Instructional Platform

INSTRUCTIONAL DELIVERY

Explicit

INSTRUCTIONAL STRATEGIES

Over a half century of research supports explicit (i.e., direct, systematic) instruction.
(Stockard et al., 2018)

When compared to discovery approaches, explicit instruction demonstrates higher outcomes.
(Alfieri et al., 2011; Kroesbergen et al., 2004; Poncy et al., 2010)

Numerous meta-analyses and large-scale studies have identified explicit instruction as essential for the teaching and learning of mathematics.
(Chodura et al., 2015; Ennis & Losinski, 2019; Jitendra et al., 2018; Kong et al., 2021; Morgan et al., 2015; Nelson & McMaster, 2019; Powell et al., 2021).

MODELING

Step-by-step explanation

Planned examples

PRACTICE

Guided practice

Independent practice

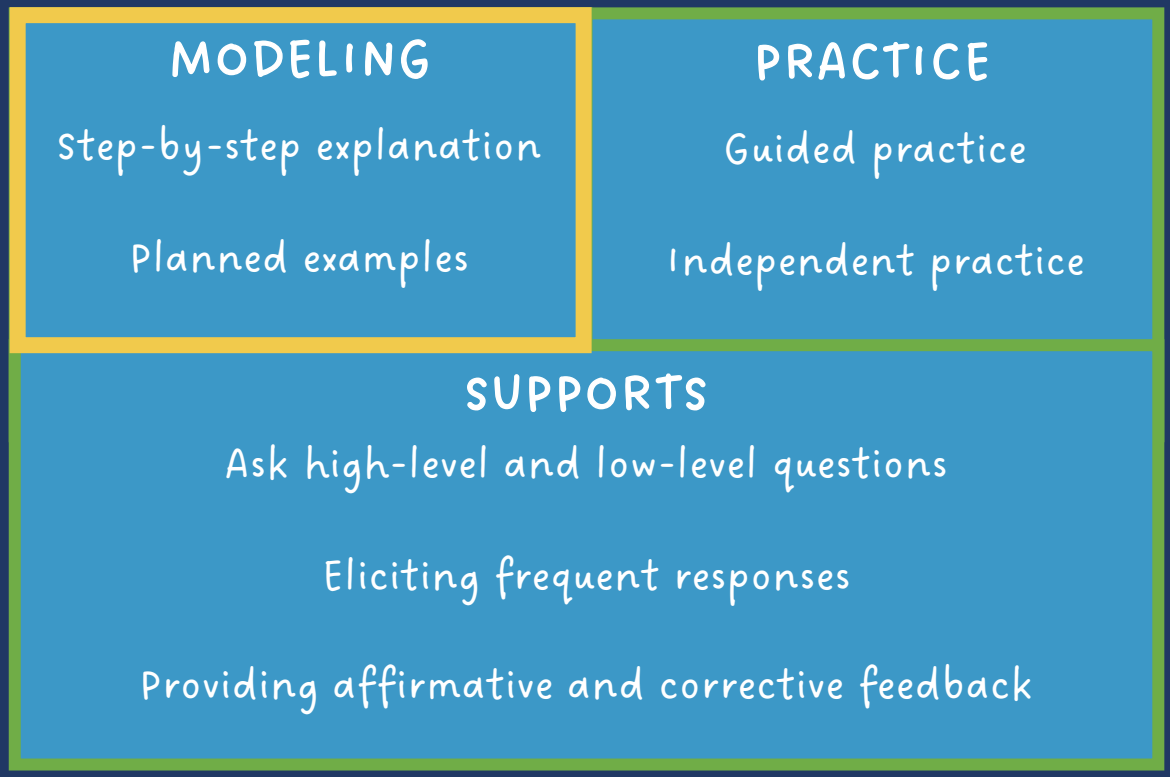
SUPPORTS

Ask high-level and low-level questions

Eliciting frequent responses

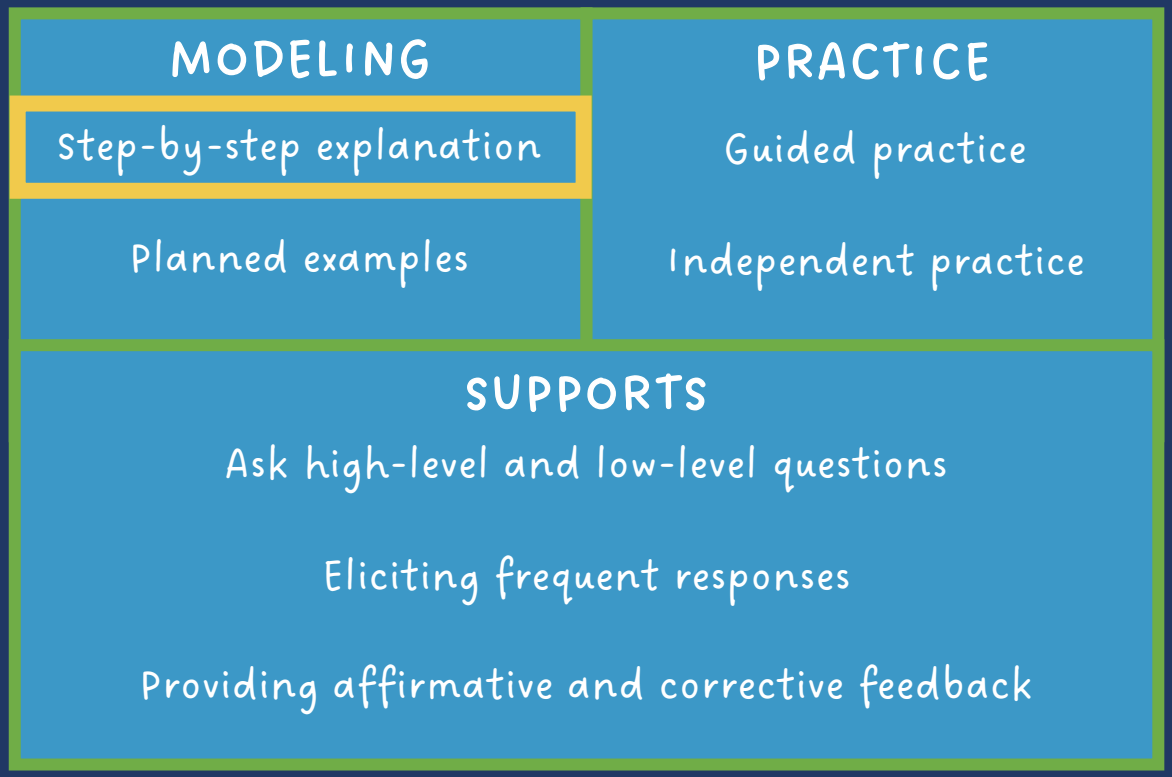
Providing affirmative and corrective feedback

Modeling is a dialogue between the teacher and students.



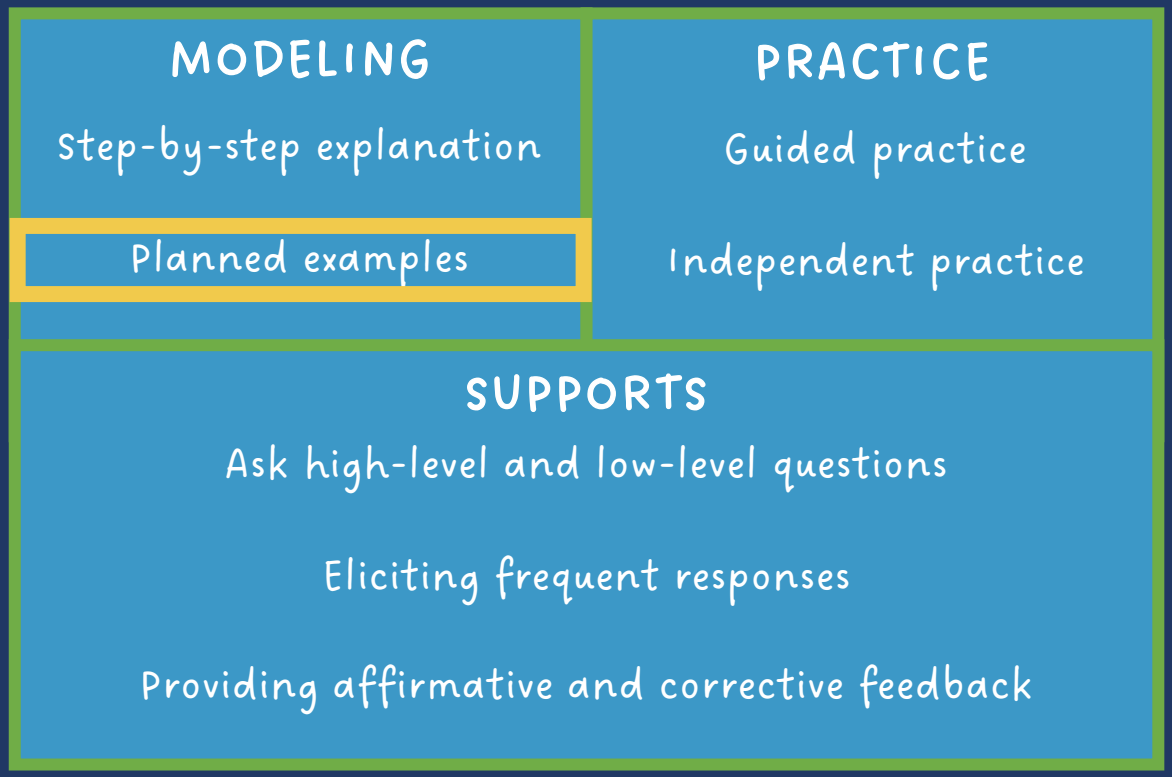
Modeling includes a step-by-step explanation of how to do a math problem.

A teacher may do 1 modeled problem or several.



Modeling needs to include planned examples.

These examples should be sequenced so easier skills lead to more difficult skills.



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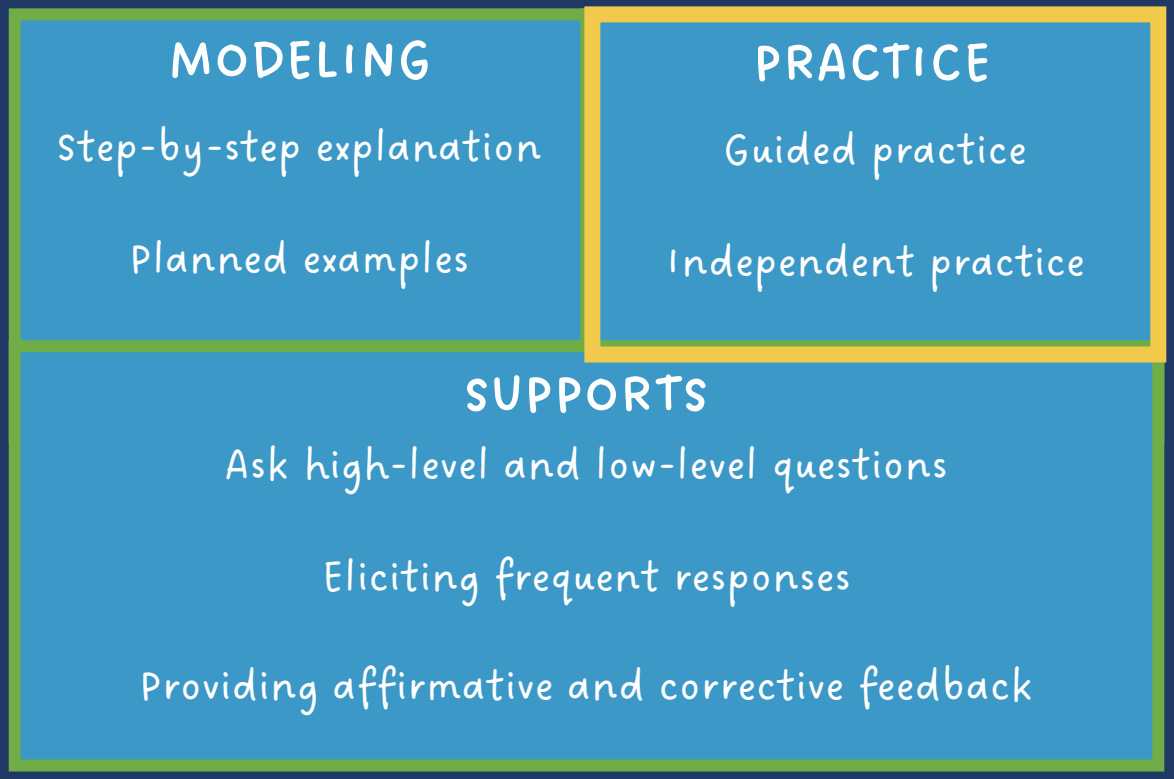

Practice continues as a dialogue between the teacher and students.

MODELING	PRACTICE
Step-by-step explanation	Guided practice
Planned examples	Independent practice

SUPPORTS

Ask high-level and low-level questions

Eliciting frequent responses

Providing affirmative and corrective feedback

Guided practice is practice in which the teacher and students practice problems together.

"Let's work on a problem together."

MODELING

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Planned examples

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Independent practice is practice in which the students practice independently with teacher support.

"Now, you'll practice a problem on your own. Use your attack strategy!"

MODELING

Step-by-step explanation

Planned examples

PRACTICE

Guided practice

Independent practice

SUPPORTS

Ask high-level and low-level questions

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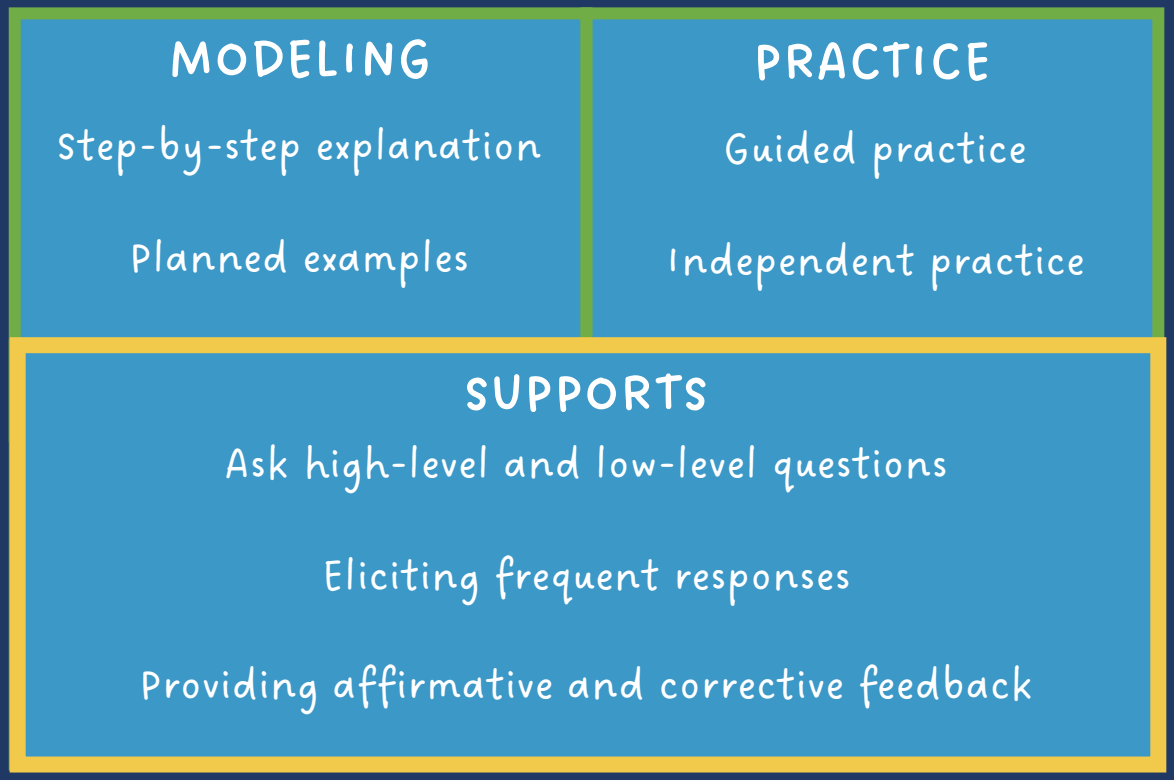
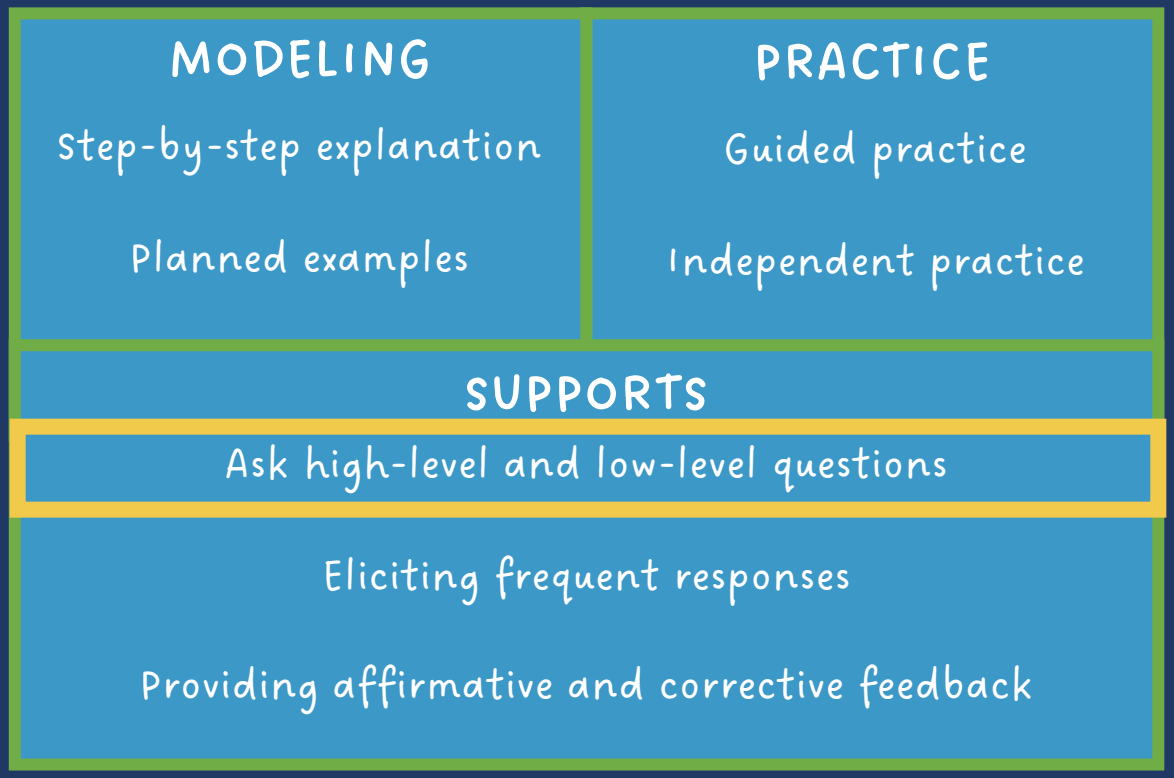
Providing affirmative and corrective feedback



These **Supports** should be used in both **Modeling** and **Practice.**



During **Modeling** and **Practice**, it is essential to engage students and check for understanding.

