Check-In
Data-Based Decision Making
January 20, 2023

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Say hello.

Describe your favorite thing about being a teacher.

MATH

When you see this icon, it's time to use the Chat Box.

Raise your Zoom hand at anytime.

Drop questions in the Chat Box at anytime.

Schedule for Today

November	Word-Problem Solving
January 12th	Fact Fluency Computational Fluency Mathematical Language
January	Elementary Check-in Data-Based Decision Making
January 20th	**Secondary Check-in Data-Based Decision Making**
February	Communities of Practice
March	Communities of Practice
April	Communities of Practice

M A + H

Check-In

Instructional Platform

INSTRUCTIONAL DELIVERY

Explicit instruction

Precise language

Multiple representations

INSTRUCTIONAL STRATEGIES

Fluency building

Problem solving instruction

MA+H

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

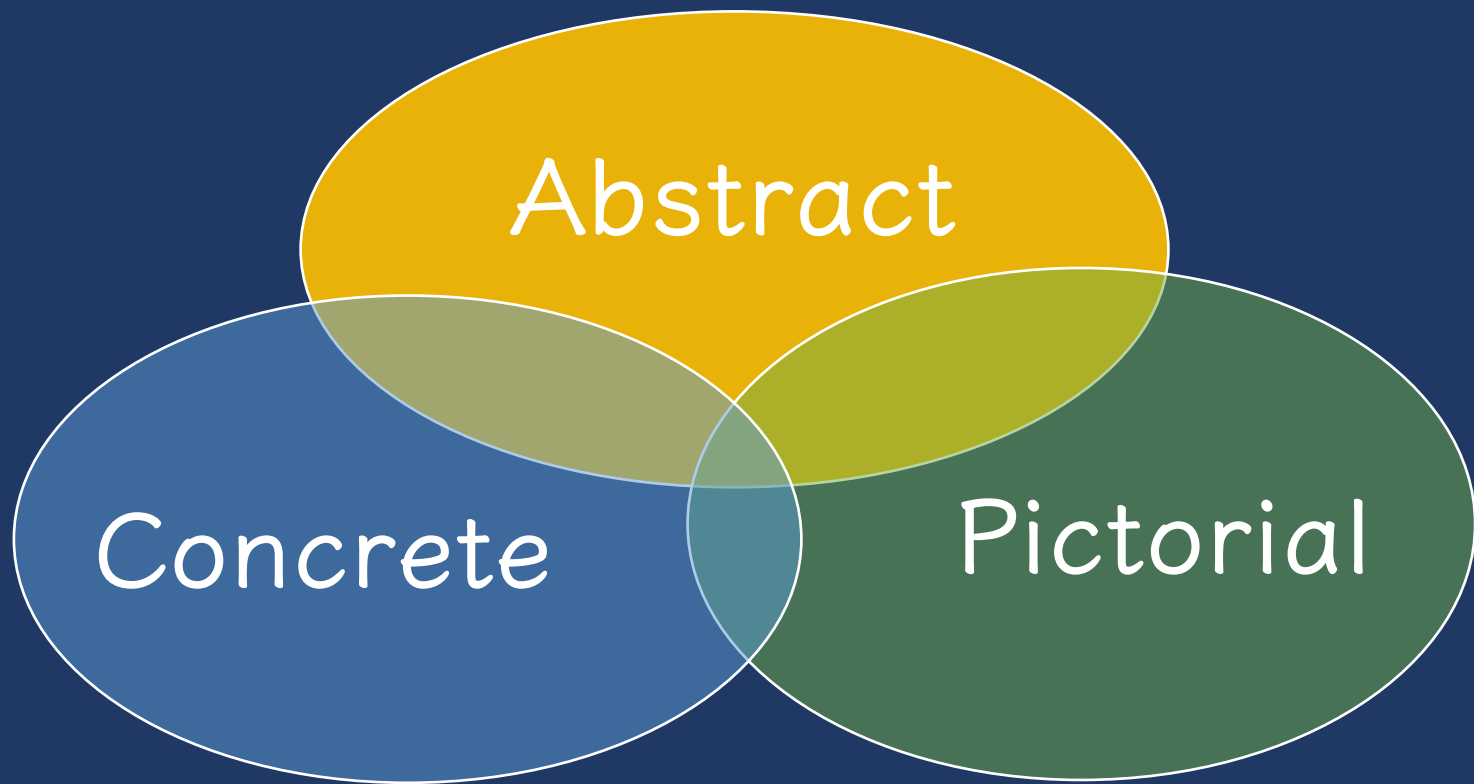What math content have you been modeling?

How have you been engaging students in guided practice?
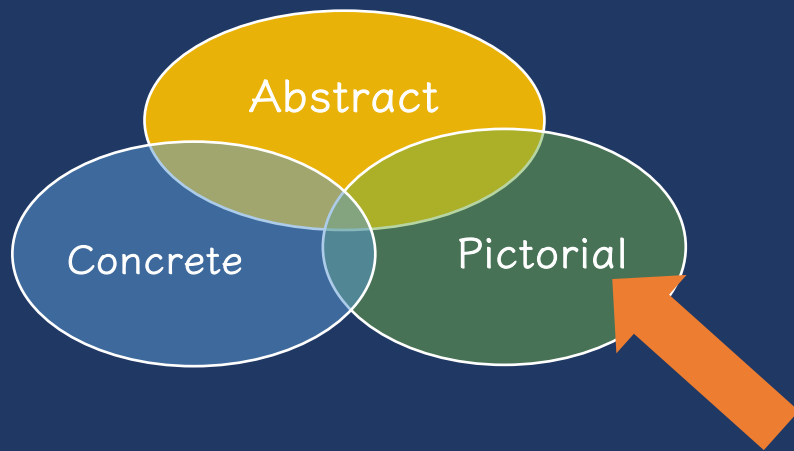
Use formal math language

Use terms precisely

What's one way you support the math vocabulary of students?

Abstract

Concrete

Pictorial

Virtual Manipulatives

Number & Operations

Place Value

Fractions & Decimals

Integers & Algebra

Geometry

Time & Money

Data & Probability

Extras

Help students see and learn math using different tools!

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bit.ly/srpowell

FLOWCODE
PRIVACY.FLOWCODE.COM
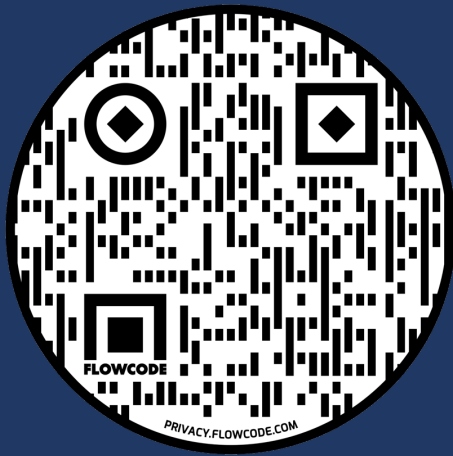
Fractions & Decimals

fraction strips

fraction strips

fraction strips

Cuisenaire rods

fraction circles

geoboard

geoboard

geoboard

pattern blocks

two-color counters

decimal strips

place value disks

percentage strips

MATH

Addition	Subtraction
Multiplication	Division

Counting

Comparing numbers

Identifying equivalent fractions

Knowing multiples

Counting coins

Telling time

Identifying shapes

Knowing formulas

MATH

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

$$\begin{array}{r} 5 \\ +\ 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -\ 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times\ 7 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ \div\ 8 \\ \hline \end{array}$$

MATH

Addition	Subtraction
Multiplication	Division

How do you support students with building fact fluency?

Partial Sums

A.
```
    7 4
+   1 8
────────
    8 0
+ 1 2
────────
    9 2
```

B.
```
     7 2 5
+    3 6 5
──────────
   1,0 0 0
       8 0
+      1 0
──────────
   1,0 9 0
```

Add Up

A.

$$62 - 17$$

17
20   3
60   40
62 + 2
    ___
     45

B.

$$305 - 96$$

96
100   4
300 200
305 + 5
    ___
    209

MA+H

Area (Array)

A.

$$
\begin{array}{r}
2\,4 \\
\times\ \ 4\,3 \\
\hline
\end{array}
$$

	20	4	
	800	160	40
	60	12	3

$$
\begin{array}{r}
800 \\
160 \\
60 \\
+\ \ 12 \\
\hline
1{,}032 \\
\end{array}
$$

B.

$$
\begin{array}{r}
1\,3\,2 \\
\times\ \ \ 5\,3 \\
\hline
\end{array}
$$

	100	30	2	
	5000	1500	100	50
	300	90	6	3

$$
\begin{array}{r}
5000 \\
1500 \\
100 \\
300 \\
90 \\
+\ \ 6 \\
\hline
6{,}996 \\
\end{array}
$$

MA+H

Partial Quotients

A.
$$12\overline{)158}$$
$$-120 \quad 10$$
$$\overline{38}$$
$$-36 \quad +3$$
$$\overline{2} \quad 13\ R2$$

B.
$$34\overline{)970}$$
$$-680 \quad 20$$
$$\overline{290}$$
$$-170 \quad 5$$
$$\overline{120}$$
$$102 \quad +3$$
$$\overline{18} \quad 28\ R\ 18$$

MA+H

Addition	Subtraction
Multiplication	Division

How do you support students with building computational fluency?

Teach an attack strategy

Teach about schemas

Teach an attack strategy

Are you using an attack strategy? Which one? What are your successes?

Teach about schemas

How are you emphasizing the schemas?