MODELING	PRACTICE
Step-by-step explanation	Guided practice
Planned examples	Independent practice

SUPPORTS

Ask high-level and low-level questions

Eliciting frequent responses

Providing affirmative and corrective feedback

"What is 7 times 9?"

"63."

MODELING	PRACTICE
Step-by-step explanation	Guided practice
Planned examples	Independent practice

SUPPORTS

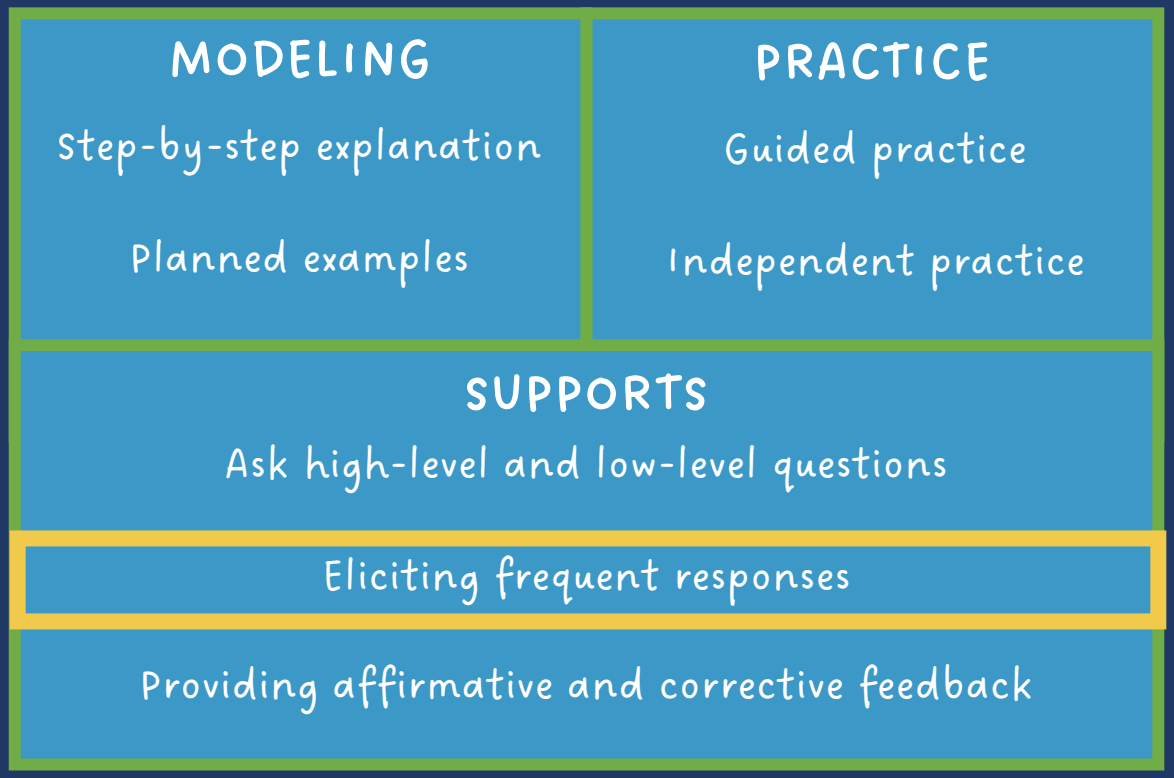
Ask high-level and low-level questions

Eliciting frequent responses

Providing affirmative and corrective feedback

"Why do you use zero pairs?"

"Because a positive 1 and a negative 1 equal 0. I use the zero pair to help me subtract."



During **Modeling** and **Practice**, students should frequently respond. The frequent responses keeps student attention and keeps student learning active.

MODELING

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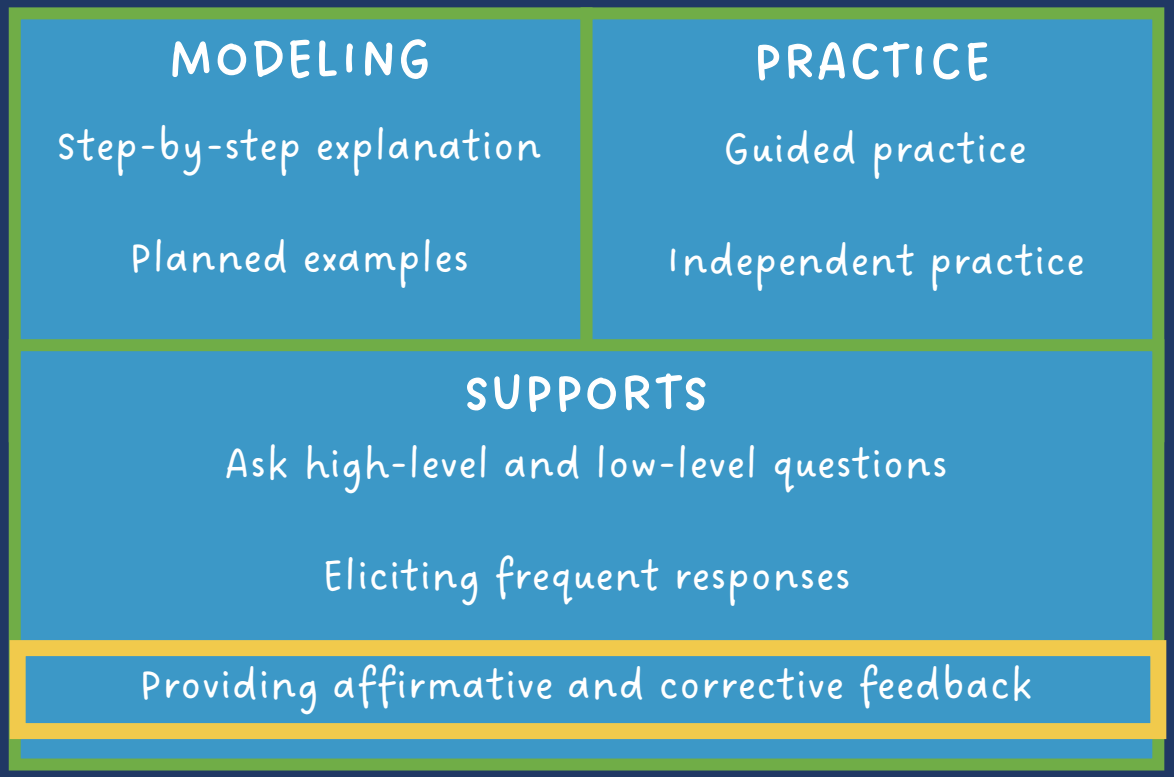

During **Modeling** and **Practice**, students should receive immediate feedback on their responses.

MODELING

Step-by-step explanation

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Ask high-level and low-level questions

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"Nice work using your word problem attack strategy."

MODELING	PRACTICE
Step-by-step explanation	Guided practice
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SUPPORTS

Ask high-level and low-level questions

Eliciting frequent responses

Providing affirmative and corrective feedback

"Let's look at that again. Tell me how you added in the hundreds column."

MODELING

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When is explicit instruction important?

Why might students benefit from explicit instruction?

Language

Is there a developmental sequence to which language concepts need to be explicitly taught first?

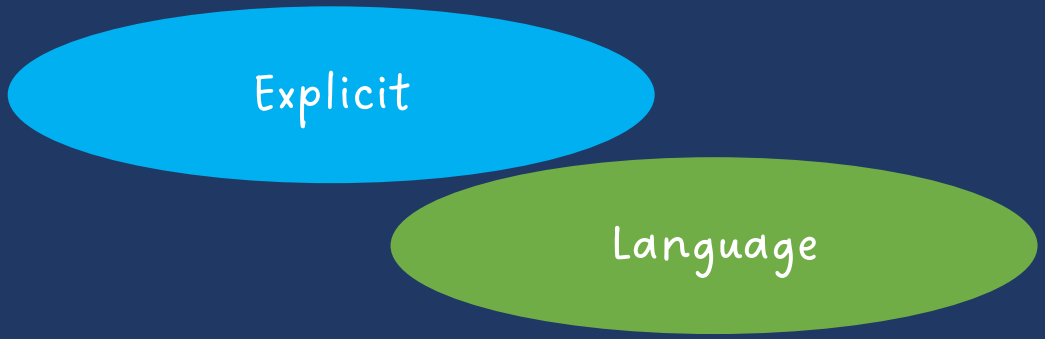
What are supports for language learners at the emerging stages?

Writing about math is frequently expected of students - is that necessary? Do you have recommendations for practice?

Would love to know if you have a yearly vocabulary scope and sequence?

Instructional Platform

INSTRUCTIONAL DELIVERY



INSTRUCTIONAL STRATEGIES

Significant correlation (r = .49) between mathematics vocabulary and mathematics performance. Mathematics vocabulary appears most important for word-problem performance (r = .58).

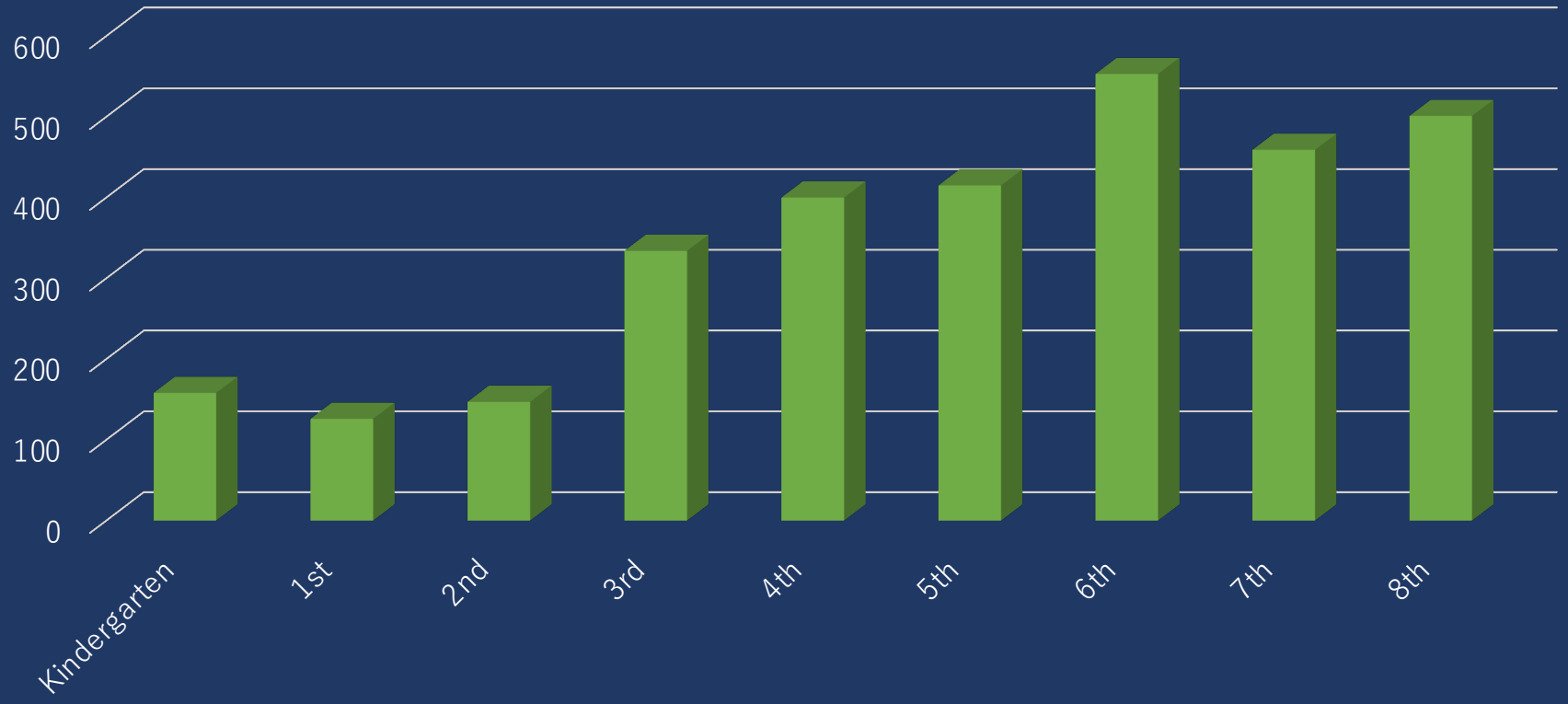
(Lin et al., 2021)

Early mathematics vocabulary related to mathematics and literacy.

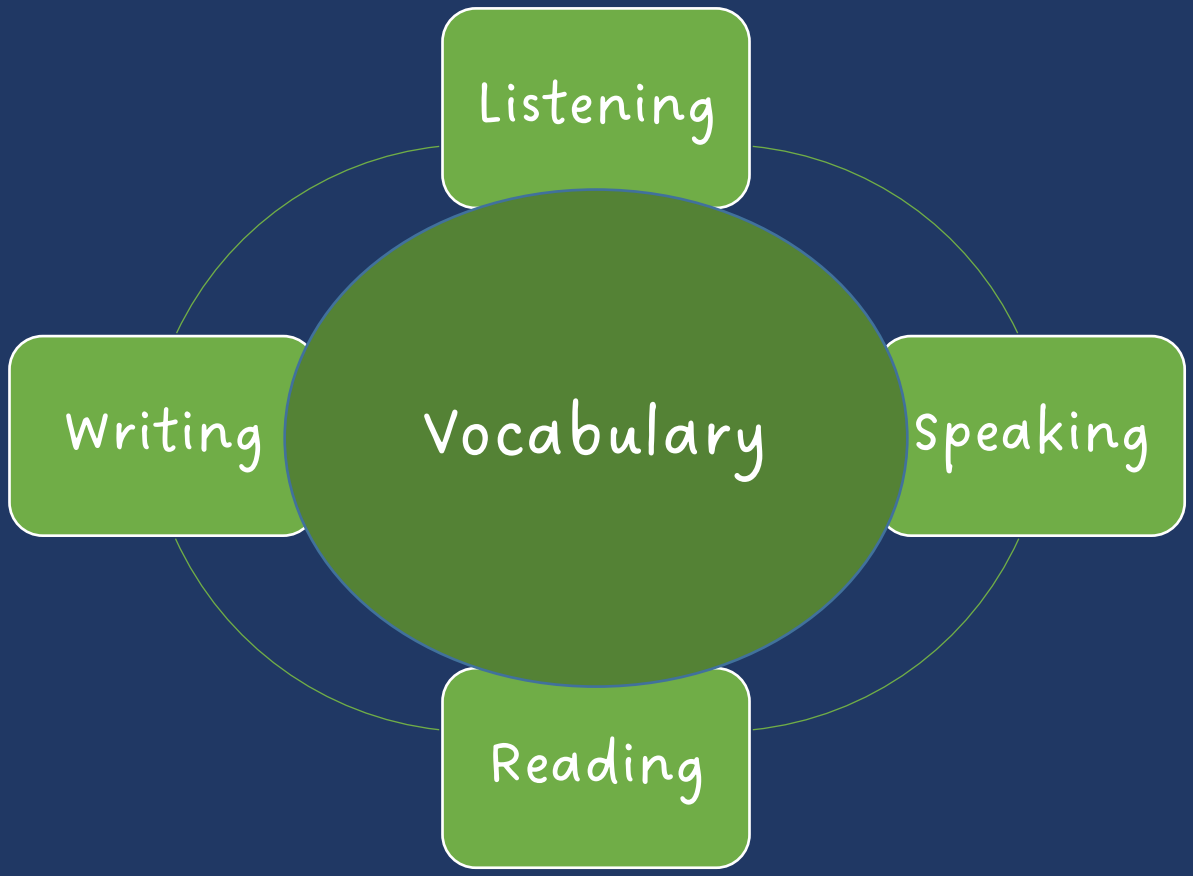
(Hornburg et al., 2018; Purpura et al., 2017)

Students who experience difficulty with mathematics demonstrate lower mathematics vocabulary performance.

(Hughes et al., 2020; Powell & Nelson, 2017; Powell et al., 2017; Unal et al., 2021)

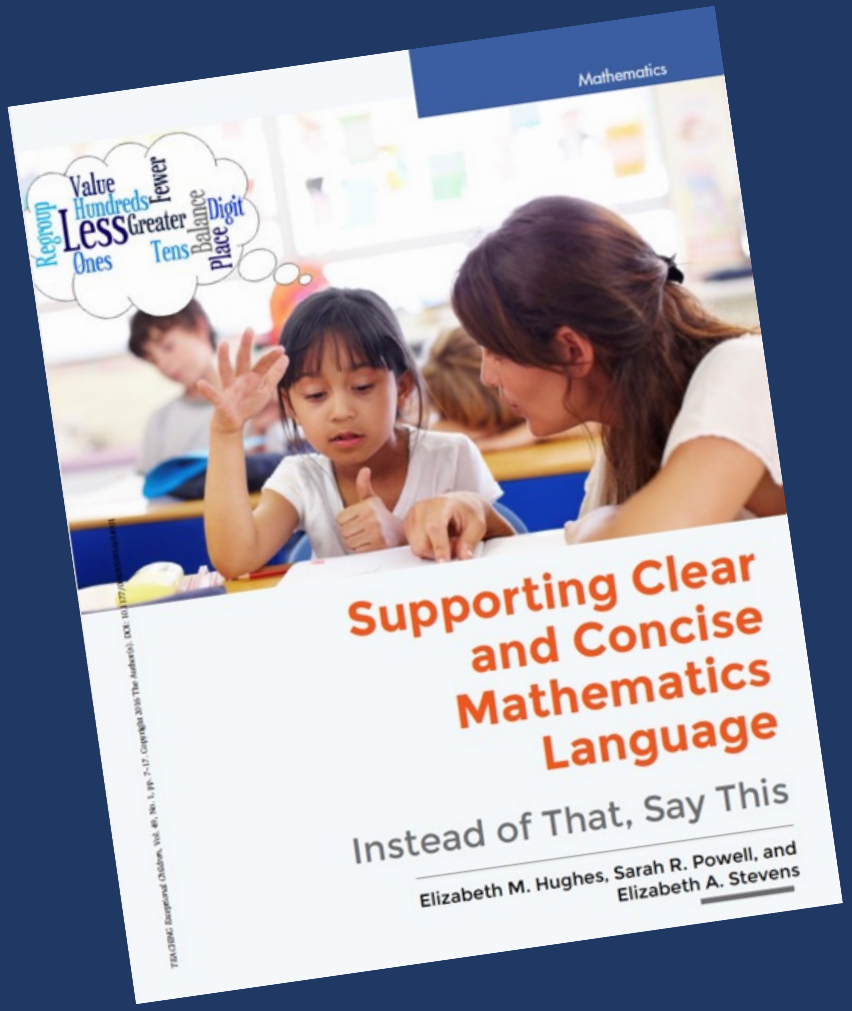


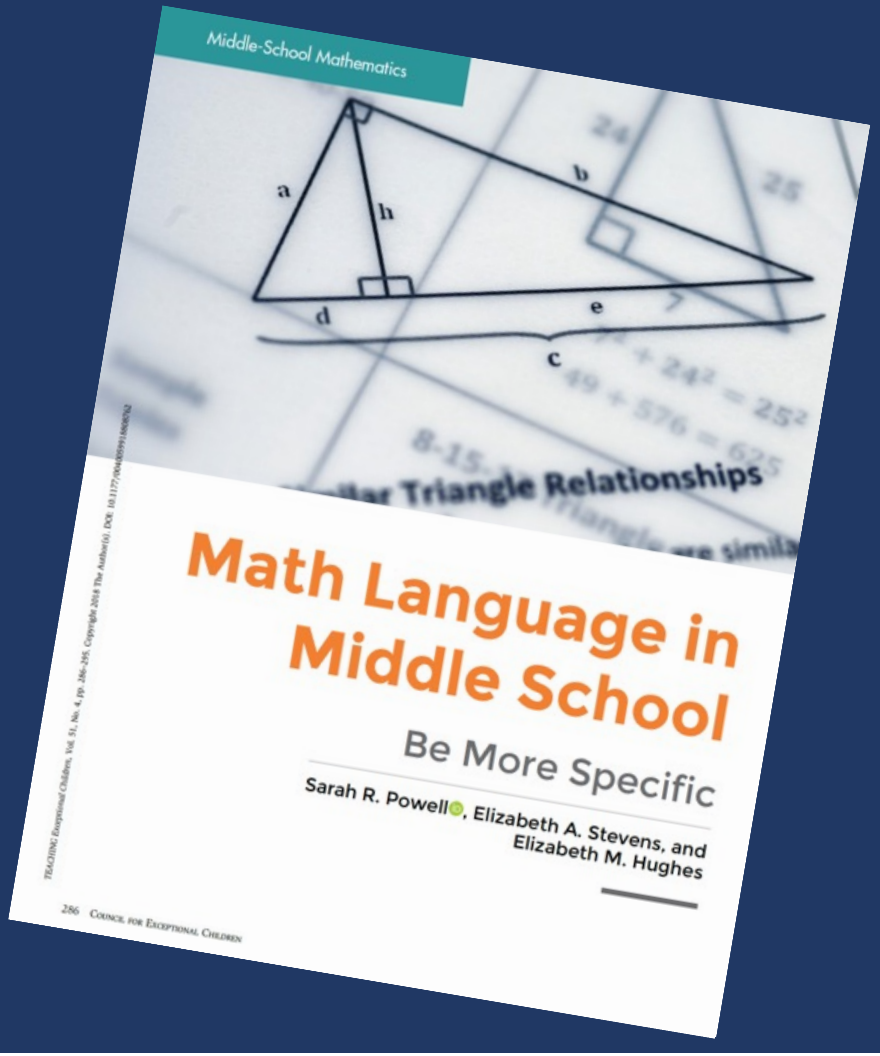
Powell, Bos, & Lin (2019)



Use formal math language

Use terms precisely





What number is in the tens place?

What digit is in the tens place?
What is the value of the digit in the tens place?

135

Why this is important...

- A number refers to the entire amount.
- The 3 in the tens place value is not a number, but rather a digit in the number 135.
- Reinforces conceptual understanding of place value.
- Emphasizes that 3 is part of the number 135 with a value of 30.

The alligator eats the bigger number

is less than
OR
is greater than

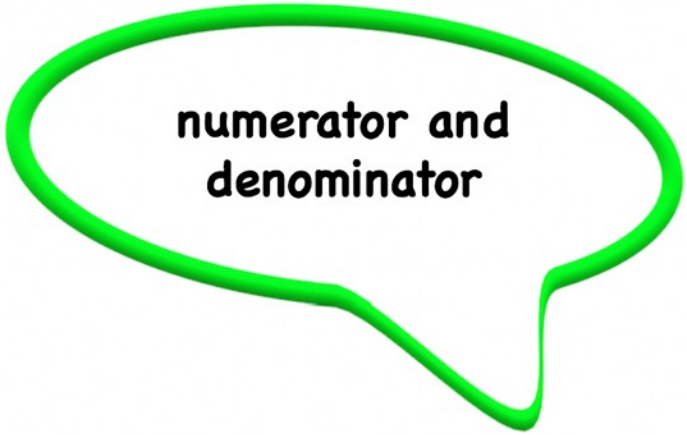
Why this is important...

- Students must learn how to read and write the inequality symbols.
- Students must learn to read equations correctly from left to right because < and > are two distinct symbols.

$$\begin{array}{r} 167 \\ +\ 294 \\ \hline \end{array}$$

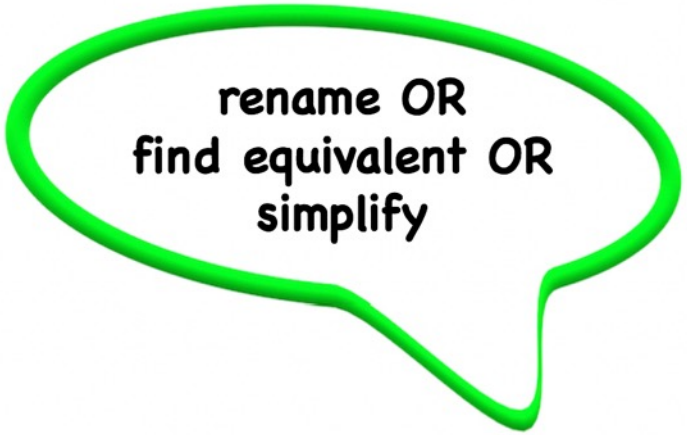
Why this is important...

- "Carry" or "borrow" is procedural.
- The other terms reinforce the conceptual understanding or regrouping ones into tens, tens into hundreds, and so on (i.e., the total amount does not change) *or* ungrouping hundreds into tens, tens into ones, and so on.



Why this is important...

- Identifying that there are two separate (whole) numbers suggests that whole number properties can be applied to fractions.
- Emphasizing that a fraction is ONE number with ONE magnitude on a number line that is communicated with a numerator and denominator is important.



Why this is important...

- Reducing suggests that the quantity or magnitude of the new number will be less than the original number.

Four point seven
Four point oh seven

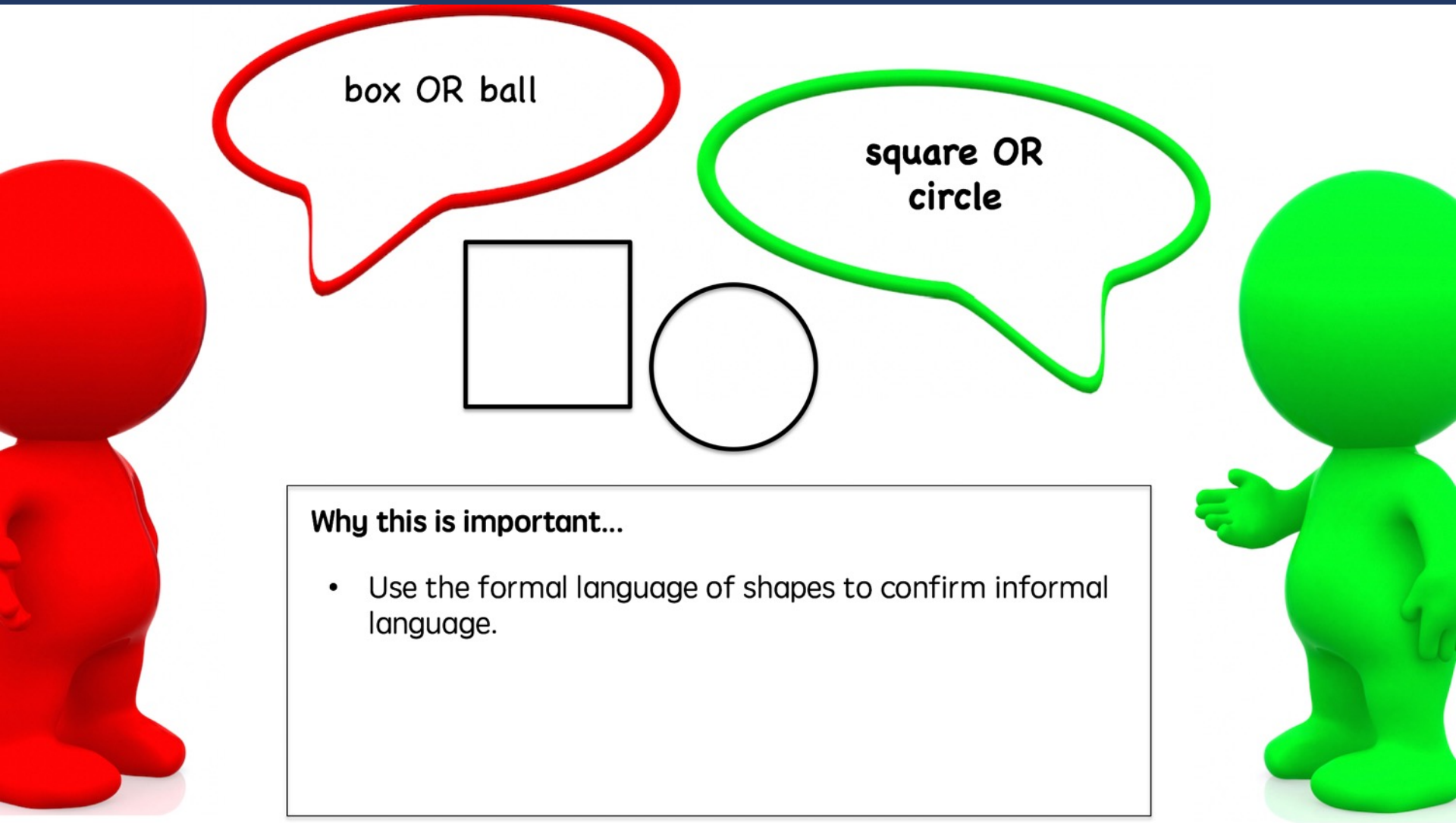
Four and seven tenths
Four and seven hundredths

4.7

4.07

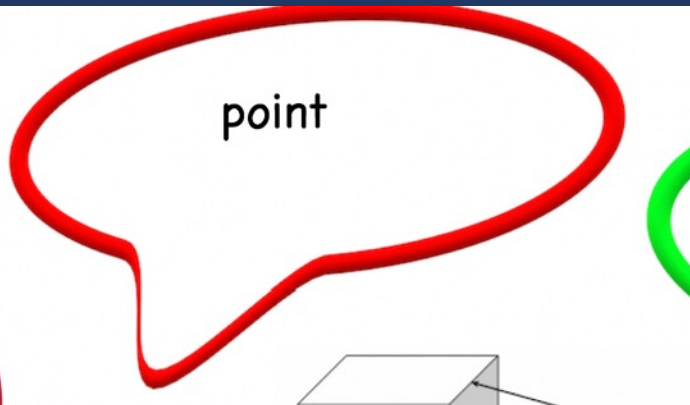
Why this is important...

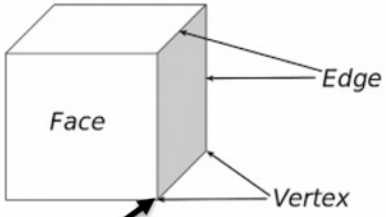
- Accurately shares the magnitude of the decimal.
- Emphasizes place value.



Why this is important...

- Use the formal language of shapes to confirm informal language.





Why this is important...

- This is the endpoint where two or more line segments or rays meet.

What are examples of,
"Instead of ___, Say ___?"

Use formal math language

Use terms precisely

Factor

$1 \times 8 = 8$

$2 \times 4 = 8$

factor factor

Multiple

$8 \times 1 = 8$

$8 \times 2 = 16$

multiples of 8

E

Improper fraction

$\frac{8}{5}$

Proportion

$\frac{2}{5} = \frac{8}{20}$

Mixed number

$1\frac{3}{5}$

Ratio

4:3

Proper fraction

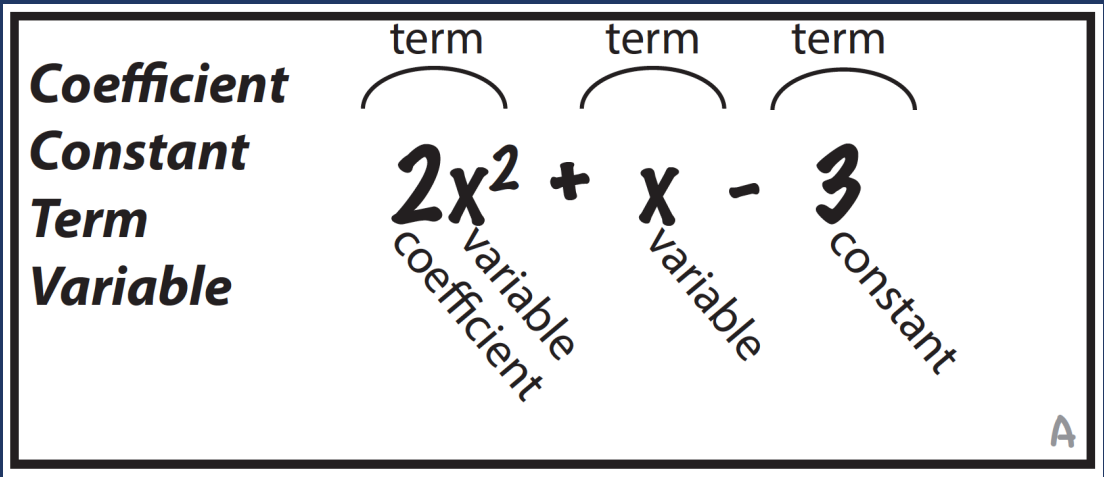
$\frac{2}{9}$

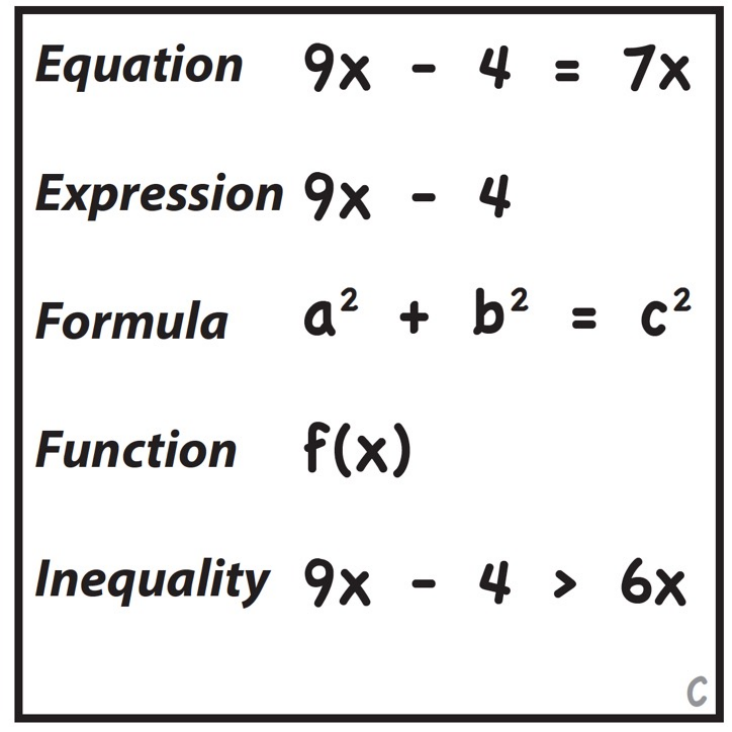
Unit fraction

$\frac{1}{6}$

D

Rubenstein & Thompson (2002)