Instructional Platform

INSTRUCTIONAL DELIVERY

Explicit instruction

Precise language

Multiple representations

INSTRUCTIONAL STRATEGIES

Fluency building

Problem solving instruction

MA+H

Data-Based Decision Making

Multi-Tiered Systems of Support (MTSS)

UNIVERSAL

TARGETED

INTENSIVE

UNIVERSAL

Almost **100%** of students
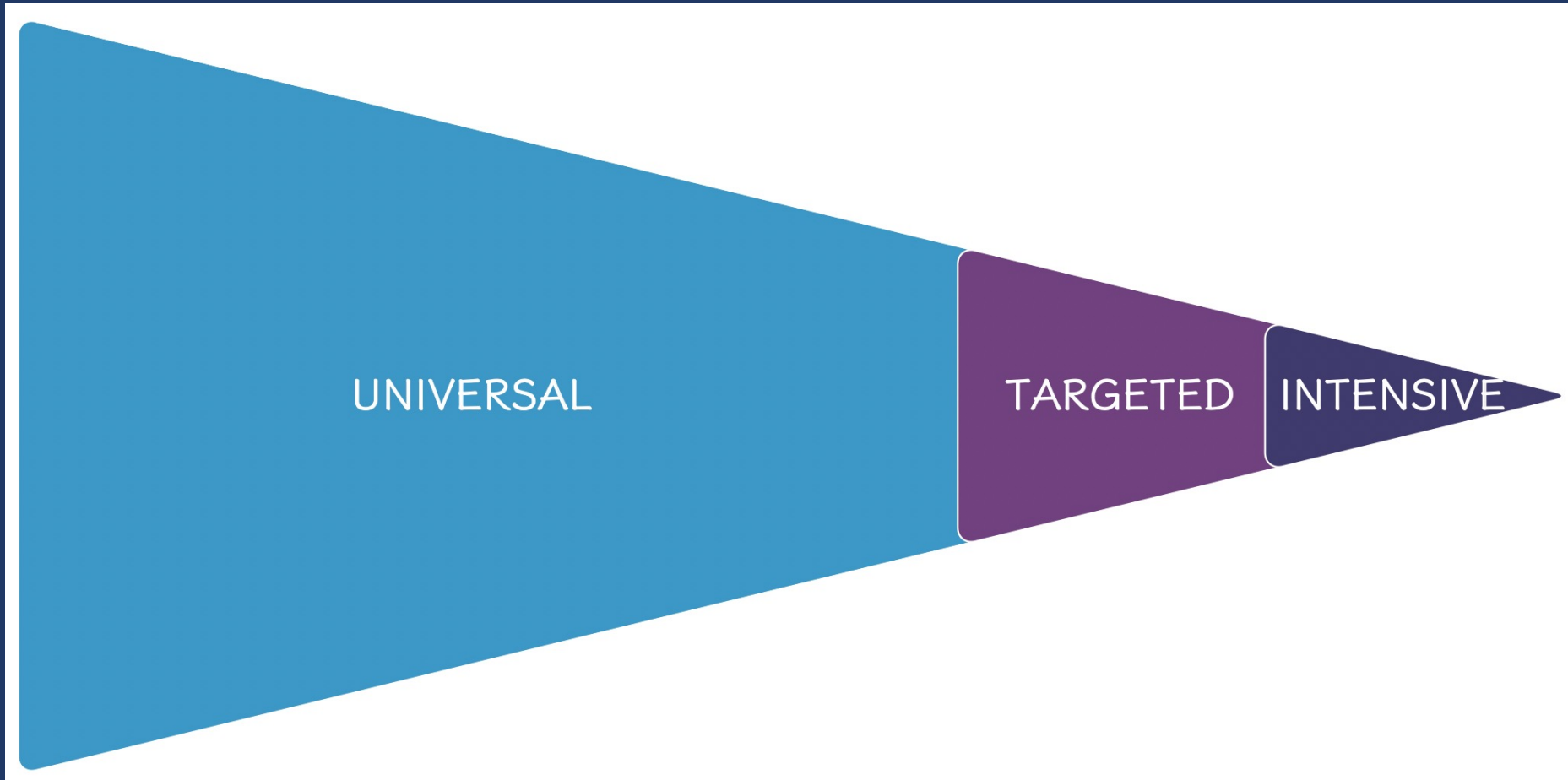
Also known as **Tier 1** or **primary prevention**

Designed for all students

Occurs in general education classroom

Almost all students participate

~80% of students need **only** universal intervention

tier.tea.texas.gov

~20% of students

UNIVERSAL

TARGETED

Almost **100%** of students

Also known as **Tier 2** or **secondary prevention**

Designed for students experiencing difficulty in academics or behavior

Can occur inside or outside of the classroom

Provided in conjunction with universal intervention

~20% of students require targeted intervention

tier.tea.texas.gov

MATH
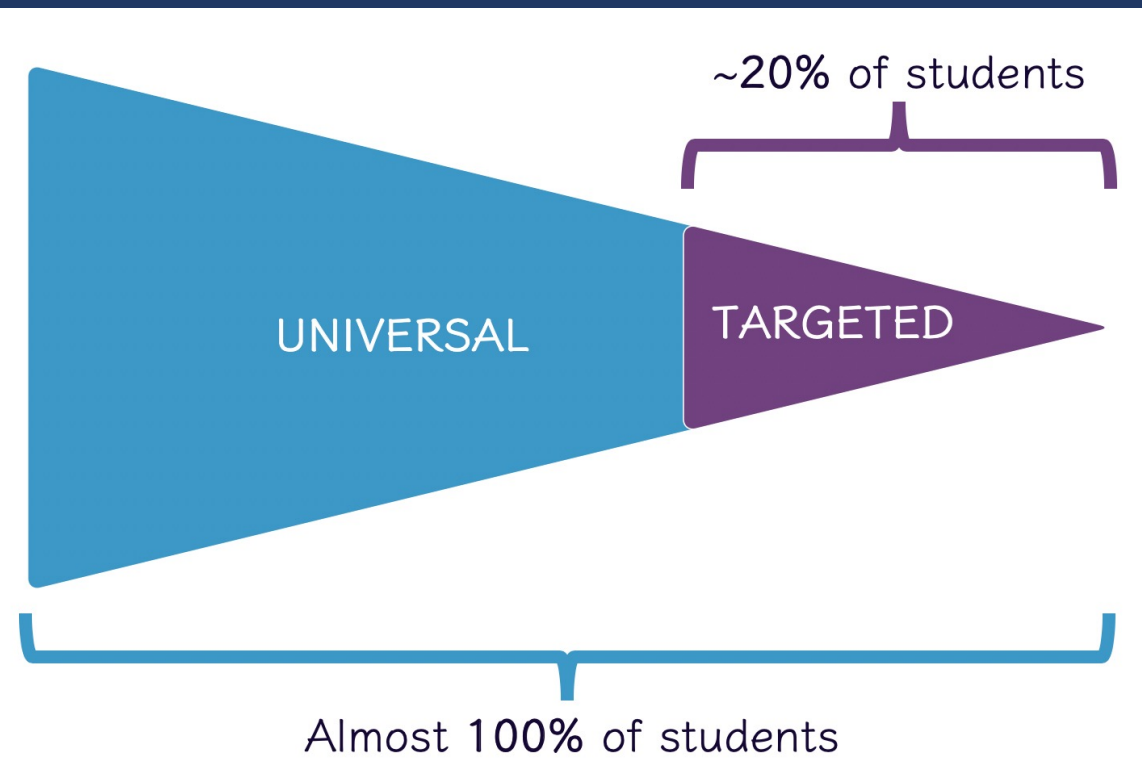
Also known as **Tier 3** or **tertiary prevention**

Designed for students who demonstrate inadequate response to universal and targeted intervention

Occurs within or outside of special education
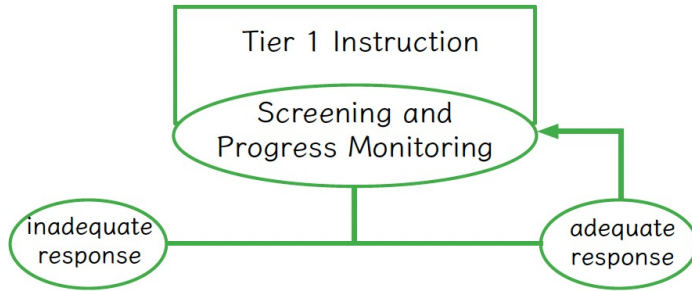
~5% or less of students require intensive intervention

~5% of students

UNIVERSAL

TARGETED

INTENSIVE

~20% of students

Almost **100%** of students
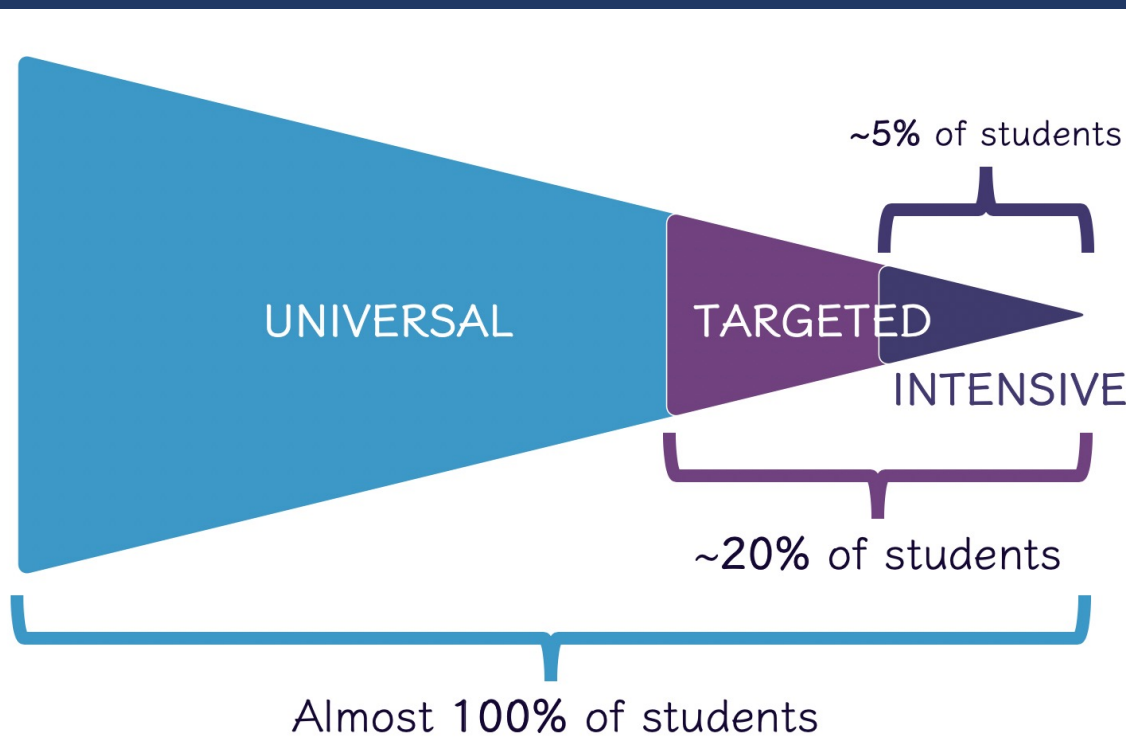
MATH

Describe the MTSS frameworks you have used or are familiar with.

What does your MTSS framework look like in math?