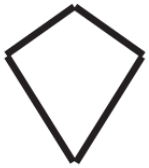




Rubenstein & Thompson (2002)

Quadrilaterals

Kite



Rhombus

Parallelogram

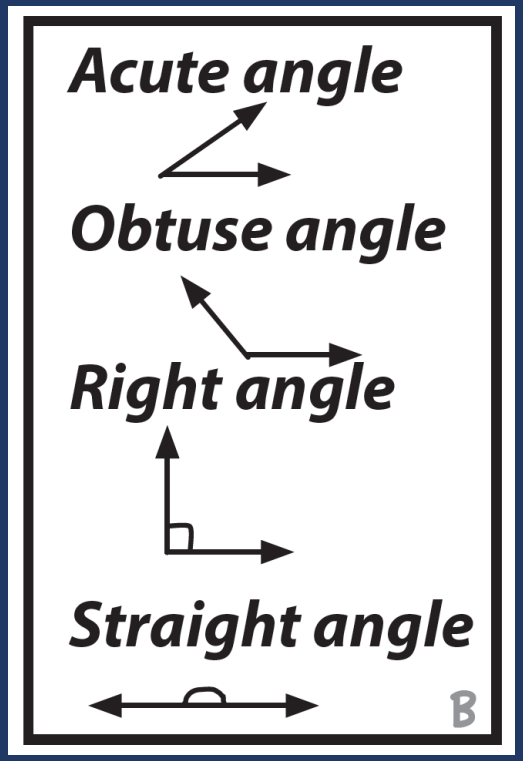
Square

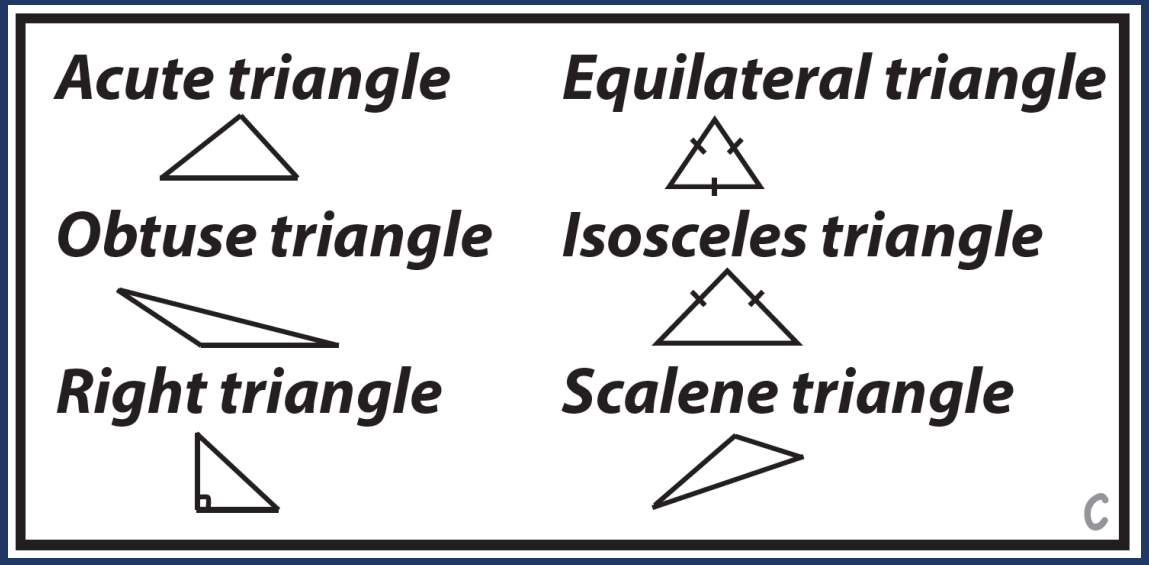
Rectangle

Trapezoid

A

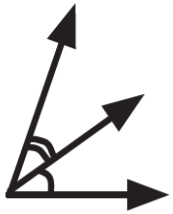
Rubenstein & Thompson (2002)



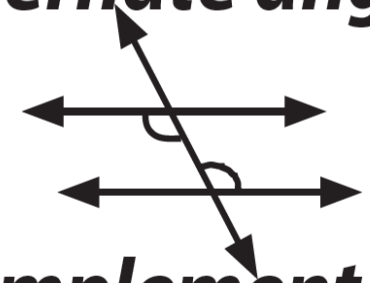


Rubenstein & Thompson (2002)

Adjacent angles

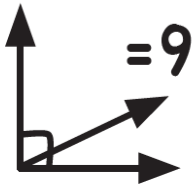


Alternate angles

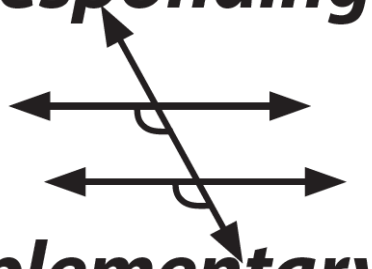


Complementary angles

=90°



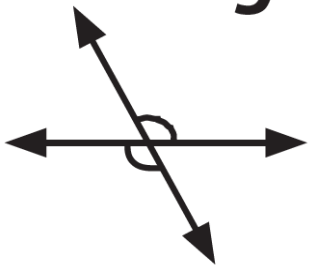
Corresponding angles



Supplementary angles

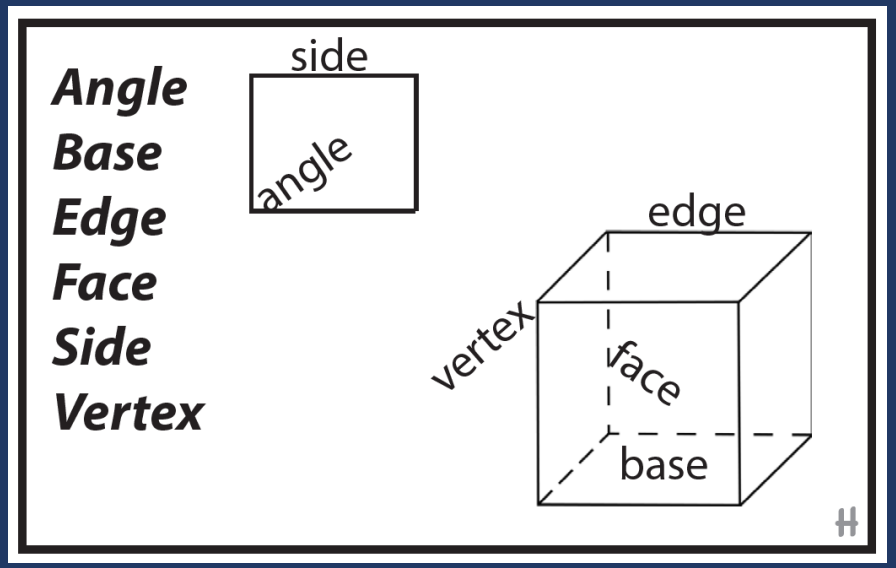
=180°

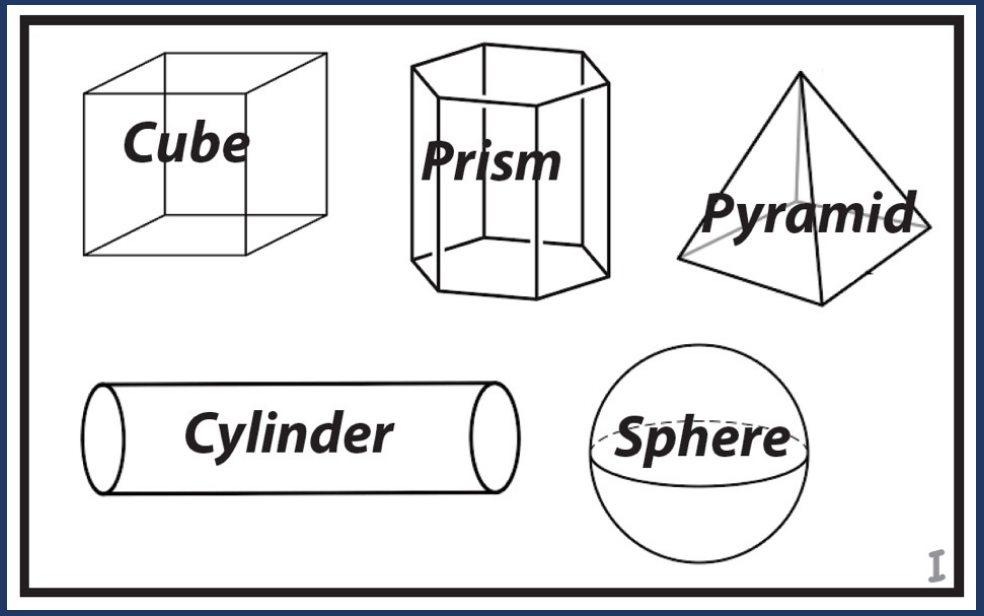
Vertical angles



D

Rubenstein & Thompson (2002)



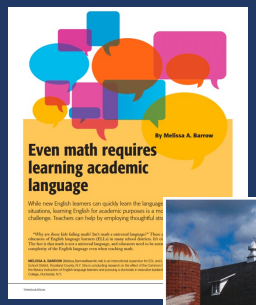


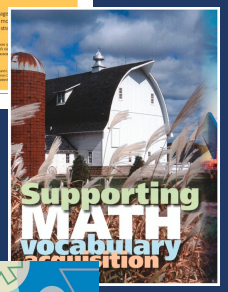
Rubenstein & Thompson (2002)

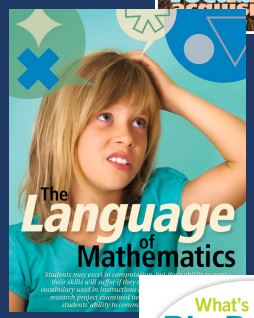
Which terms do students not use precisely?

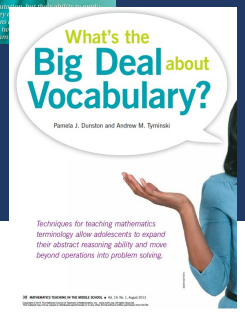
Use formal math language

Use terms precisely









Use explicit instruction.
(Powell & Driver, 2015; Stevens et al., 2022)

Use semantic maps.
(Stevens et al., 2022)

Use visuals.
(Powell & Driver, 2015)

Use flashcards with spaced practice.
(Petersen-Brown et al., 2019)

Use read-alouds.
(Purpura et al., 2017)

Use explicit instruction.
Use multiple representations.
Create opportunities for discussion and feedback.
Monitor student progress.
Coordinate vocabulary instruction across settings.
Create additional practice opportunities.
(Nelson et al., 2020)

Why is the language of math important?

What are ways teachers can support students with the language of math?

Multiple Representations

What are your top tips for supporting students with activities that require manipulatives? How to play properly, pack up etc.

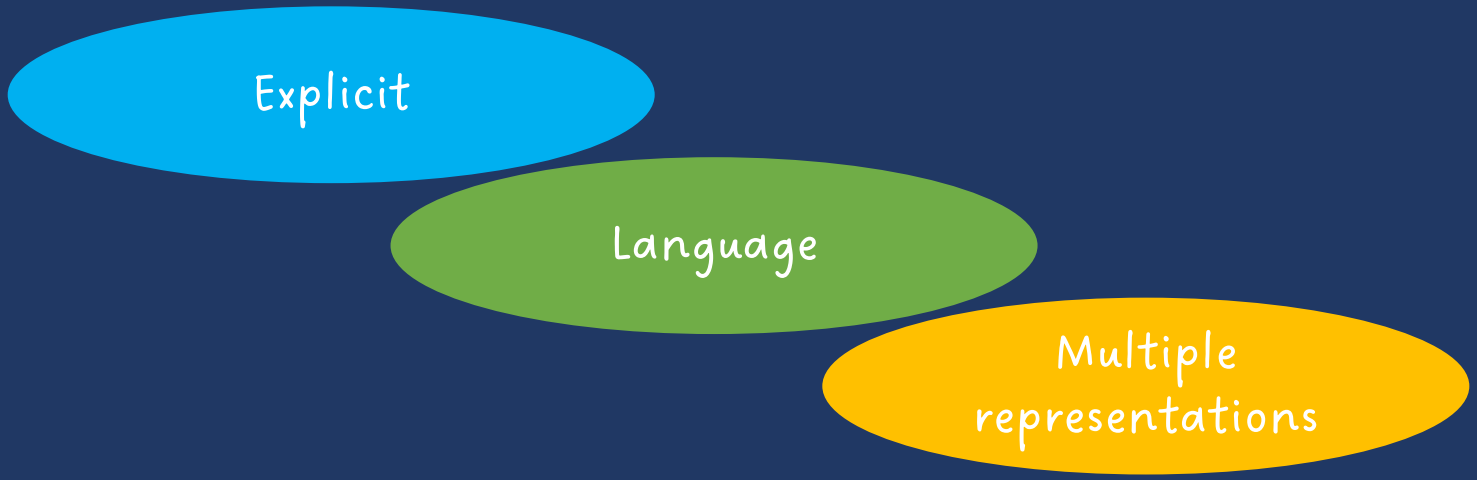
Have you researched or yourself or experienced using just one manipulative to explicitly teach all whole number operations?

What are the most effective maths manipulatives?

What are the manipulative s to use during intervention sessions?

Instructional Platform

INSTRUCTIONAL DELIVERY

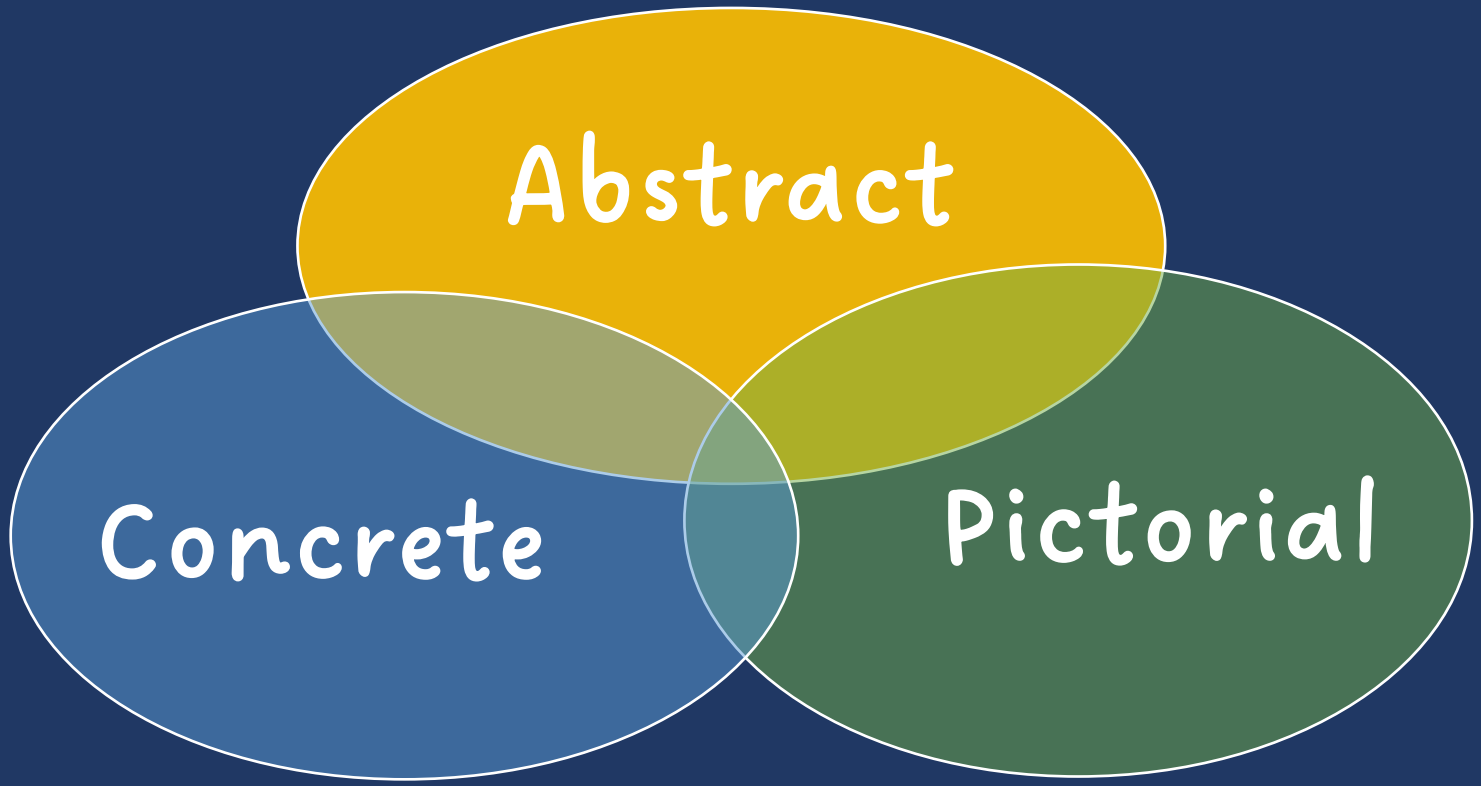


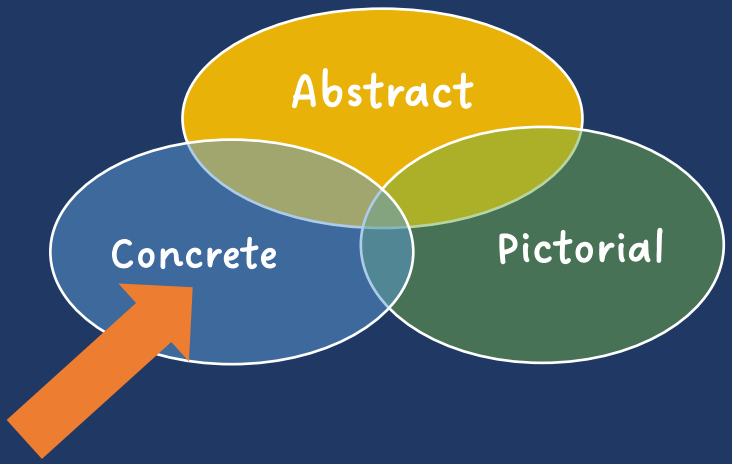
INSTRUCTIONAL STRATEGIES

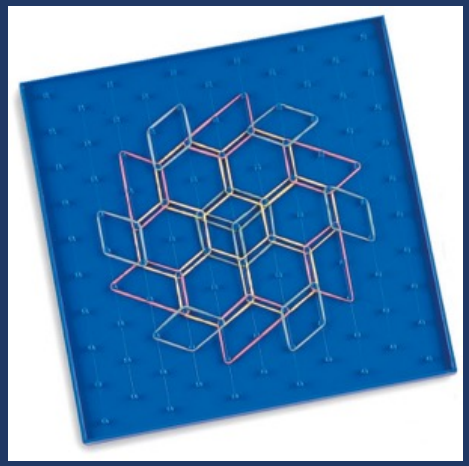
Hands-on manipulatives contribute to increases in mathematics performance.
(Bouck & Park, 2018; Carbonneau et al., 2013; Namkung & Bricko, 2021; Sherman & Bisanz, 2009; Strickland & Maccini, 2012)