UNIVERSAL

Tier 1 Instruction

Screening and
Progress Monitoring

inadequate
response

adequate
response

Tier 1 Instruction:

Screening and
Progress Monitoring:

Decision Making:

MA+H

Tier 1 Instruction

Screening and Progress Monitoring

inadequate response

adequate response
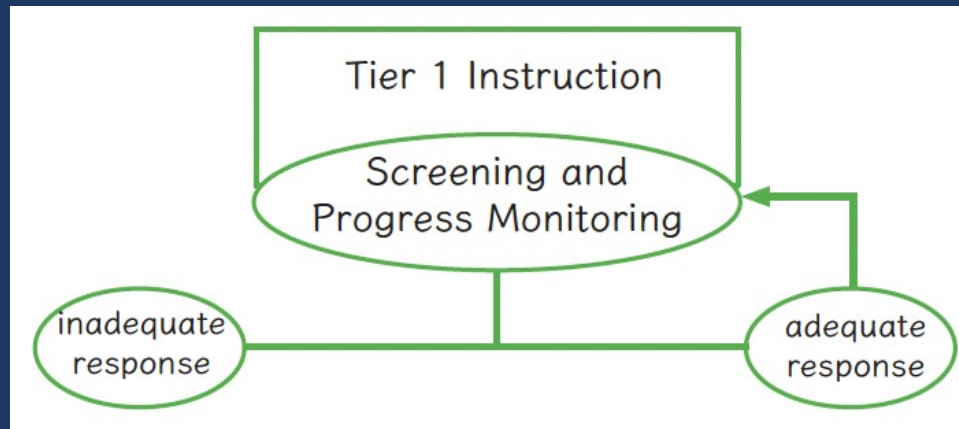
- Core instruction utilizes **evidence-based practices**

- All students **screened** (universal screener)

- Students scoring below a cut-score are suspected **at risk** for math difficulties

- Suspected **at-risk students** monitored for 6 to 10 weeks during primary prevention using **progress monitoring**

MATH

evidence-based practice

evidence-based intervention

evidence-based strategy

promising practice

no or negative evidence
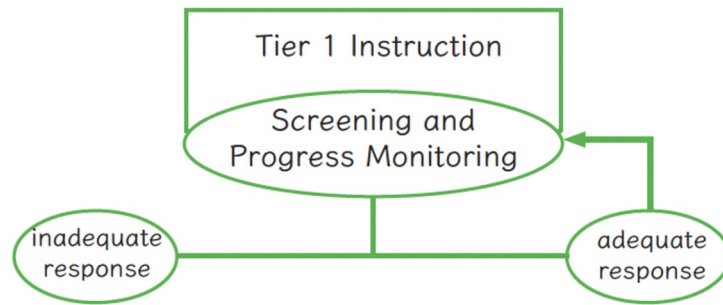
MATH

Tier 1 Instruction

Screening and
Progress Monitoring

inadequate
response

adequate
response

Tier 1 Instruction:

- Evidence-based practices

Screening and
Progress Monitoring:

Decision Making:

MATH

6	16	23	10	17
38	97	20	15	24
14	33	11	79	8
21	19	93	3	49
4	30	1		
28	7	2		

Acadience® Math / Computation Grade 4
Benchmark 1 / Form A

Total: _____

1. $\begin{array}{r} 527 \\ +320 \end{array}$	2. $\begin{array}{r} 4778 \\ +2242 \end{array}$	3. $8\frac{4}{5} - 6\frac{2}{5} =$	4. $\begin{array}{r} 9 \\ \times 8 \end{array}$	5. $4\overline{)573}$
6. $\begin{array}{r} 197 \\ -\ 74 \end{array}$	7. $\frac{5}{8} + \frac{2}{8} =$	8. $\begin{array}{r} 7273 \\ -\ 387 \end{array}$	9. $\begin{array}{r} 19 \\ \times 11 \end{array}$	10. $9\frac{7}{12} - 1\frac{4}{12} =$
11. $8\overline{)642}$	12. $7\overline{)49}$	13. $\begin{array}{r} 99 \\ \times 72 \end{array}$	14. $\frac{1}{4} + \frac{2}{4} =$	15. $\begin{array}{r} 526 \\ \times\ \ 6 \end{array}$
16. $8\frac{9}{10} - 1\frac{5}{10} =$	17. $\frac{1}{3} + \frac{1}{3} =$	18. $\begin{array}{r} 9 \\ 12 \end{array}$		
21. $3\overline{)397}$	22. $\begin{array}{r} 65 \\ \times 23 \end{array}$	23.		

Progress Monitoring 6 / Beginning Quantity Discrimination Sheet 1
Page 42

Acadience® Math / Concepts and Applications
Grade 4 / Benchmark 1

Total: _____

1. Is the dotted line a line of symmetry for each shape? Write "yes" or "no" in the space provided below each shape.

_____   _____   _____

2. Compare the number in Box 1 with the number in Box 2. Fill in the blank with > (greater than), = (equal to), or < (less than):

Box 1	>, =, <	Box 2
835		751
333		613
131		168

3. List three numbers that are multiples of 4:

_____   _____   _____

4. Jake read 17 books over the summer that were nonfiction and 43 books that were fiction. His friend Ross read 38 books total. How many more books did Jake read than Ross? _____ books.

5. Compare the decimal in Box 1 with the decimal in Box 2. Fill in the blank with > (greater than), = (equal to), or < (less than):

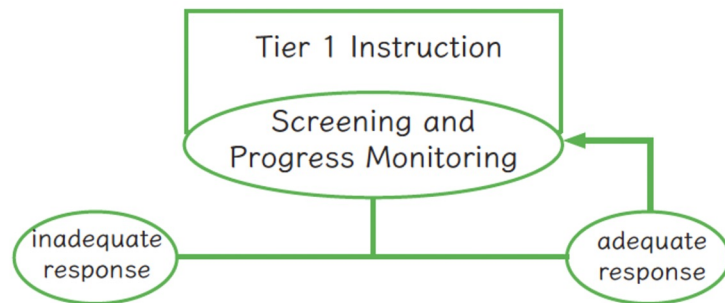| Box 1	>, =, <	Box 2
0.47		0.25
0.39		0.68
0.89		0.91

6. We rented a movie that was 2 hours and 15 minutes long. How many minutes total was the movie? _____ minutes.

Concepts and Applications / G4 / Benchmark 1

Tier 1 Instruction

Screening and Progress Monitoring
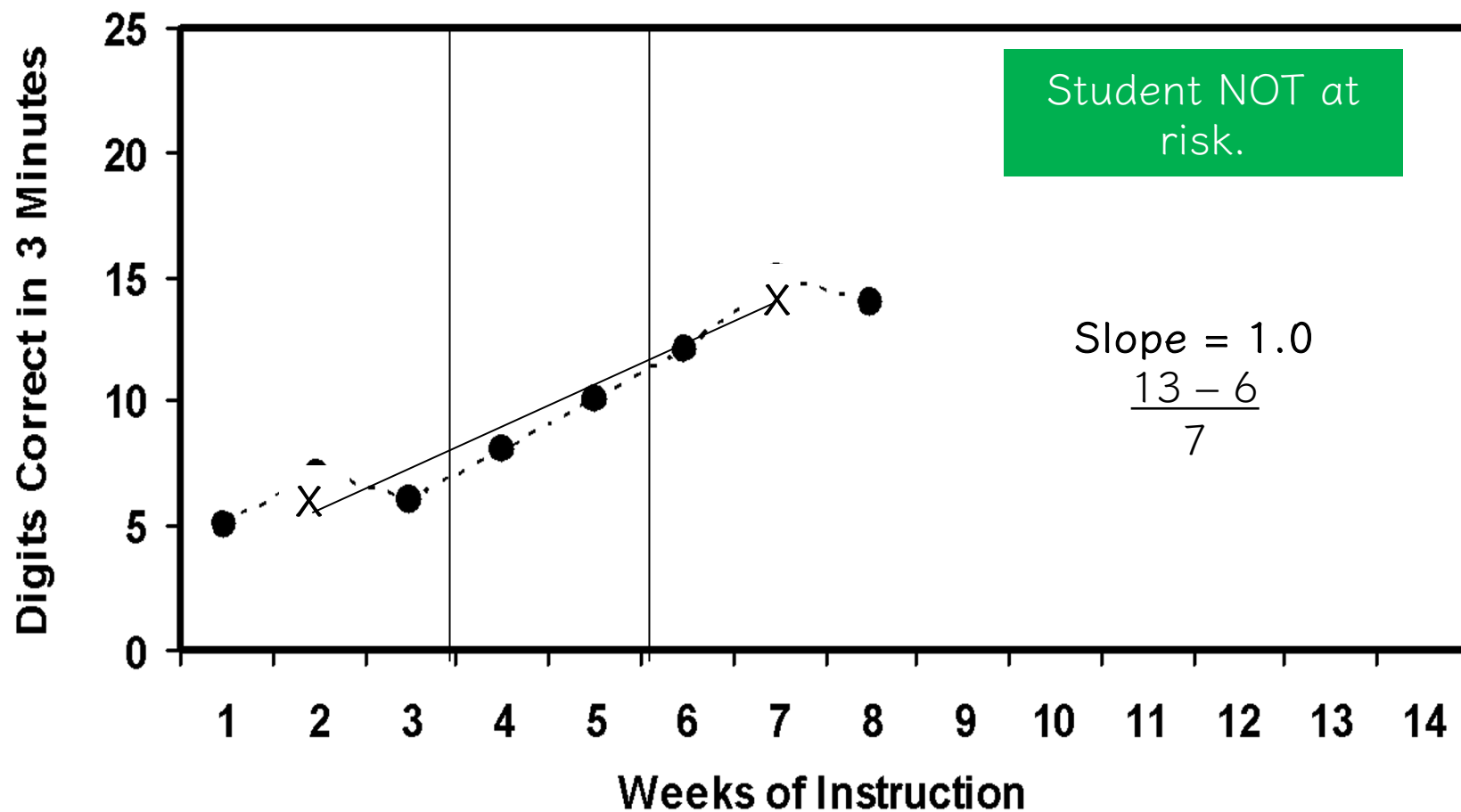
inadequate response