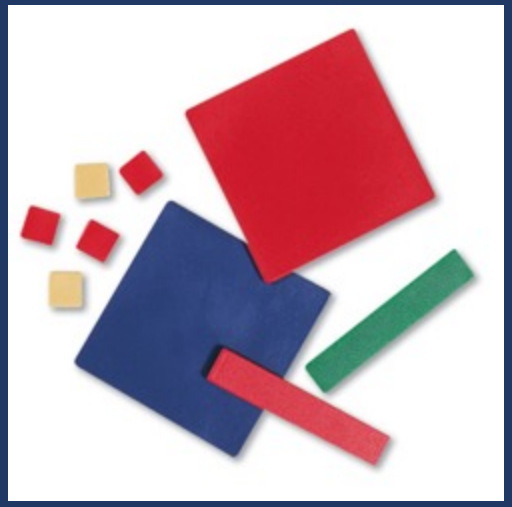
Virtual manipulatives contribute to increases in mathematics performance.
(Bouck et al., 2020; Satsangi et al., 2016)

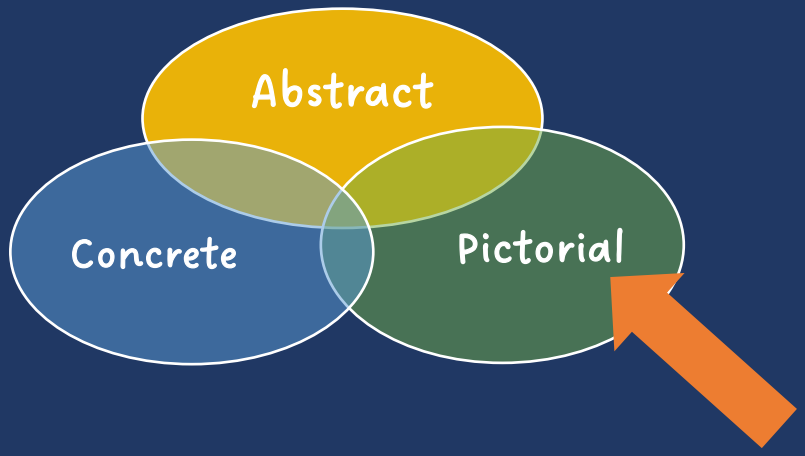
Other visuals (e.g., graphic organizers) contribute to increases in mathematics performance.
(Jitendra et al., 2009; Sharp & Dennis, 2017; van Garderen, 2007; Xin, 2008)

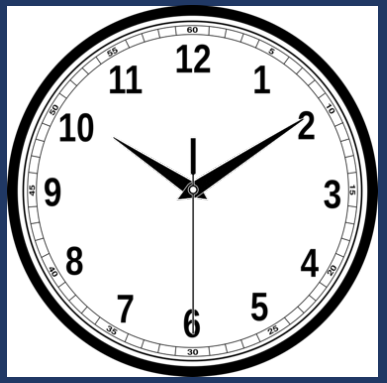


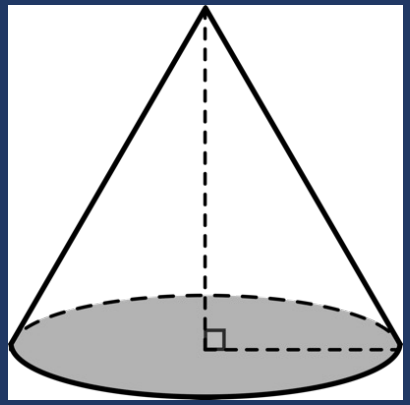


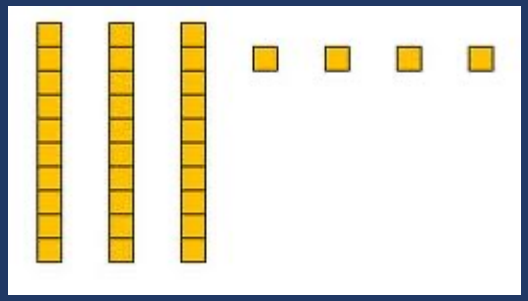


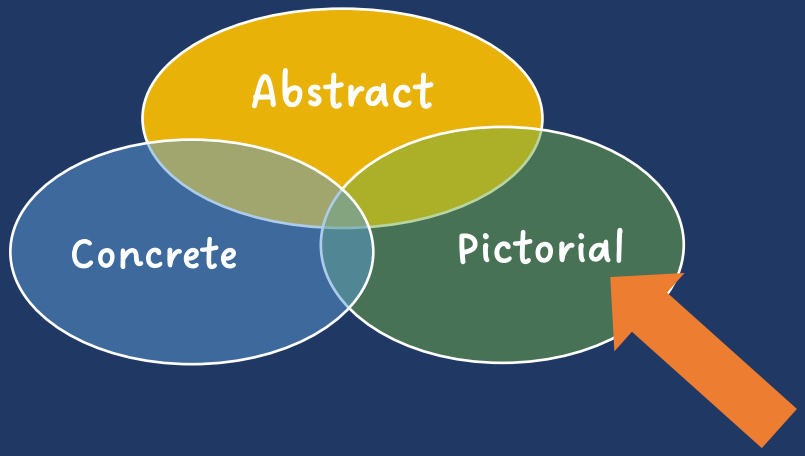


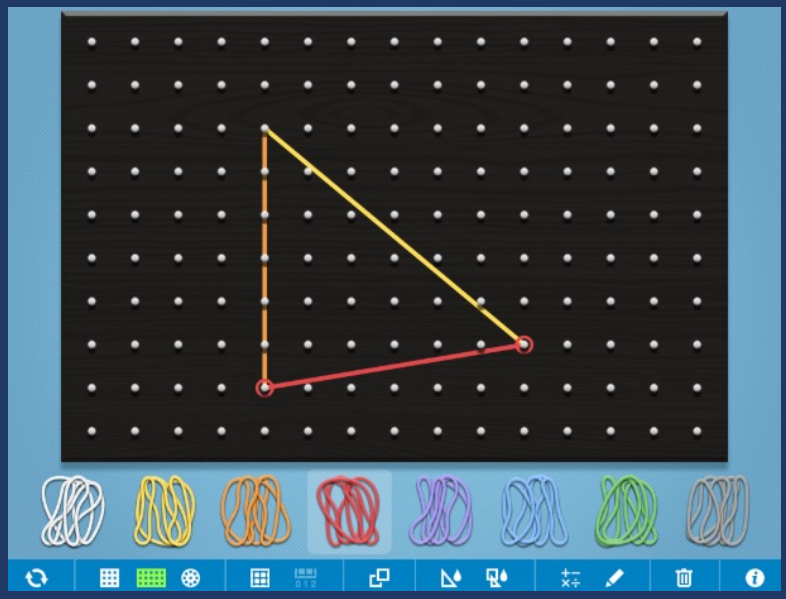


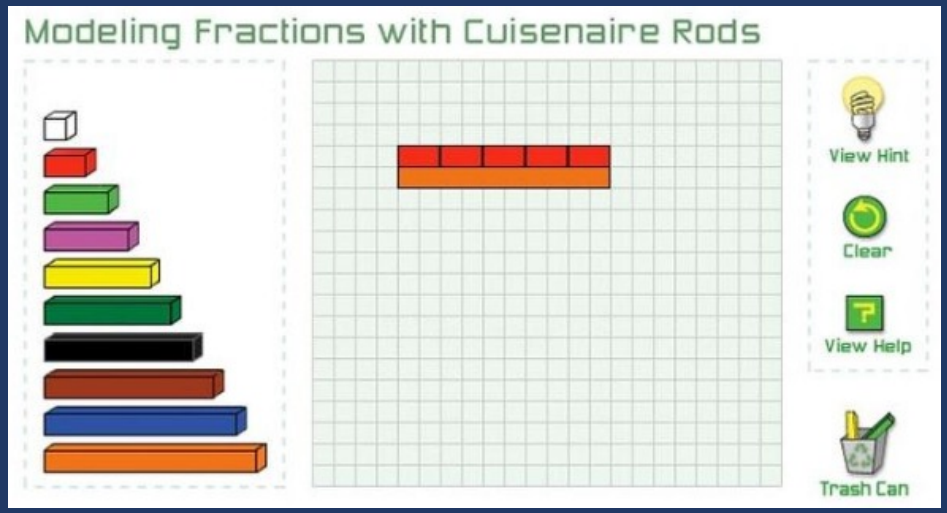


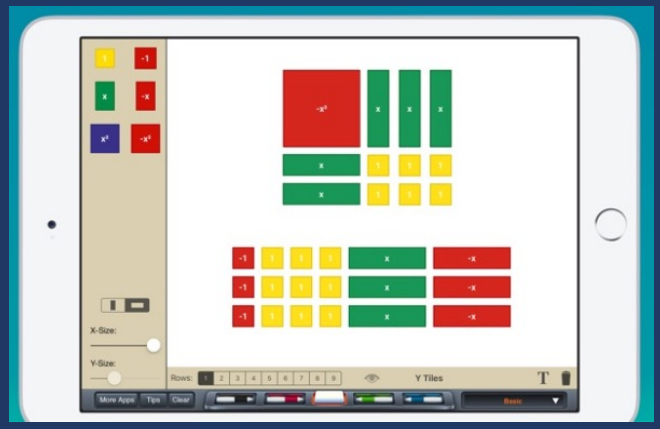


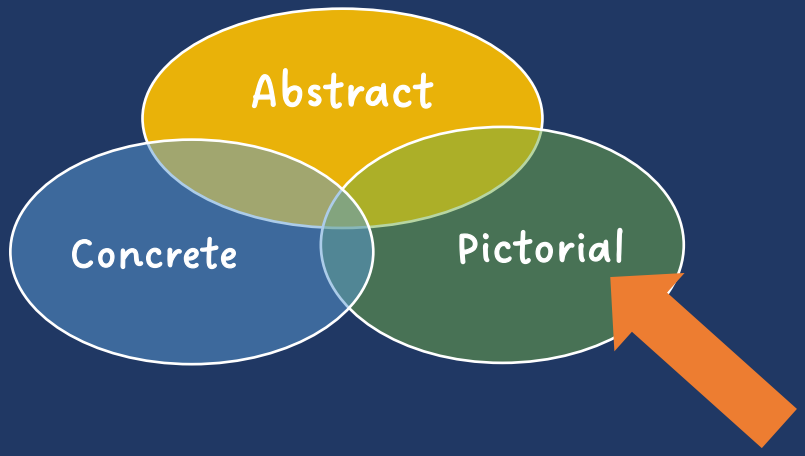


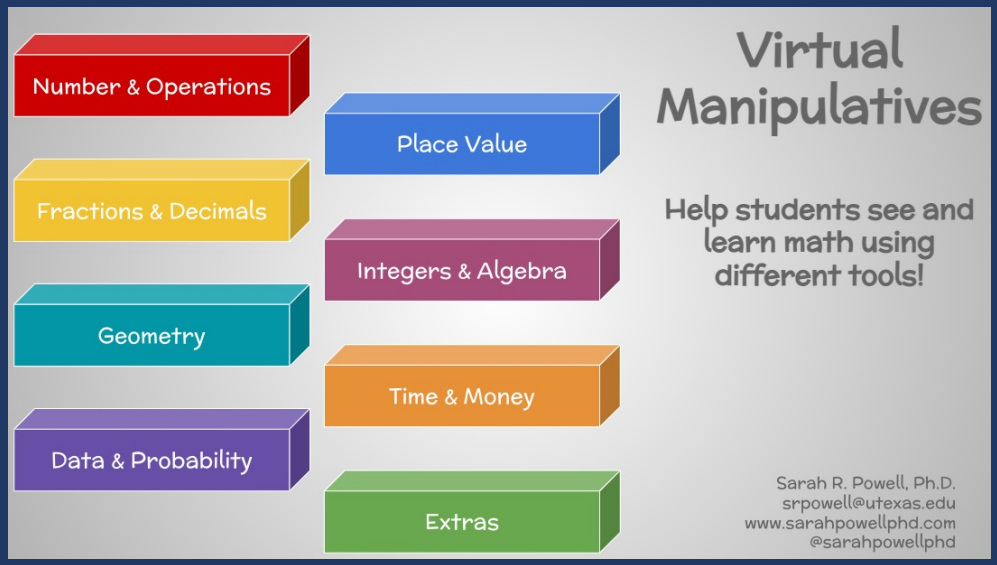












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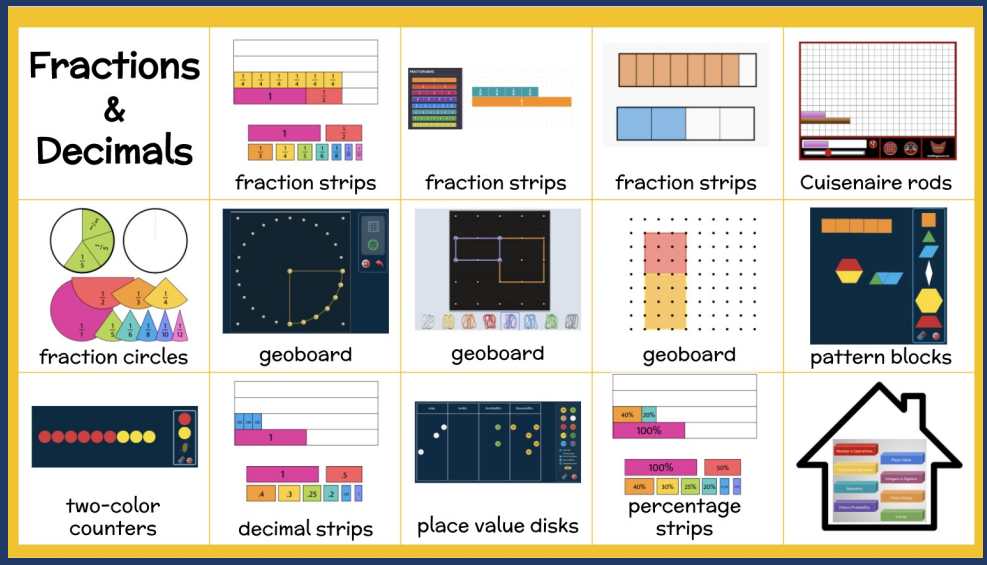
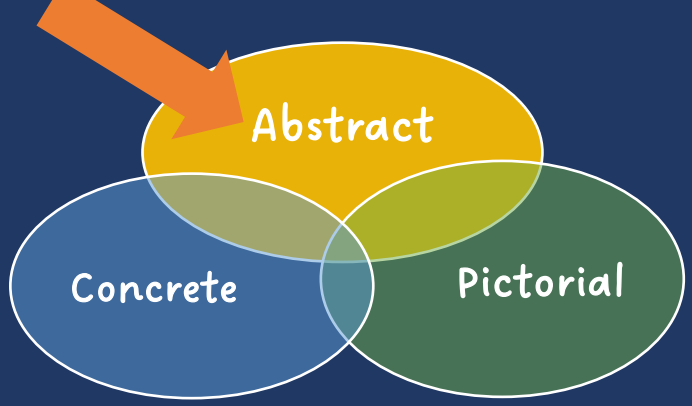




$2 + 8 = 10$

34 = 3 tens and 4 ones

$x - 6 = 8$

$$\begin{array}{r} 4{,}179 \\ +\ \ 569 \\ \hline \end{array}$$

Why are multiple representations helpful to use with students?

What materials might you need?

Fluency

What is the role of fluency in maths?

How important is basic facts learning to support strategy learning?

What intervention do you suggest for a child who have difficulty recognising and recalling numerals?

What do we do with children who are unable to memorise their times tables?

What is the best way teach multiplication?

Maths fluency - how does it impact students learning?

Instructional Platform

INSTRUCTIONAL DELIVERY

Explicit

Language

Multiple representations

INSTRUCTIONAL STRATEGIES

Fluency

Mathematics fluency, particularly fluency with facts and computation, is related to overall mathematics performance.

(Bailey et al., 2012; Cirino et al., 2019; Koponen et al., 2007, 2017; Vukovic et al., 2014

Fact fluency practice improves mathematics fact performance.

(Burns et al., 2010; Codding et al., 2011; McCallum et al., 2004; Nelson et al., 2013; Poncy et al., 2010; Schutte et al., 2015; Stocker & Kubina, 2017)

Fluency is doing mathematics easily and accurately.

Fluency in mathematics makes mathematics easier.

Fluency provides less stress on working memory.

Fluency helps students build confidence with mathematics.

With fluency, it is important to emphasize both conceptual learning and procedural learning.

Addition	Subtraction
Multiplication	Division

Counting

Comparing numbers

Counting coins

Telling time

Identifying equivalent fractions

Knowing multiples

Identifying shapes

Knowing formulas

Addition	Subtraction
Multiplication	Division

Build fluency with math facts.

- Addition: single-digit addends
- Subtraction: single-digit subtrahend
- Multiplication: single-digit factors
- Division: single-digit divisor

$$\begin{array}{r} 5 \\ +\ 8 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ -\ 4 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ \times\ 7 \\ \hline \end{array} \qquad \begin{array}{r} 56 \\ \div\ 8 \\ \hline \end{array}$$

Addition	Subtraction
Multiplication	Division

Build fluency with whole-number computation

$$\begin{array}{r} 15 \\ +\ 28 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ \times\ 9 \\ \hline \end{array}$$

$$\begin{array}{r} 1009 \\ -\ 724 \\ \hline \end{array}$$

$$\begin{array}{r} 7250 \\ \div\ 15 \\ \hline \end{array}$$

Addition	Subtraction
Multiplication	Division

Build fluency with rational-number computation

$$\begin{array}{r} 1.4 \\ +\ 3.9 \\ \hline \end{array}$$

$$\frac{2}{3} \times \frac{3}{4}$$

$$\frac{9}{4} - \frac{3}{8}$$

$$\begin{array}{r} 7.892 \\ \div\ 0.14 \\ \hline \end{array}$$

Addition	Subtraction
Multiplication	Division

Build fluency with integer computation

$$\begin{array}{r} 1.4 \\ +\ -3.9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times\ -12 \\ \hline \end{array}$$

$-14 - (-7) =$

$-135 \div 2 =$

Addition	Subtraction
Multiplication	Division

What is an important fluency topic in math?

What are ways students can build fluency with that topic?

Problem Solving

How can I best support my son who has dyslexia and suspected dyscalculia?

Can you suggest some strategies to assist students with working memory difficulties to manage better with word problems?

What are interventions or approaches to support those with Maths procedural fluency and worded problems difficulties?

How can you take slow processing speed into account in children that struggle with maths, particularly worded maths problems?

Instructional Platform

INSTRUCTIONAL DELIVERY

- Explicit
- Language
- Multiple representations

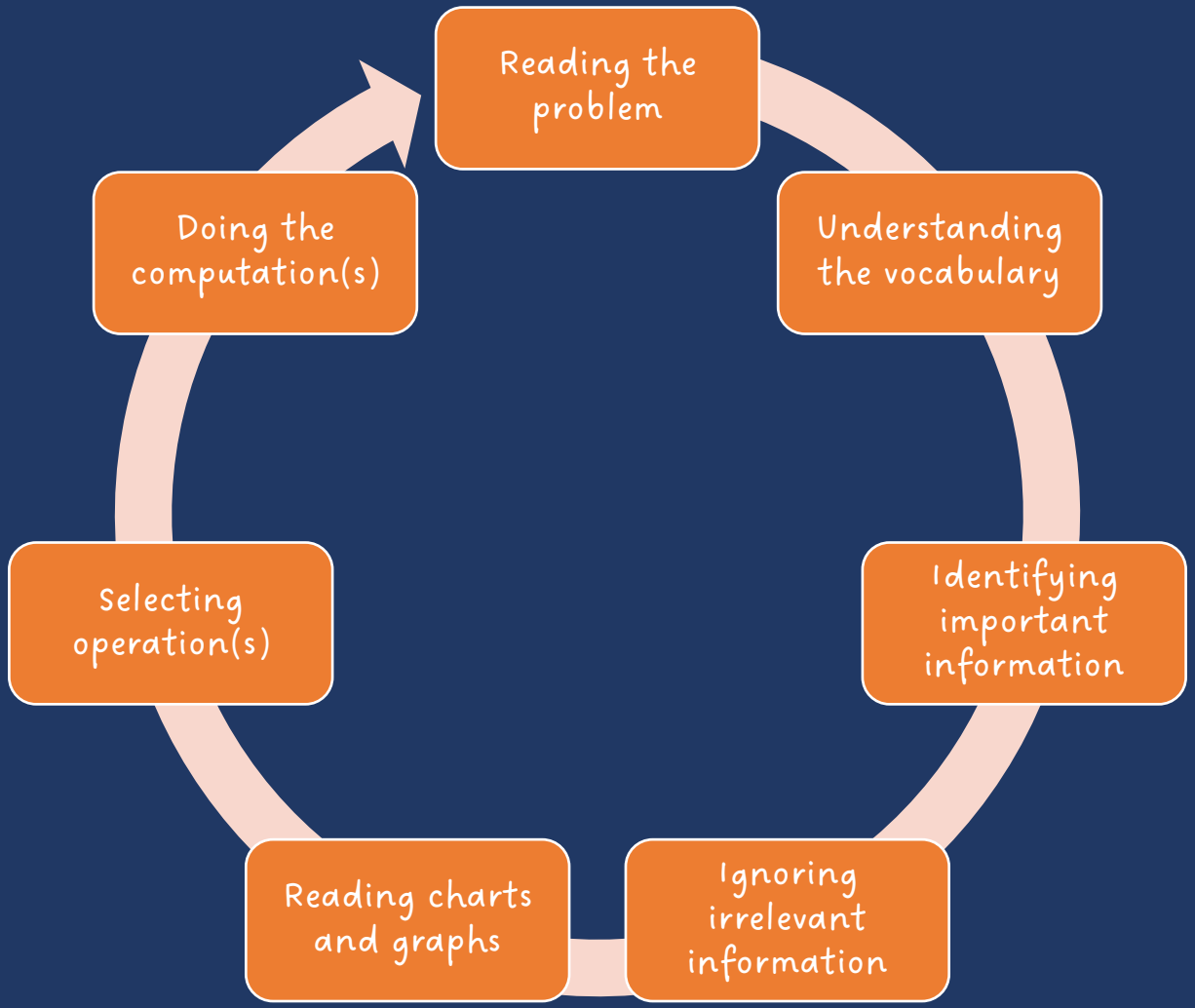
INSTRUCTIONAL STRATEGIES

- Fluency
- Problem solving

Key words tied to operations is an ineffective word-problem strategy.
(Karp et al., 2019; Powell et al., 2022)

Using a meta-cognitive strategy improves word-problem performance.
(Freeman-Green et al., 2015; Krawec et al., 2012; Montague et al., 2011; Swanson et al., 2014)

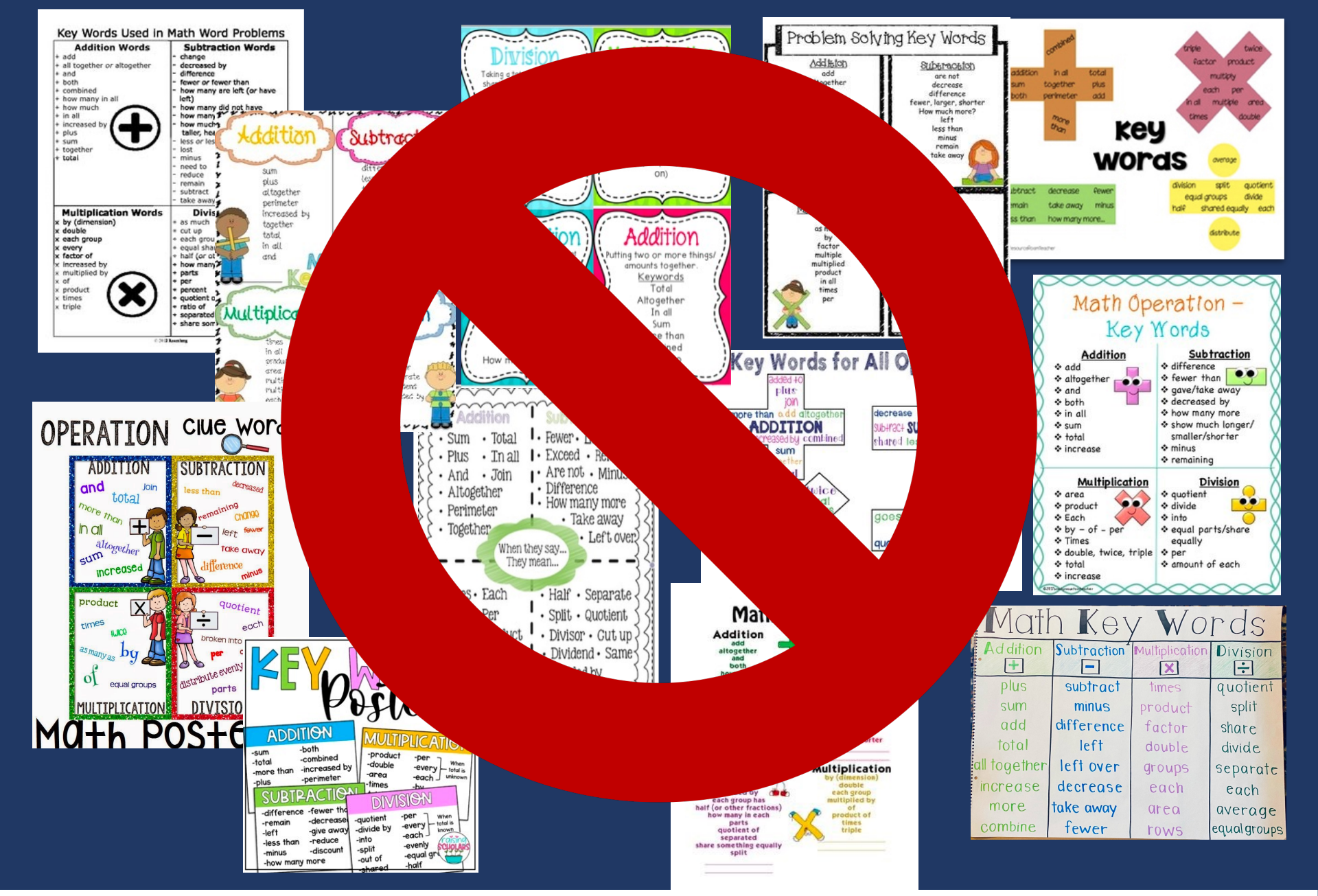
A focus on schemas improves word-problem performance.
(Alghamdi et al., 2020; Cook et al., 2020; Flores et al., 2016; Fuchs et al., 2021; Griffin et al., 2019; Jitendra et al., 2013; Lein et al., 2020; Peltier et al., 2020; Powell et al., 2022; Xin & Xhang, 2009; Zheng et al., 2013)



1. Keywords tied to operations

Lincoln had 8 pencils **fewer** than Roscoe. If Roscoe had 18 pencils, how many pencils did Lincoln have?

Lincoln had 8 pencils **fewer** than Roscoe. If Lincoln had 18 pencils, how many pencils did Roscoe have?



Description of Single-Step Word Problems (n = 132)

Schema	Occurrence of schema		Any keyword		Schema-specific keywords[a]		Multiple keywords[a]		Keyword(s) led to correct solution[a]	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Total	27	20.5	26	96.3	23	88.5	5	19.2	21	80.8
Difference	17	12.9	17	100.0	14	82.4	2	11.8	12	70.6
Change	11	8.3	7	63.6	5	71.4	5	71.4	2	28.6
Equal groups	29	22.0	26	89.7	22	84.6	18	69.2	8	30.8
Comparison	10	7.6	9	90.0	9	100.0	4	44.4	5	55.6
Ratios or proportions	29	22.0	23	79.3	9	39.1	9	39.1	6	26.1
Product of measures	9	6.8	9	100.0	8	88.9	1	11.1	5	55.6

[a]When a problem featured a keyword.

Description of Multi-Step Word Problems (n = 84)

	Occurrence of schema[a]		Any keyword		Keyword(s) led to correct solution[b]	
Schema	*n*	%	*n*	%	*n*	%
Total	40	47.6	39	97.5	3	7.7
Difference	11	13.1	11	100.0	1	9.1
Change	21	23.8	19	95.0	1	5.3
Equal groups	49	58.3	48	98.0	1	2.1
Comparison	7	8.3	7	100.0	0	0.0
Ratios or proportions	22	25.0	16	76.2	1	6.3
Product of measures	7	8.3	7	100.0	2	28.6

[a]Sum across schemas does not equal 100 because each word problem featured more than one schema.

[b]When a problem featured a keyword.

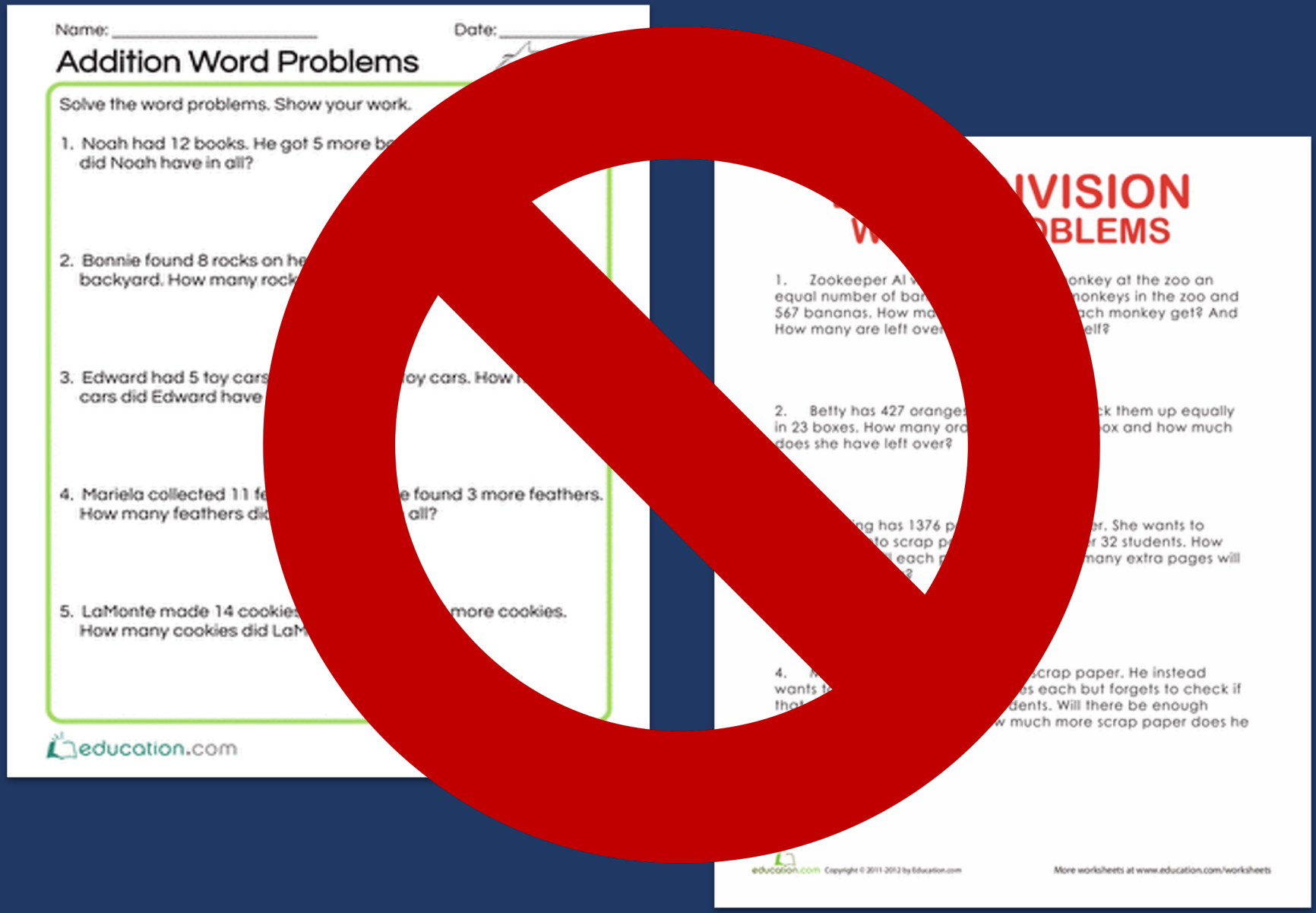
Keywords are important to identify and understand

Keywords are the mathematical vocabulary that help an students understand what the story is about and what they need to do

Talk about keywords ("What does *more than* tell you about?")

But, *do not* tie a keyword to a specific operation!

2. Presenting problems by operation



Teach an attack strategy

Teach about schemas

RIDE

Read the problem.

Identify the relevant information.

Determine the operation and unit for the answer.