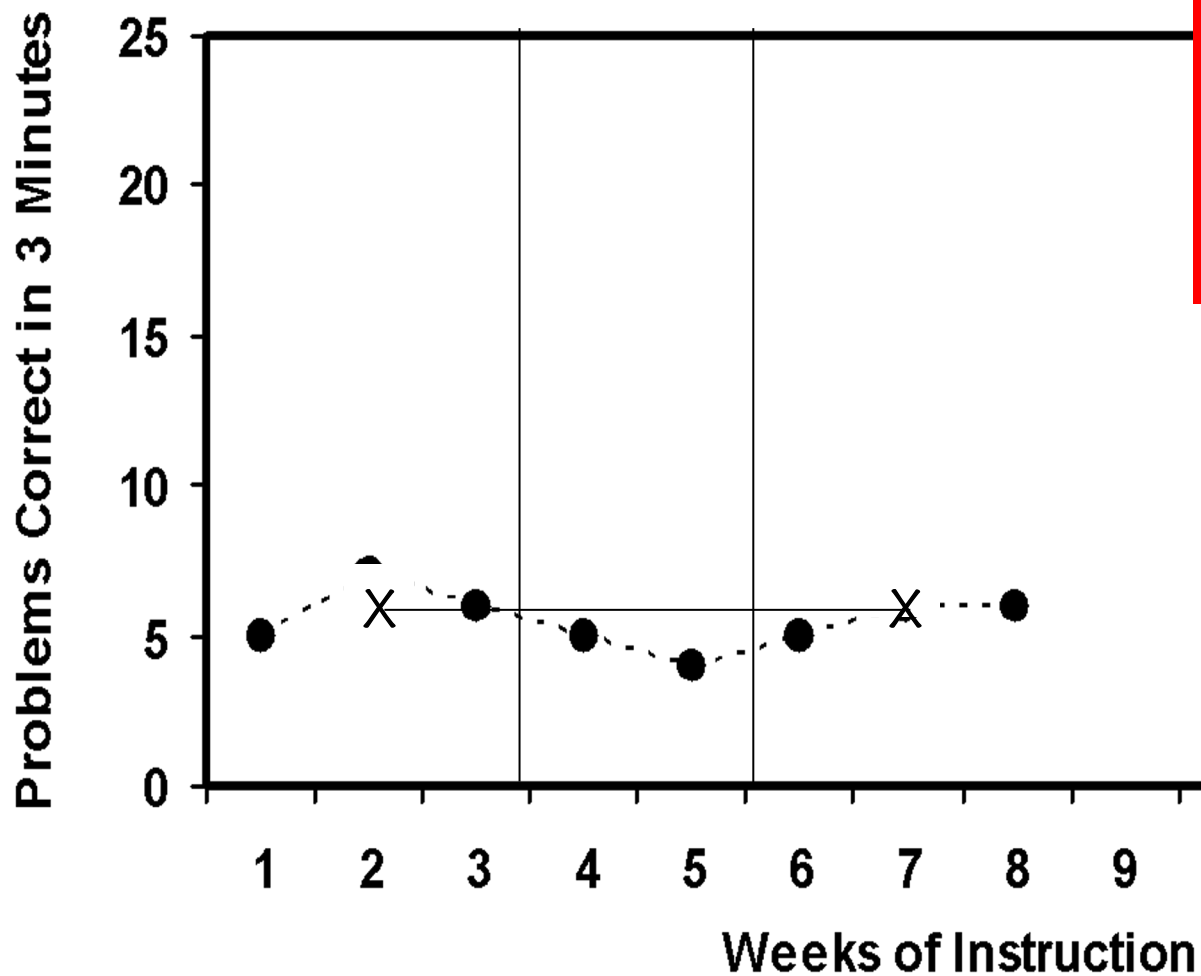adequate response

Tier 1 Instruction:

- Evidence-based practices

Screening and Progress Monitoring:

- Reliable measures with normative data
- Usually administered fall, winter, spring

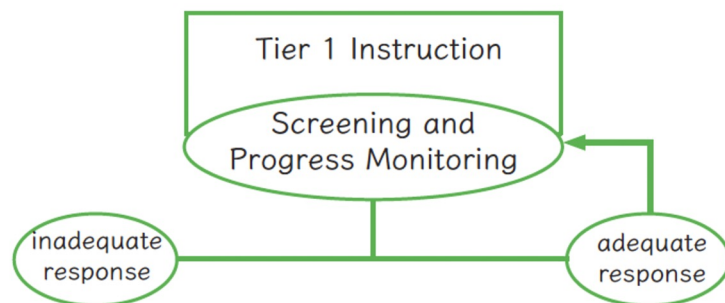- Reliable measures, administered regularly

Decision Making:

MATH

Student NOT at risk.

Slope = 1.0

$$\frac{13 - 6}{7}$$

Student AT RISK.

Requires additional support!

Slope = 0.0
$$\frac{6-6}{7}$$

Tier 1 Instruction

Screening and Progress Monitoring

inadequate response

adequate response

Tier 1 Instruction:

- Evidence-based practices

Screening and Progress Monitoring:

- Reliable measures with normative data
- Usually administered fall, winter, spring

- Reliable measures, administered regularly

Decision Making:

- After 6-10 weeks, student risk status is **confirmed** or **disconfirmed**

MATH

Tier 1 Instruction

Screening and Progress Monitoring

inadequate response

adequate response
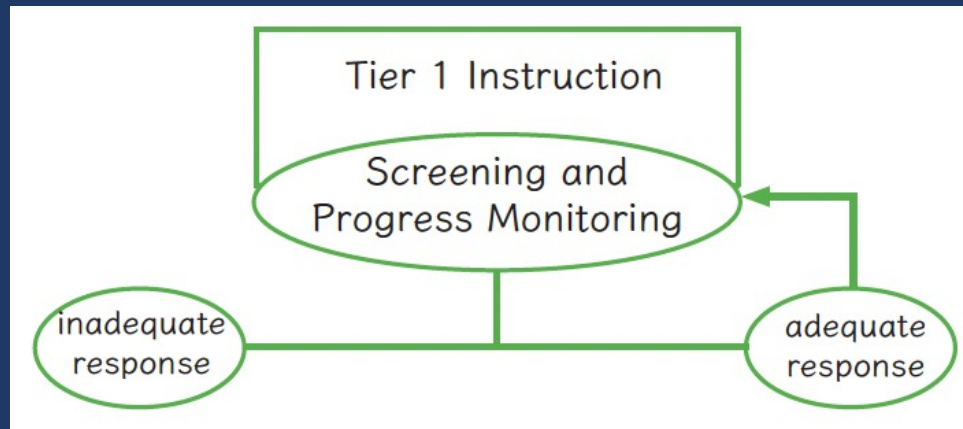
Describe your school's Tier 1 strengths.

Describe your school's Tier 1 opportunities for growth.

M∆+H

Instructional Platform

Progress Monitoring

inadequate response

adequate response

Instructional Platform:

Progress Monitoring:

Decision Making:

MA+H
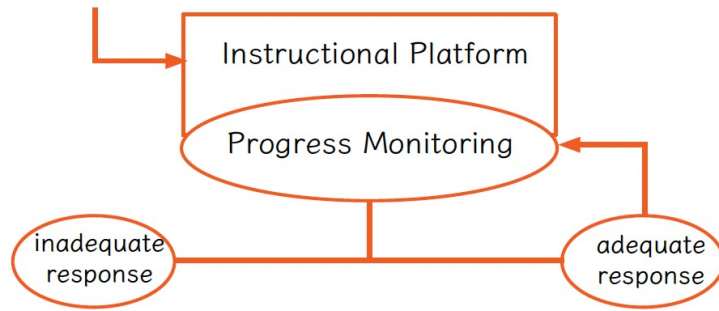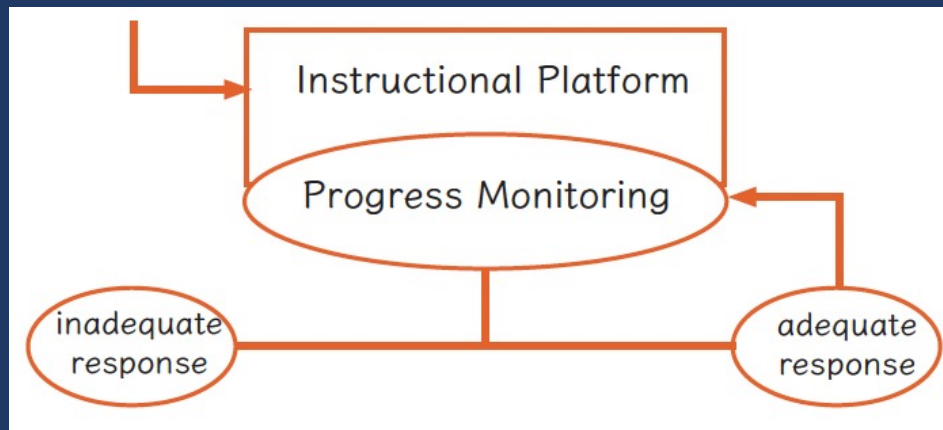
- Students are tutored in small groups using **evidence-based practices**
- Tutoring takes place three or four times a week
- Each tutoring session lasts 30 to 60 minutes
- Tutoring lasts 10 to 20 weeks
- **Progress monitoring** continues weekly

Instructional Platform
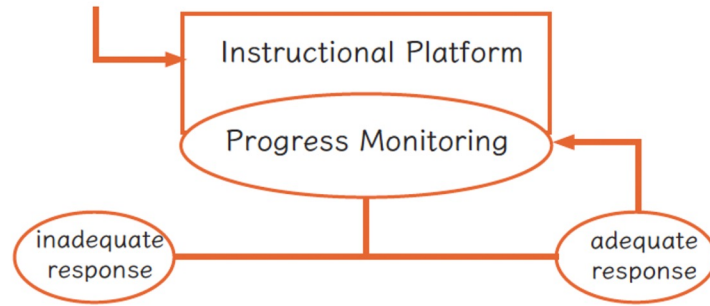
INSTRUCTIONAL DELIVERY

Explicit instruction

Precise language

Multiple representations

INSTRUCTIONAL STRATEGIES

Fluency building

Problem solving instruction

MATH

Instructional Platform

Progress Monitoring

inadequate response

adequate response

Instructional Platform:

Explicit instruction

Precise language

Multiple representations

Fluency building

Problem solving instruction

Progress Monitoring:

Decision Making:

Number grid (Progress Monitoring)

6	16	23	10	17
38	97	20	15	24
14	33	11	79	8
21	19	93	3	49
4	30	1		
28	7	2		

Acadience® Math / Computation Grade 4
Benchmark 1 / Form A

Total: _____

1.
$$527 + 320$$

2.
$$4778 + 2242$$

3. $8\frac{4}{5} - 6\frac{2}{5} =$

4.
$$9 \times 8$$

5. $4\overline{)573}$

6.
$$197 - 74$$

7. $\frac{5}{8} + \frac{2}{8} =$

8.
$$7273 - 387$$

9.
$$19 \times 11$$

10. $9\frac{7}{12} - 1\frac{4}{12} =$

11. $8\overline{)642}$

12. $7\overline{)49}$

13.
$$99 \times 72$$

14. $\frac{1}{4} + \frac{2}{4} =$

15.
$$526 \times 6$$

16. $8\frac{9}{10} - 1\frac{5}{10} =$

17. $\frac{1}{3} + \frac{1}{3} =$

18. $\frac{9}{12}$

21. $3\overline{)397}$

22.
$$65 \times 23$$

23.

Acadience® Math / Concepts and Applications
Grade 4 / Benchmark 1

Total: _____

1. Is the dotted line a line of symmetry for each shape? Write "yes" or "no" in the space provided below each shape.

_____   _____   _____

2. Compare the number in Box 1 with the number in Box 2. Fill in the blank with > (greater than), = (equal to), or < (less than):

Box 1	>, =, <	Box 2
835		751
333		613
131		168

3. List three numbers that are multiples of 4:

_____   _____   _____

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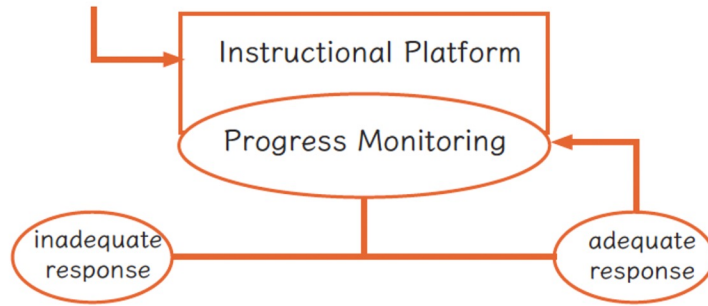
Box 1	>, =, <	Box 2
0.47		0.25
0.39		0.68
0.89		0.91

6. We rented a movie that was 2 hours and 15 minutes long. How many minutes total was the movie? _____ minutes.

Instructional Platform

Progress Monitoring

inadequate response

adequate response

Instructional Platform:

Explicit instruction

Fluency building

Multiple representations

Problem solving instruction

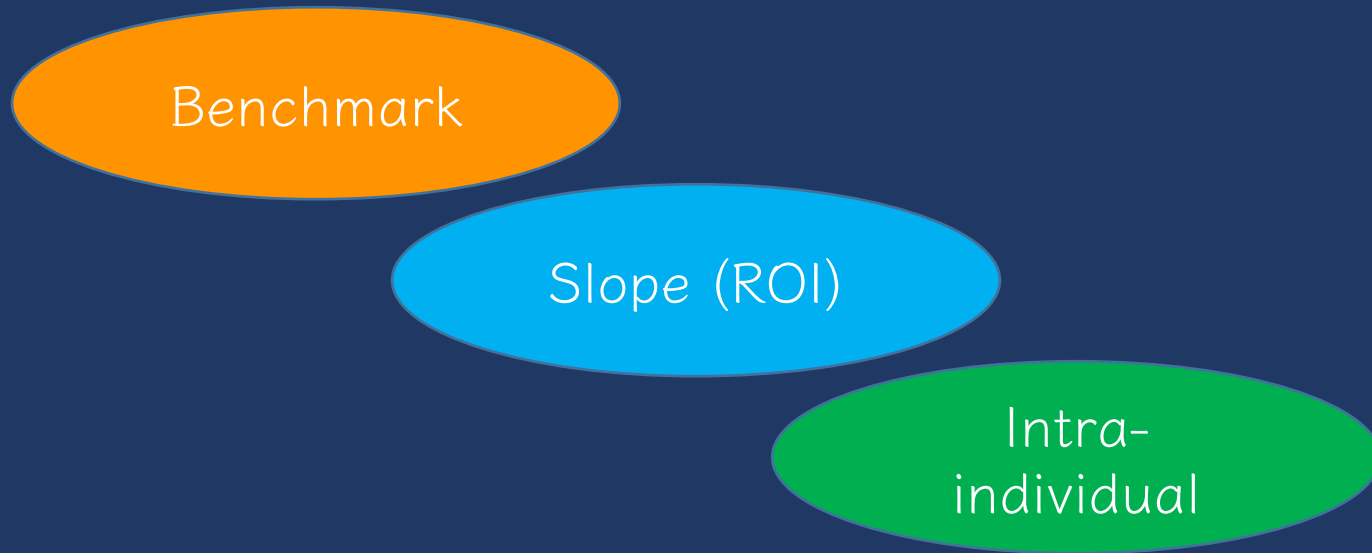Precise language

Progress Monitoring:

- Reliable measures, administered regularly
- Efficient and easy to administer
- Skills assessed serve as indicators of general knowledge
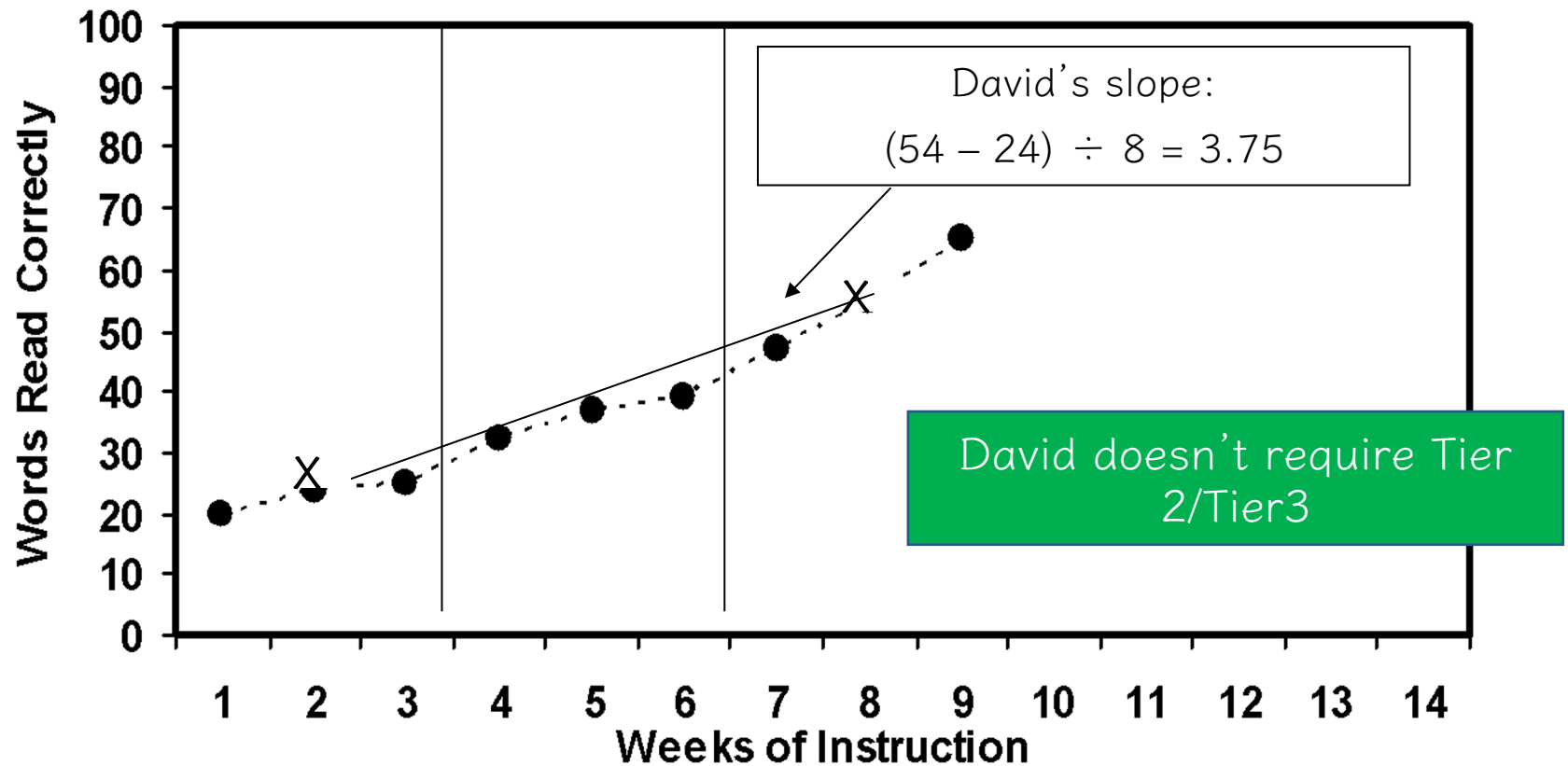
Decision Making:

Setting Goals

Benchmark

Slope (ROI)

Intra-individual

MA+H

# Determining Response

Four most recent, consecutive scores

Trendline

David

David's slope:
(54 − 24) ÷ 8 = 3.75

David doesn't require Tier 2/Tier3

Martha

Martha's slope:

$(10 - 6) \div 8 = 0.5$

Martha requires Tier 3

Instructional Platform

Progress Monitoring

inadequate response

adequate response
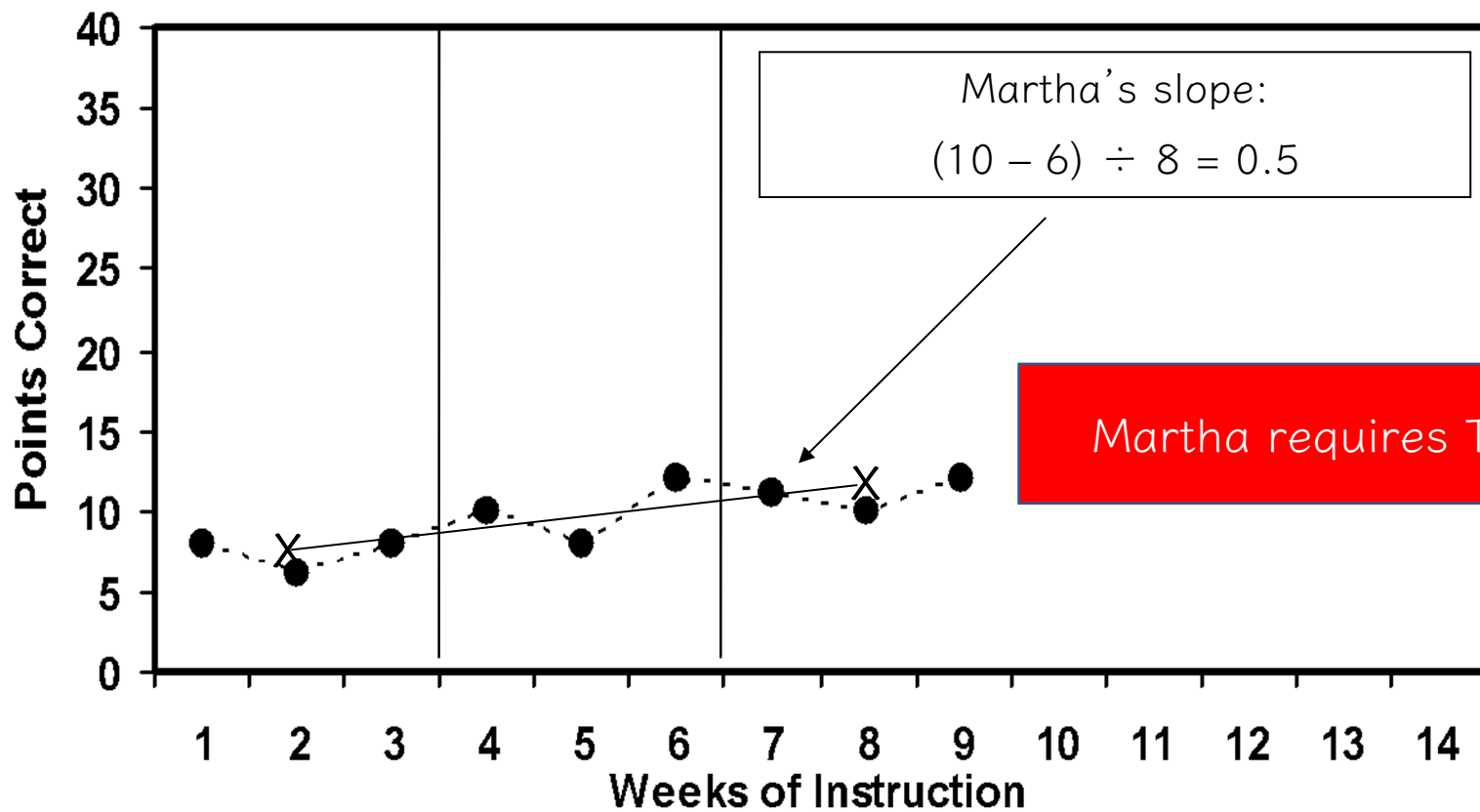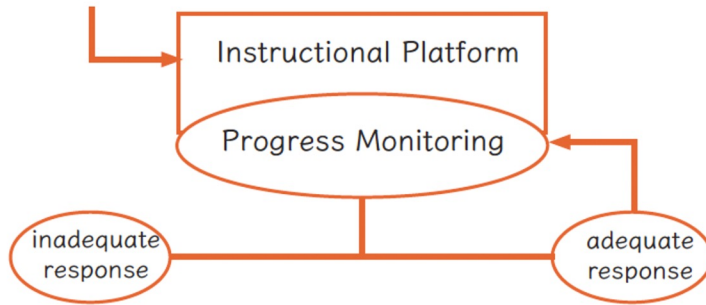
Instructional Platform:

Explicit instruction

Multiple representations

Fluency building

Problem solving instruction

Precise language

Progress Monitoring:

- Reliable measures, administered regularly
- Efficient and easy to administer
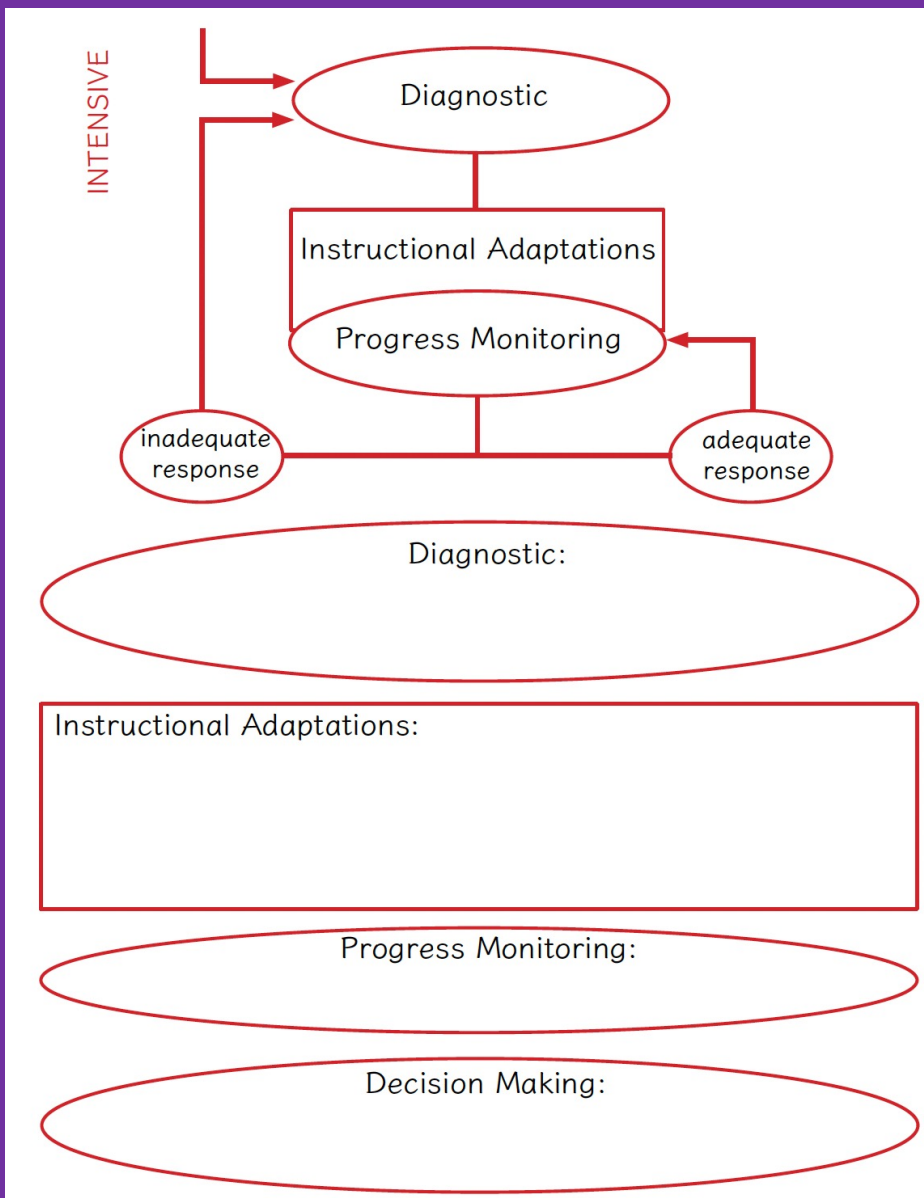- Skills assessed serve as indicators of general knowledge

Decision Making:

- Teachers set goals
- After 10-20 weeks, student progress is determined
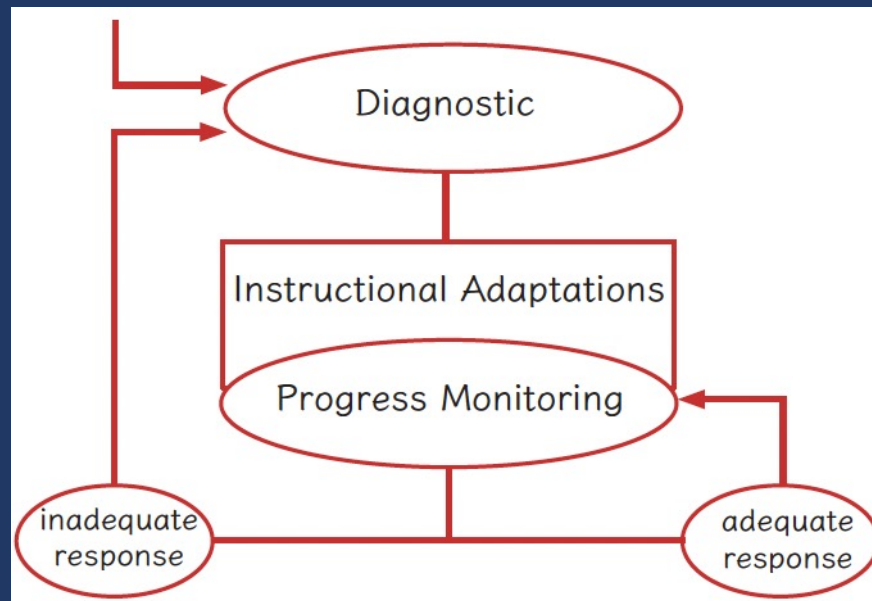   - Adaptations to instructional platform
    - Intensify support (Tier 3)

MA+H
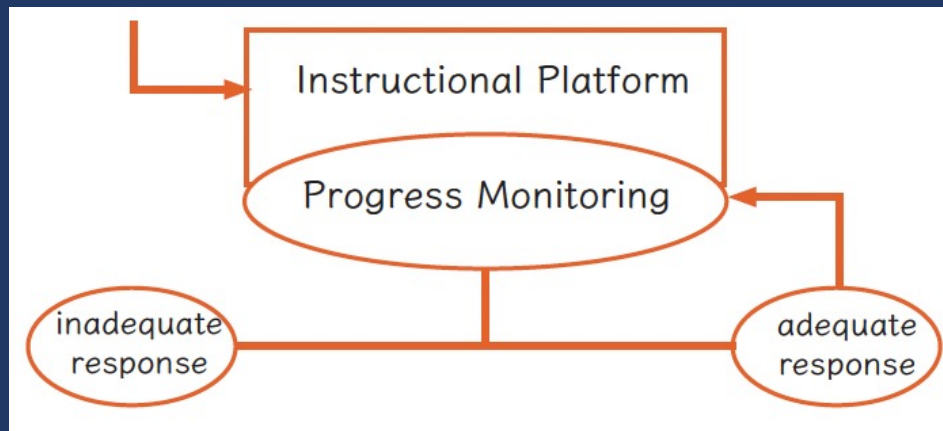
Describe your school's Tier 2 strengths.

Describe your school's Tier 2 opportunities for growth.

INTENSIVE

Diagnostic

Instructional Adaptations

Progress Monitoring

inadequate response

adequate response

Diagnostic:

Instructional Adaptations:

Progress Monitoring:

Decision Making:

- Diagnostics are conducted
- Adaptations are made to the student's intervention
- Student progress is monitored weekly
  - With adequate slopes or end levels, students return to Tier 1 or 2

M×A+H

Implement with greater fidelity
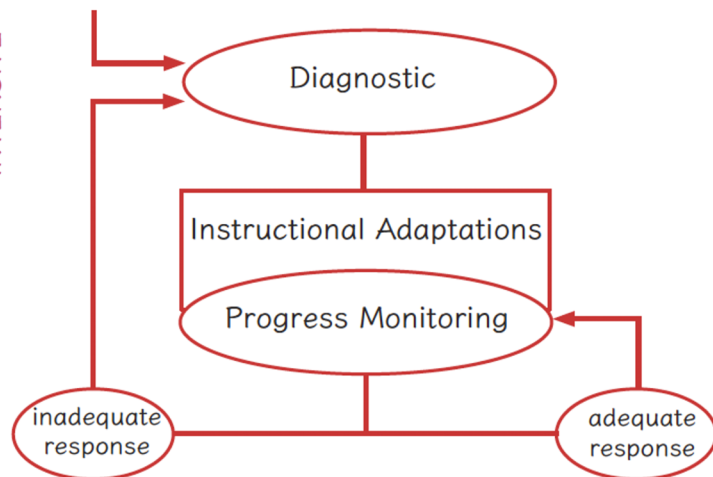
Embed behavioral supports

Increase dosage

Adapt mathematics content

Utilize explicit instruction

Explicitly teach transfer

MATH

Diagnostic

Instructional Adaptations

Progress Monitoring

inadequate response

adequate response

Diagnostic:
- Formal data
- Informal data

Instructional Adaptations:

Implement with greater fidelity

Adapt mathematics content

Embed behavioral supports

Utilize explicit instruction

Increase dosage

Explicitly teach transfer

Progress Monitoring:

Decision Making:

6 16 23 10 17
38 97 20 15 24
14 33 11 79 8
21 19 93 3 49
4 30 1
28 7 2

Acadience® Math / Computation Grade 4
Benchmark 1 / Form A

Total: _____

1.
527
$+320$

2.
4778
$+2242$

3.
$8\frac{4}{5} - 6\frac{2}{5} =$

4.
9
$\times 8$

5.
$4\overline{)573}$

6.
197
$- 74$

7.
$\frac{5}{8} + \frac{2}{8} =$

8.
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$\times 11$

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11.
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12.
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13.
99
$\times 72$

14.
$\frac{1}{4} + \frac{2}{4} =$

15.
526
$\times 6$

16.
$8\frac{9}{10} - 1\frac{5}{10} =$

17.
$\frac{1}{3} + \frac{1}{3} =$

18.
9
12

21.
$3\overline{)397}$

22.
65
$\times 23$

23.