Enter the correct numbers and calculate, then check the answer.

RIDGES

Read the problem.
I know statement.
Draw a picture.
Goal statement.
Equation development.
Solve the equation.

RICE

Read and record the problem.
Illustrate your thinking.
Compute.
Explain your thinking.

STAR

Stop and read the problem carefully.
Think about your plan and the strategy you will use.
Act. Follow your plan and solve the problem.
Review your answer.

SUPER

Slowly read the story problem twice.
Underline the question and circle the numbers you need.
Picture it. Draw the scenario to show what is happening.
Explain the problem with a number sentence.
Rewrite the answer in a sentence.

SHINES

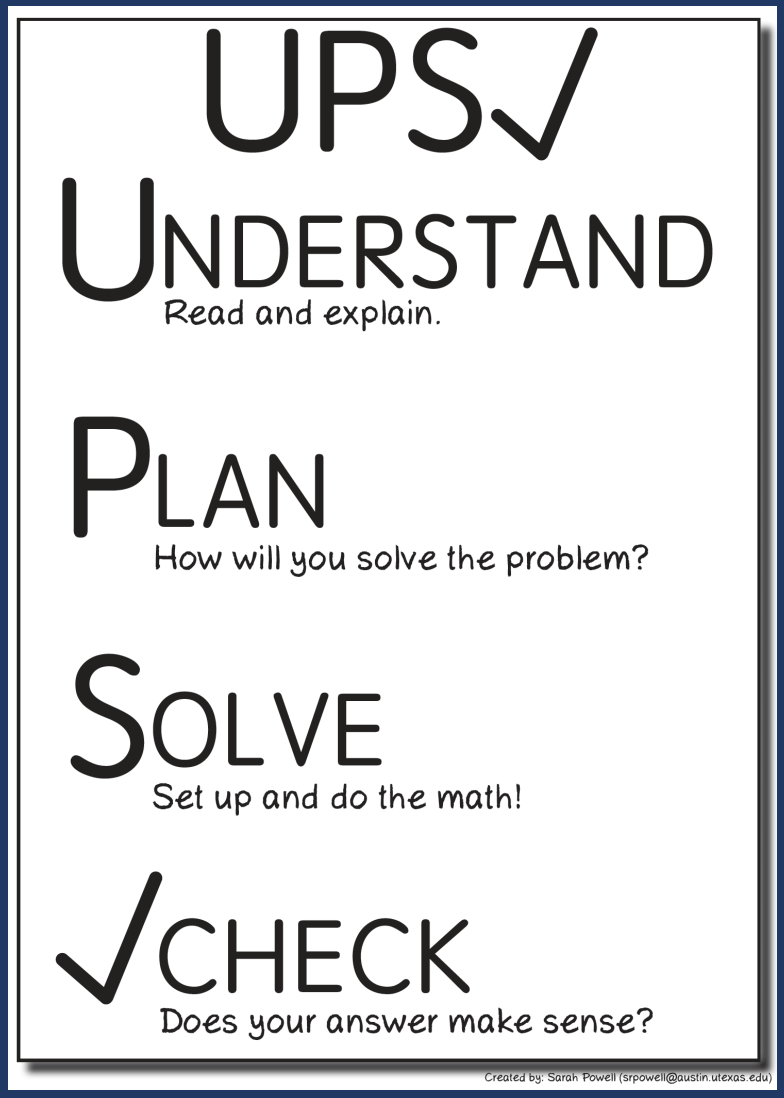
Slowly and carefully read the problem.
Highlight or underline key information.
Identify the question by drawing a circle around it.
Now solve the problem. Show your work.
Examine your work for precision, accuracy, and clarity.
Share your answer by writing a sentence.

R-CUBES

Read the problem.
Circle key numbers.
Underline the question.
Box action words.
Evaluate steps.
Solve and check.

SOLVE

Study the problem.
Organize the facts.
Line up the plan.
Verify the plan with computation.
Examine the answer.



Share your favorite attack strategy.

Teach an attack strategy

Teach about schemas

Total

Difference

Change

Equal Groups

Comparison

Ratios/Proportions

Total

Part-part-whole
Combine

Parts put together into a **total**

Daniela saw 3 canoes and 8 kayaks. How many boats did Daniela see?

Total

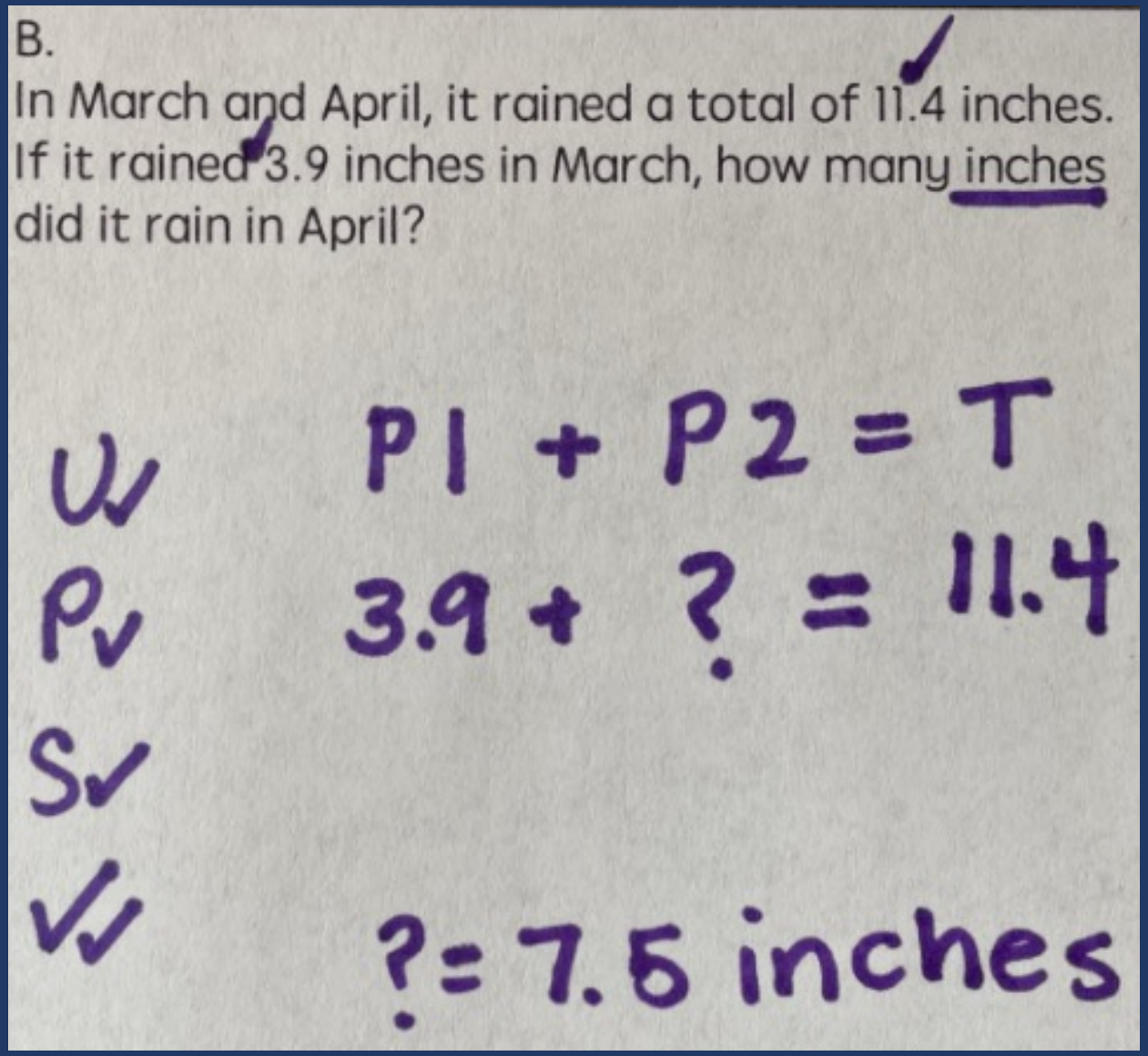
Daniela saw 11 boats. If 3 of the boats were canoes, how many were kayaks?

Part

Daniela saw 11 boats. 8 of the boats were kayaks, how many were canoes?

Part

Total



Difference

Compare

Greater and **lesser** amounts compared for a **difference**

Adrianna has 10 pencils. Tracy has 4 pencils. How many more pencils does Adrianna have?

Difference

Adrianna has 6 more pencils than Tracy. If Tracy has 4 pencils, how many does Adrianna have?

Greater amount

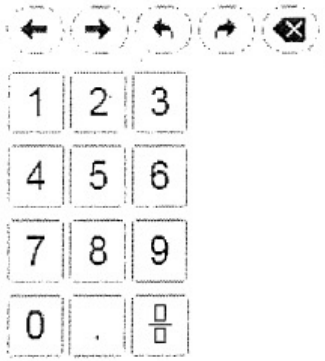
Tracy has 6 fewer pencils than Adrianna. Adrianna has 10 pencils. How many pencils does Tracy have?

Lesser amount

Difference

Jana has 107 wooden beads and 68 glass beads. How many more wooden beads than glass beads does Jana have?

Enter your answer in the response box.



U G - L = D

P 107 - 68 = ?

S ?=39 more wooden beads

✓

Fuchs et al. (2008); Griffin & Jitendra (2009)

Change

Join

An amount that **increases** or decreases

Nickole had 6 notebooks. Then, she bought 3 notebooks. How many notebooks does Nickole have now?

Nickole had 6 notebooks. Then, she bought a few more notebooks. Now, Nickole has 9 notebooks. How many notebooks did she buy?

Nickole had some notebooks. Then, she bought 3 notebooks. Now, Nickole has 9 notebooks. How many notebooks did she have to start with?

End amount

Change amount

Start amount

Change

Separate

An amount that increases or **decreases**

Samantha baked 20 cookies. Then, she ate 3 of the cookies. How many cookies does Samantha have now?

End amount

Samantha baked 20 cookies. Then, she ate some of the cookies. Now, she has 17 cookies. How many cookies did Samantha eat?

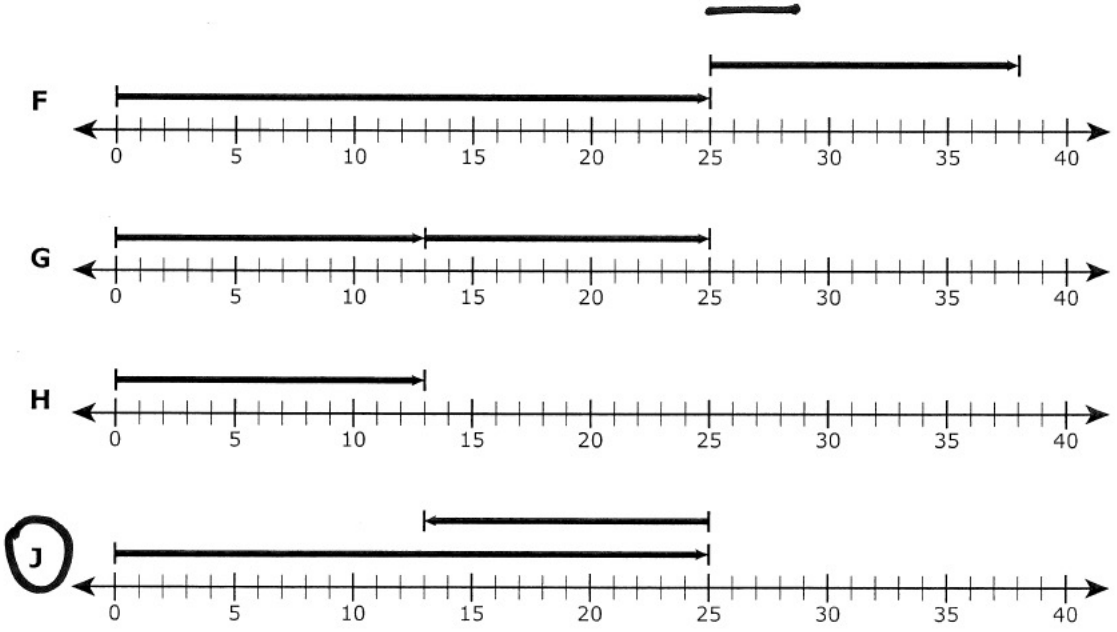
Change amount

Samantha baked some cookies. She ate 3 of the cookies and has 17 cookies left. How many cookies did Samantha bake?

Start amount

Change

28 There were 25 people in a library. Some people left the library and went home. Then there were 13 people remaining in the library. Which number line represents one way to determine the number of people who left the library?



U

P

S

✓

? = 12 people left

Fuchs et al. (2008); Griffin & Jitendra (2009)

Equal Groups

Array
Vary

Groups multiplied by **number in each group** for a **product**

Toni has 2 boxes of crayons. There are 12 crayons in each box. How many crayons does Toni have altogether?

Product

Toni has 24 crayons. They want to place them equally into 2 boxes. How many crayons will Toni place in each box?

Number in each group

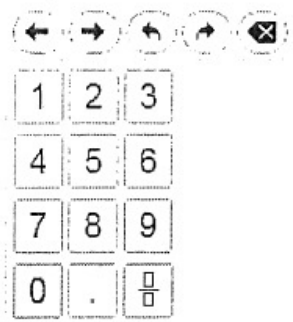
Toni has 24 crayons. They put them into boxes with 12 crayons each. How many boxes did Toni use?

Groups

Equal Groups

Jack has 24 fish. He puts them into 4 bowls. Each bowl has an equal number of fish.

How many fish are in each bowl?



U

P

S

✓

4 × ? = 24

$\times \begin{matrix} 4 \\ ? \end{matrix}$
$\overline{24}$

$4\overline{)24}$

? = 6 fish

Comparison

Set multiplied by a number of times for a product

Brooke ran 6 minutes. Shaleeni ran 4 times longer than Brooke. How many minutes did Shaleeni run?

Set

Number of times

Product

Comparison

Susan has 3 times as many books as Mary. Mary has 18 books. Which equation can be solved to figure out how many books Susan has?

(A) $\square - 3 = 18$

(B) $3 + 18 = \square$

(C) $18 \div \square = 3$

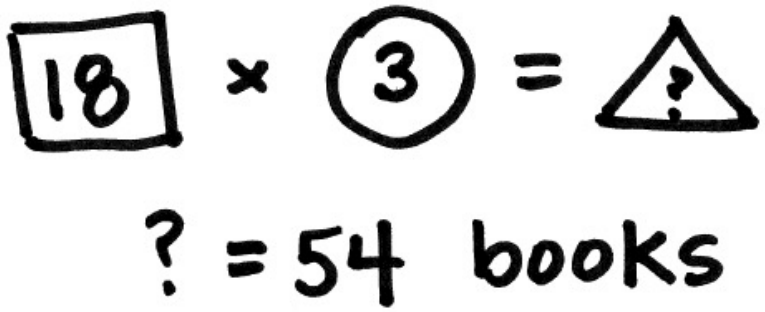
(D) $3 \times 18 = \square$

U

P

S

✓



Ratios/Proportions

Description of relationships among quantities

Melissa baked cookies and brownies. The ratio of cookies to brownies was 3:5. If she baked 25 brownies, how many cookies did she bake?

Emma typed 56 words in 2 minutes. At this rate, how many words could Emma type in 7 minutes?

Xin et al. (2005)

Total

Difference

Change

Equal Groups

Comparison

Ratios/Proportions

Teach an attack strategy

Teach about schemas

What are student challenges with word-problem solving?

What are teacher challenges with word-problem solving?

Instructional Platform

INSTRUCTIONAL DELIVERY

- Explicit
- Language
- Multiple representations

INSTRUCTIONAL STRATEGIES

- Fluency
- Problem solving

Do you have recommendations for screening and programs?

If undertaking targeted, small group intervention, what time frame what you stick to?

What are the evidence-based practices in mathematics?

Does productive struggle have a place in evidence based instruction?

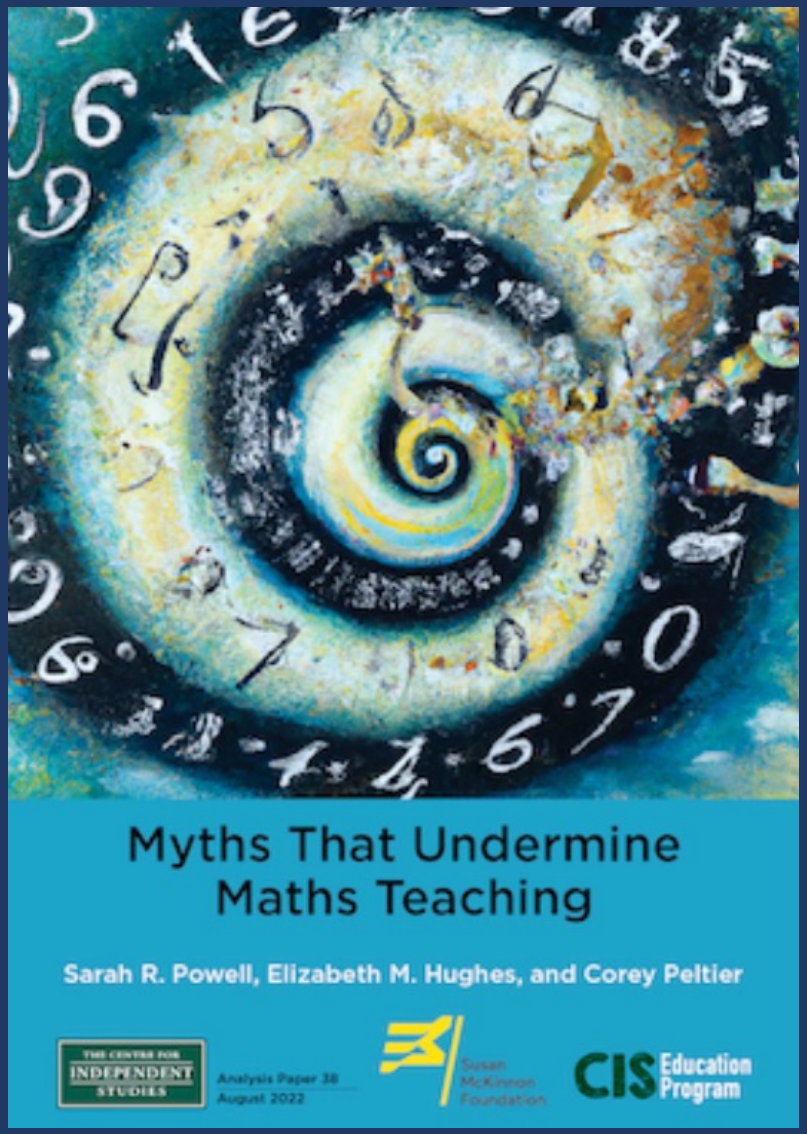
What resources/approaches are available for me to read/peruse?