Acadience® Math / Concepts and Applications
Grade 4 / Benchmark 1

Total: _____

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333		613
131		168

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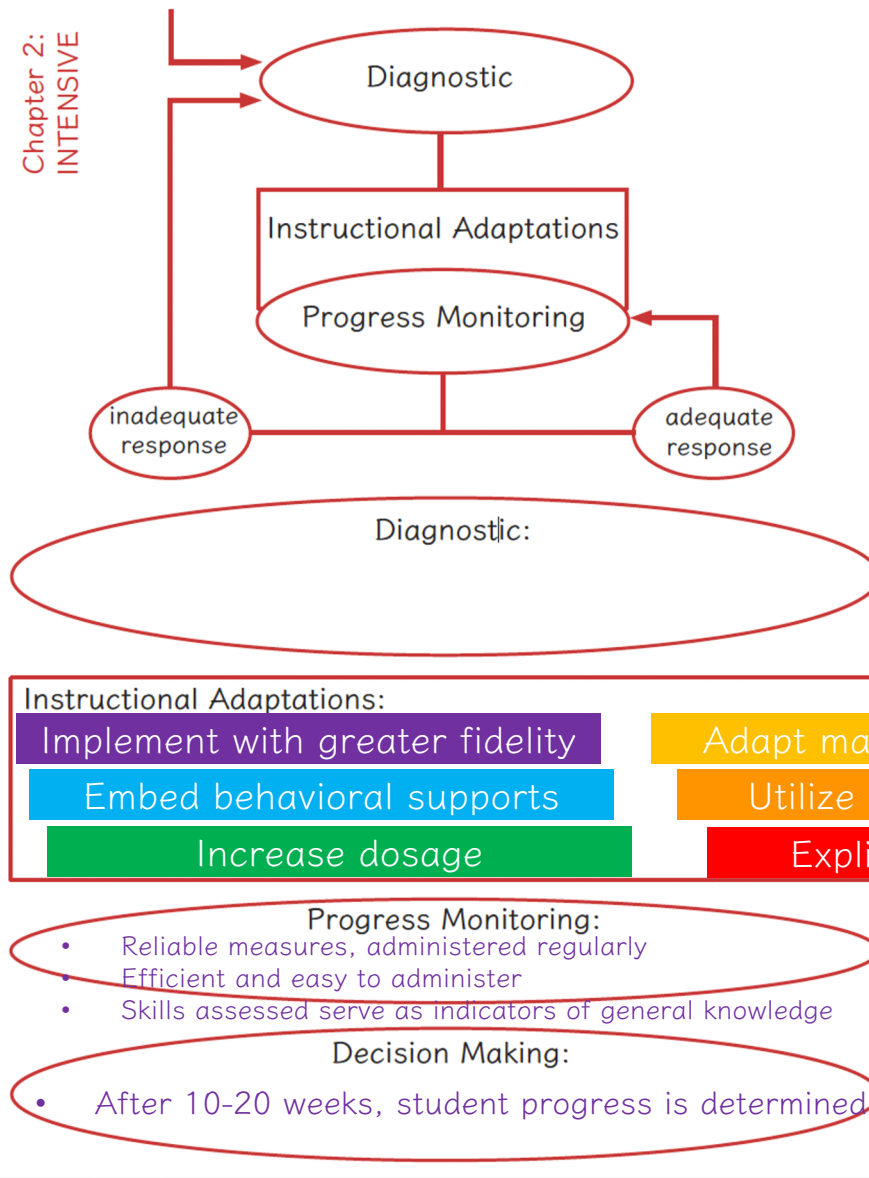
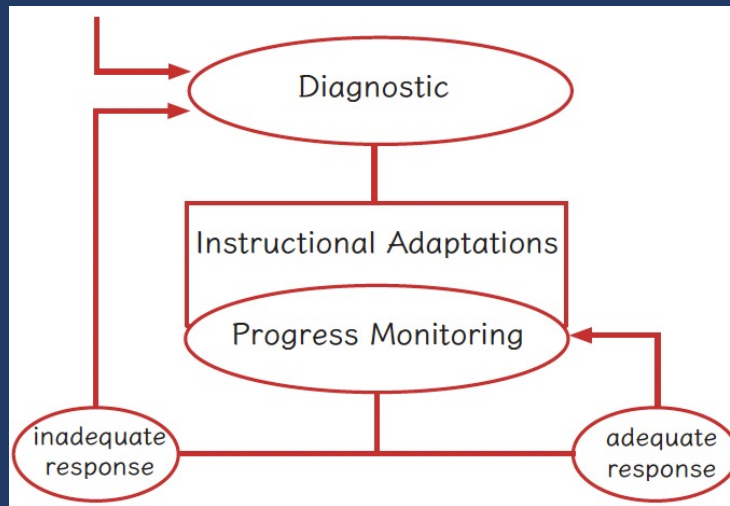| Box 1	>, =, <	Box 2
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0.39		0.68
0.89		0.91

6. We rented a movie that was 2 hours and 15 minutes long. How many minutes total was the movie? _____ minutes.

https://www.acadiencelearning.org

Diagnostic

Instructional Adaptations

Progress Monitoring

inadequate response

adequate response

Diagnostic:

Instructional Adaptations:

Implement with greater fidelity

Adapt mathematics content

Embed behavioral supports

Utilize explicit instruction

Increase dosage

Explicitly teach transfer

Progress Monitoring:
- Reliable measures, administered regularly
- Efficient and easy to administer
- Skills assessed serve as indicators of general knowledge

Decision Making:
- After 10-20 weeks, student progress is determined

Describe your school's Tier 3 strengths.

Describe your school's Tier 3 opportunities for growth.

Setting Goals

Benchmark

Slope (ROI)

Intra-individual

MA+H

Benchmark

1. Identify appropriate grade-level benchmark

2. Mark benchmark on student graph with an X

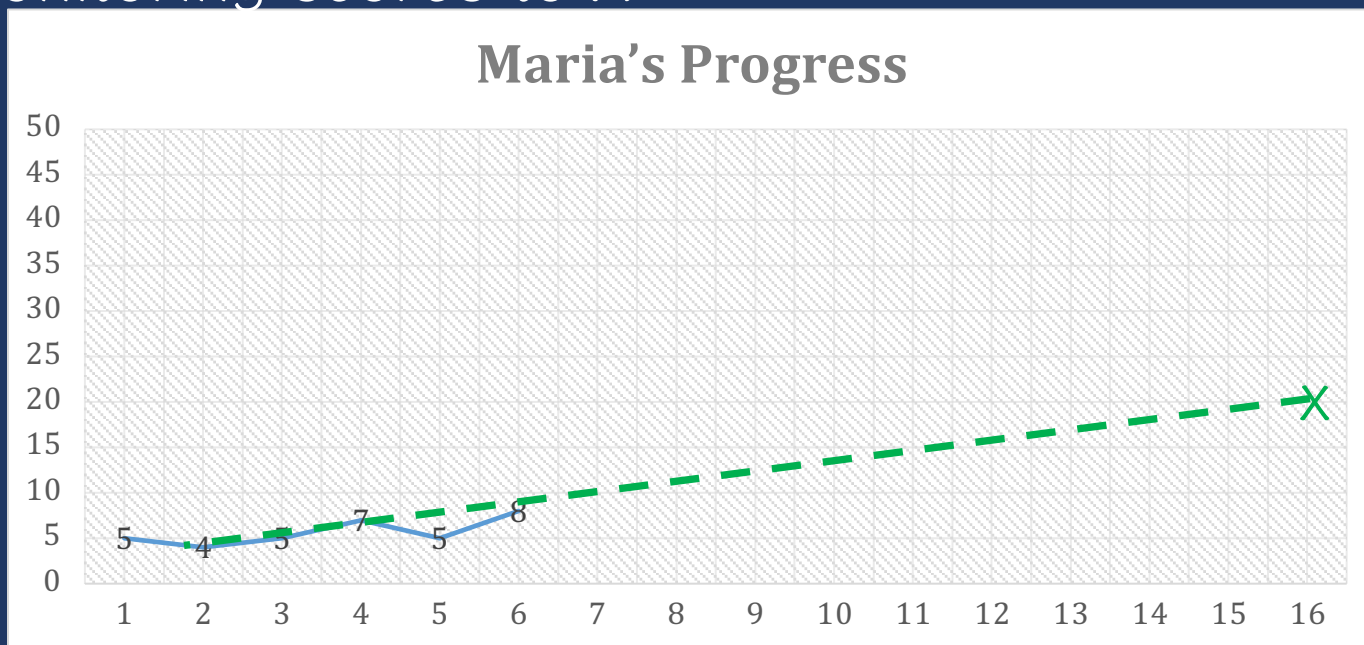3. Draw goal-line from baseline progress monitoring scores to X

Benchmark

1. Identify appropriate grade-level benchmark

Grade	Computation	Concepts and Applications
1	20 digits	20 points
2	20 digits	20 points
3	30 digits	30 points
4	40 digits	30 points
5	30 digits	15 points
6	35 digits	15 points

Benchmark

1. Identify appropriate grade-level benchmark

2. Mark benchmark on student graph with an X

3. Draw goal-line from baseline progress monitoring scores to X

Maria's Progress

Setting Goals

Benchmark

Slope (ROI)

MA+H

Slope (ROI)

1. Locate slope (i.e., rate of improvement – ROI)
2. Multiply ROI by number of weeks left in intervention
3. Add to baseline of progress monitoring scores
4. Mark goal on student graph with an X
5. Draw goal-line from baseline progress monitoring scores to X

Slope (ROI)
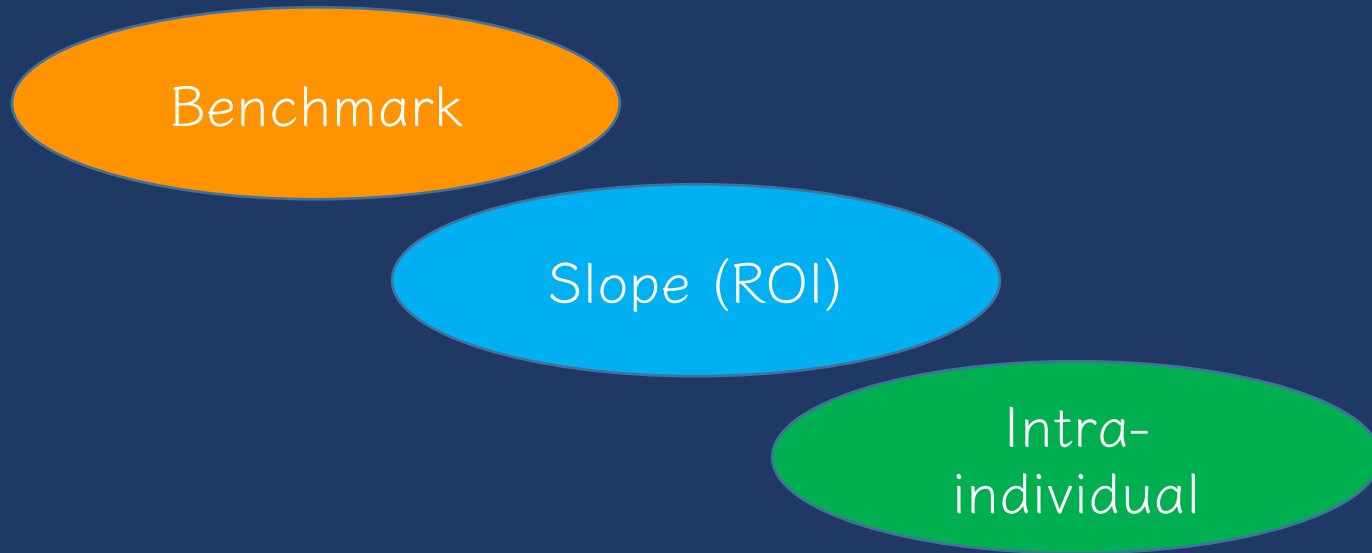
1. Locate slope (i.e., rate of improvement – ROI)