What evidenced based programs are available for students who have difficulties in mathematics?

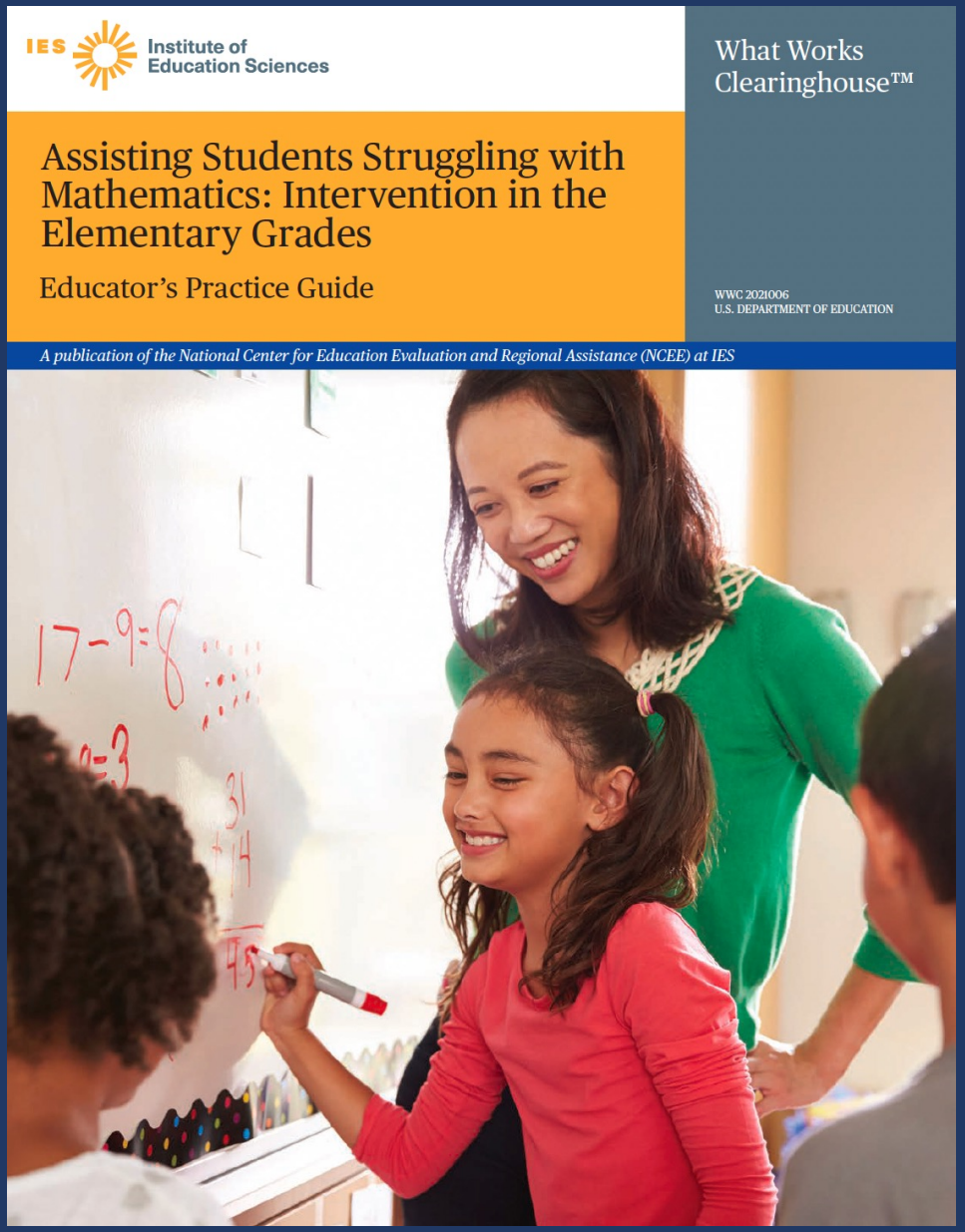
How do you use student diagnostic information in intervention?

Tools for identifying a learning difficulty in maths?

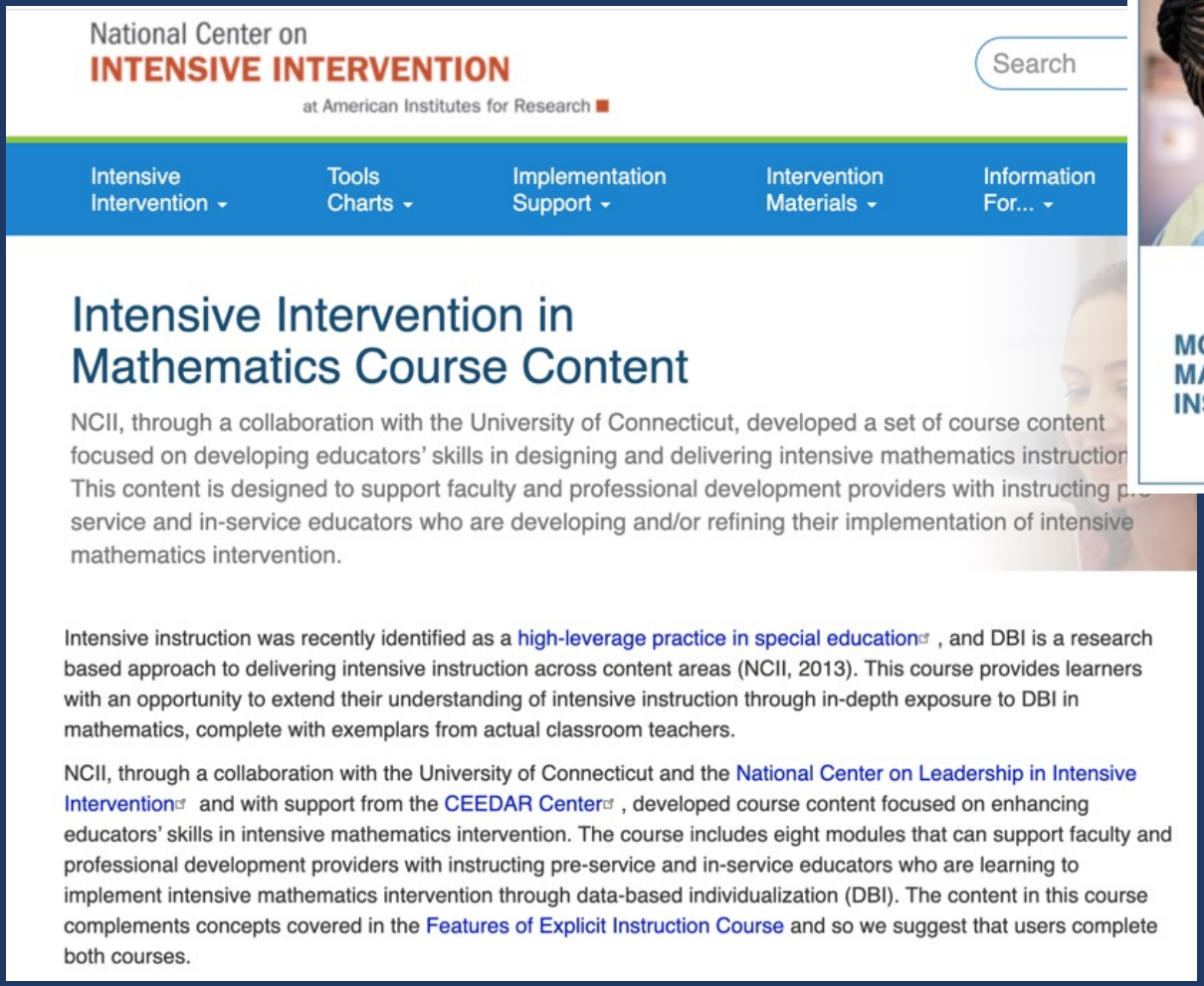
What resources would you recommend?

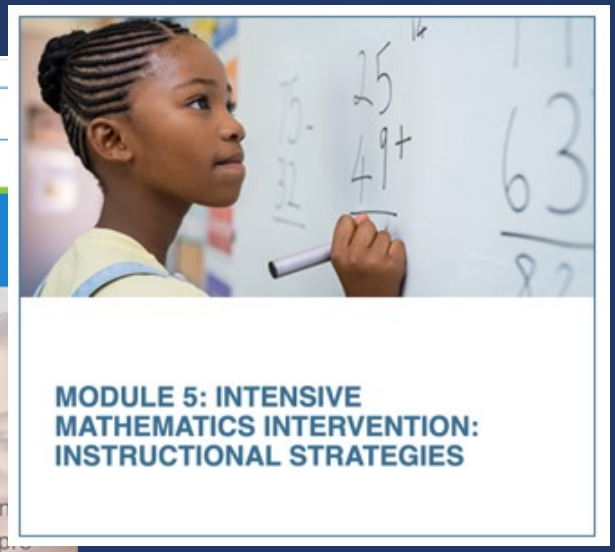


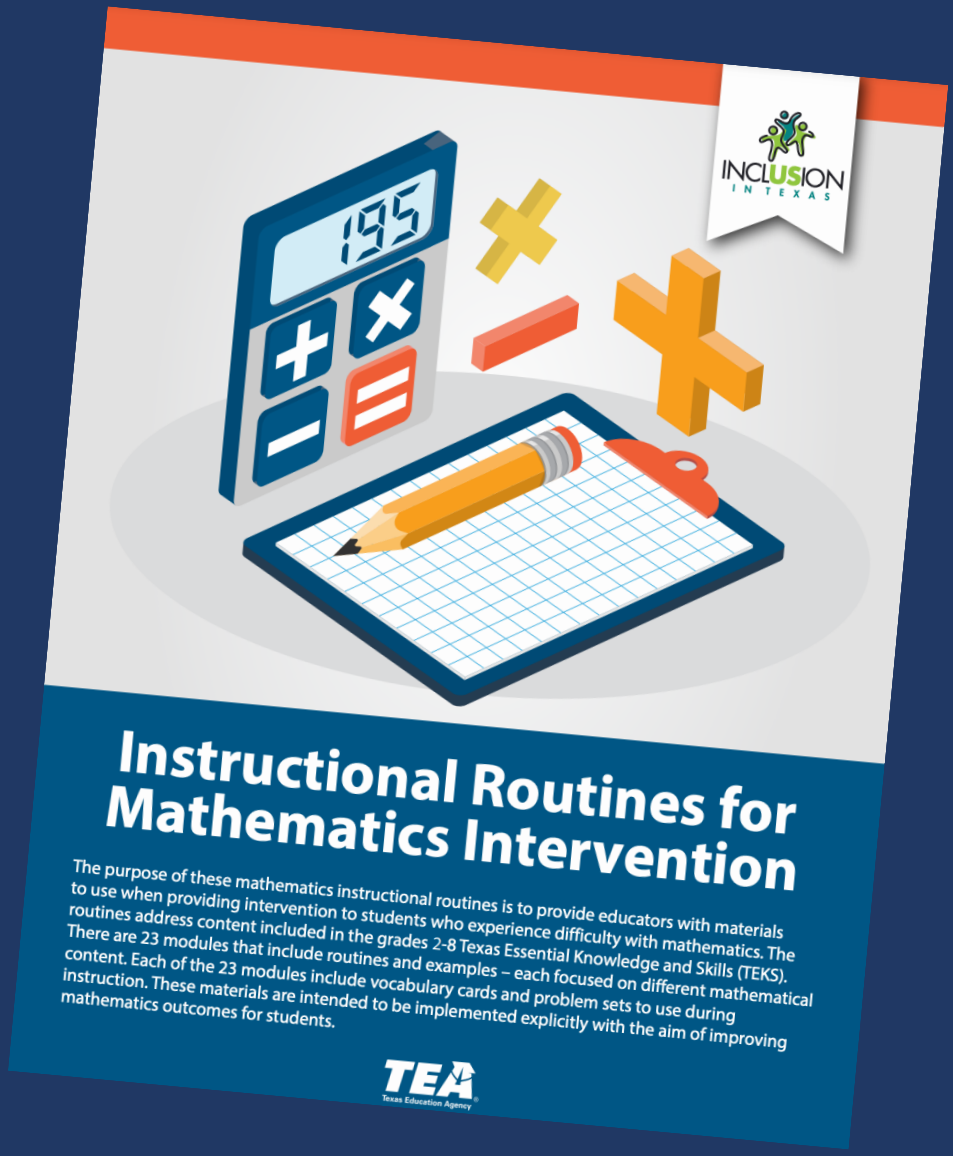
Centre for Independent Studies



https://intensiveintervention.org/intensive-intervention-math-course

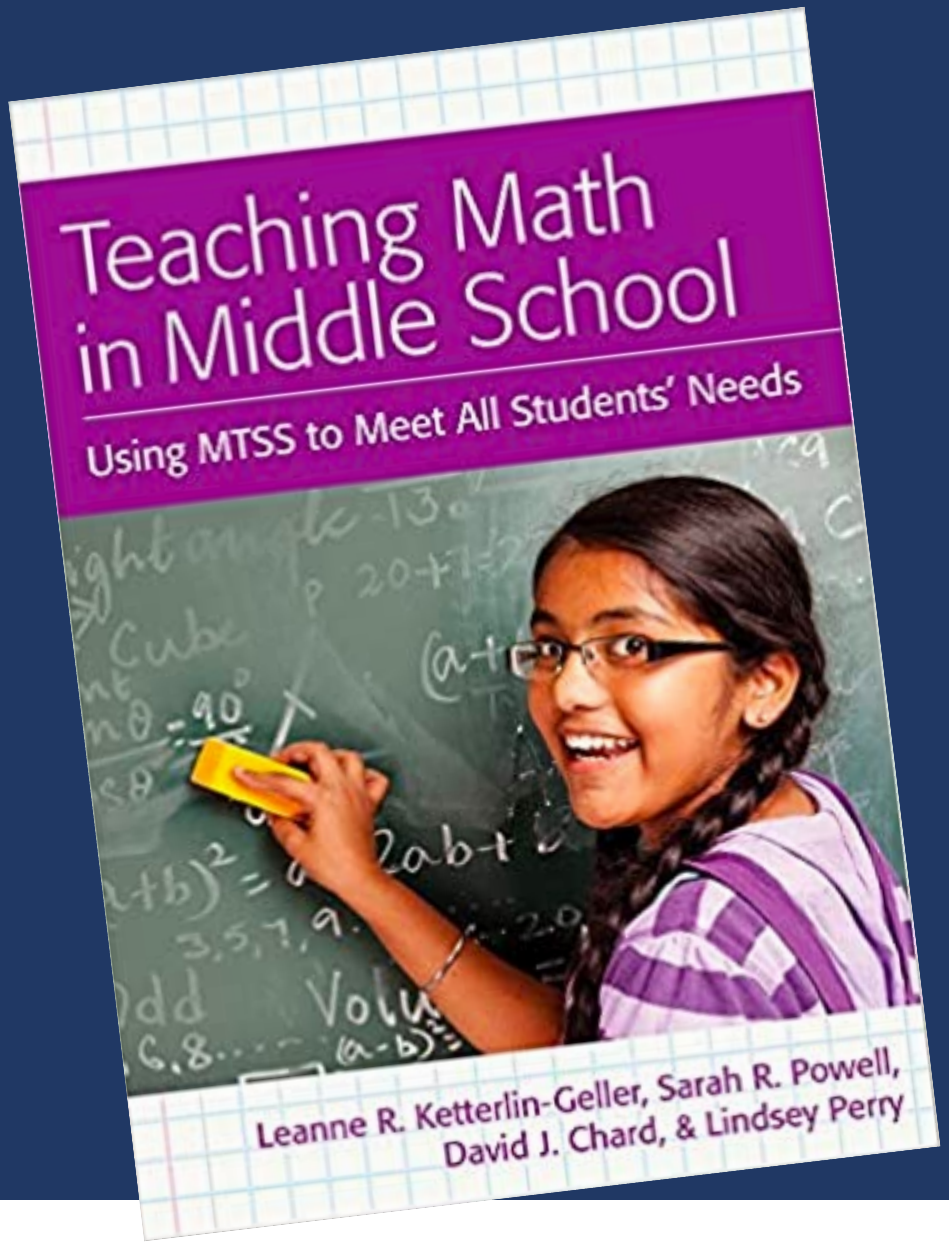






https://www.inclusionintexas.org/apps/pages/index.jsp?uREC_ID=2155039&type=d&pREC_ID=2169859

https://www.amazon.com/Teaching-Math-Middle-School-Students/dp/1598572741



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