Grade	Computation—Slope for Digits Correct	Concepts and Applications — Slope for Points
1	0.35	No data available
2	0.30	0.40
3	0.30	0.60
4	0.70	0.70
5	0.70	0.70
6	0.40	0.70

Slope (ROI)

1. Locate slope (i.e., rate of improvement – ROI) 0.30
2. Multiply ROI by number of weeks left in intervention 0.30 × 10 = 3
3. Add to baseline of progress monitoring scores 3 + 6.7 = 9.7
4. Mark goal on student graph with an X
5. Draw goal-line from baseline progress monitoring scores to X

Maria's Progress

Setting Goals

Benchmark

Slope (ROI)

Intra-individual

MA+H
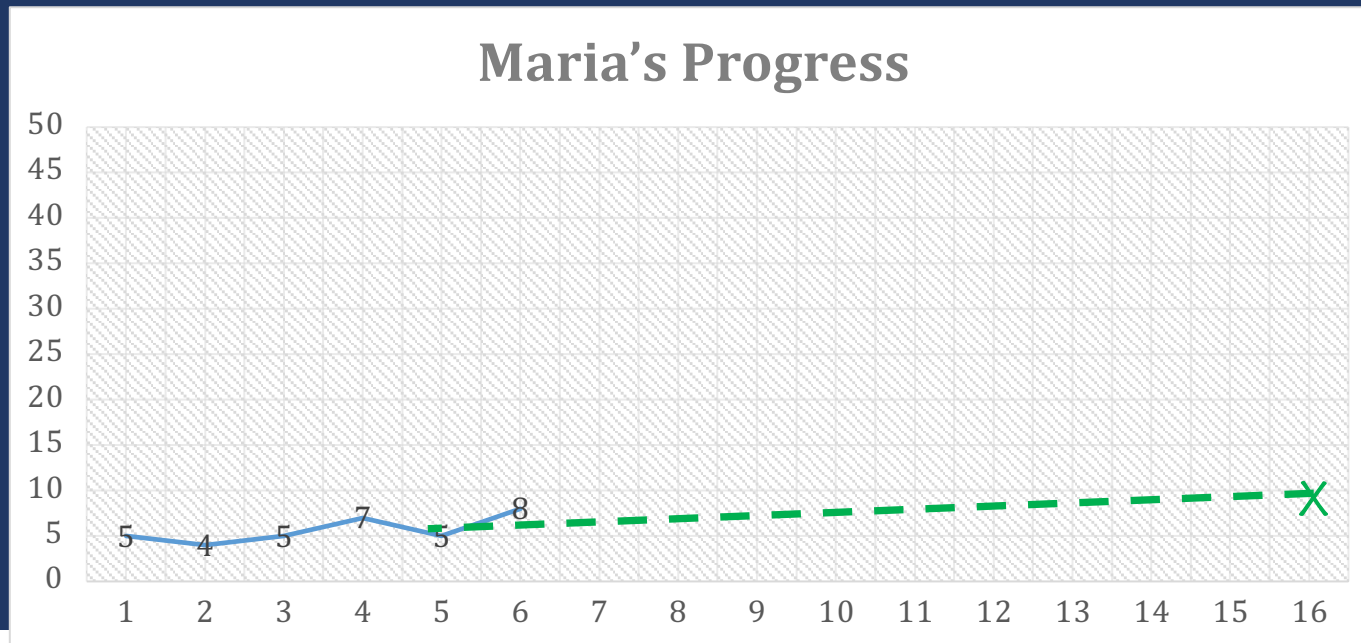
Intra-individual

1. Identify student's slope
2. Multiply slope by 1.5
3. Multiply by number of weeks until end of intervention
4. Add to student's baseline score
5. Mark goal on student graph with an X
6. Draw goal-line from baseline progress monitoring scores to X

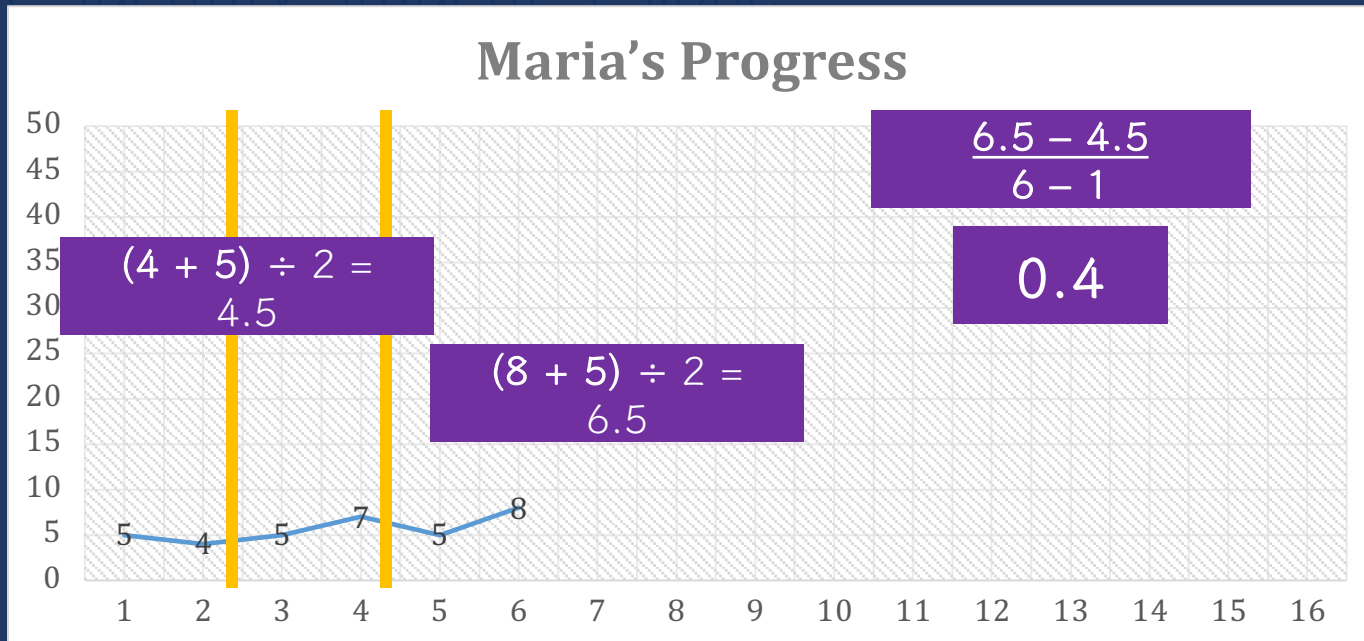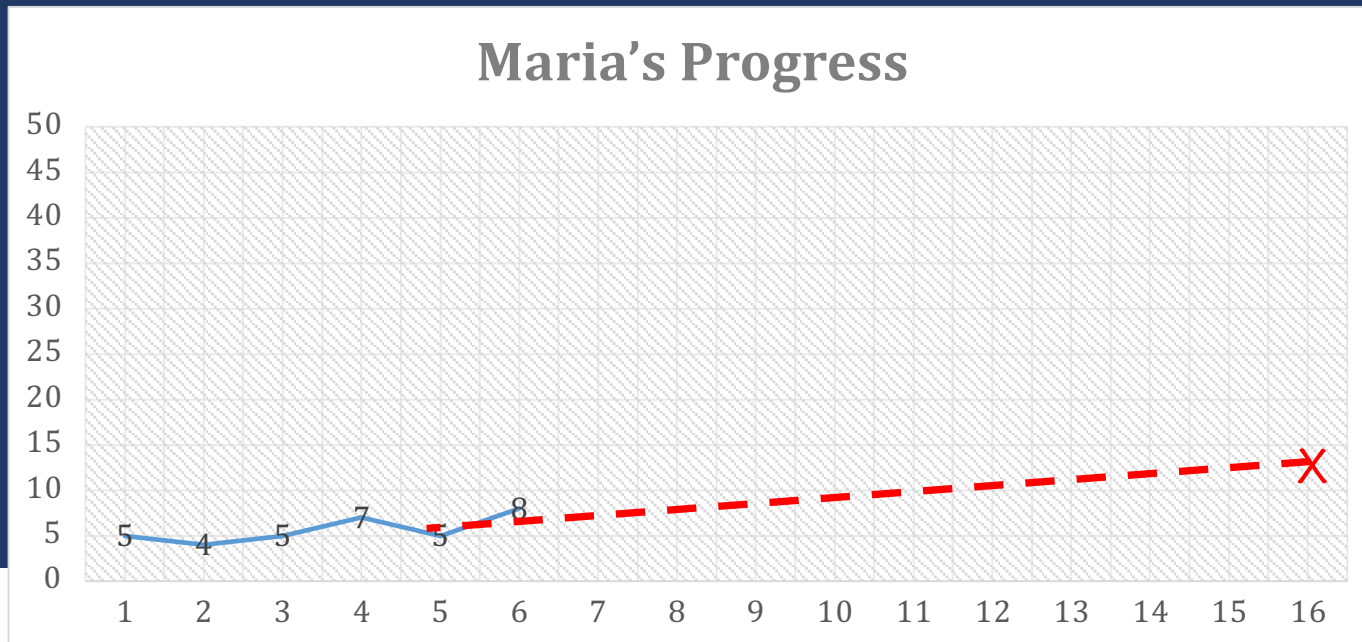**Intra-individual**

1. Identify student's slope

SLOPE CALCULATION:
$$\frac{3^{rd} \text{ median} - 1^{st} \text{ median}}{\#\text{data points} - 1}$$

MA+H

Intra-individual

SLOPE CALCULATION:
$$\frac{3^{rd} \text{ median} - 1^{st} \text{ median}}{\#data \text{ points} - 1}$$

1. Identify student's slope

Maria's Progress

$(4 + 5) \div 2 = 4.5$

$(8 + 5) \div 2 = 6.5$

$$\frac{6.5 - 4.5}{6 - 1}$$

0.4

Intra-individual

1. Identify student's slope   0.4

2. Multiply slope by 1.5   0.4 × 1.5 = 0.6

3. Multiply by number of weeks until end of intervention   0.6 × 10 = 6

4. Add to student's baseline score   6 + 6.7 = 12.7

5. Mark goal on student graph with an X

6. Draw goal-line from baseline progress monitoring scores to X

Maria's Progress

To Review

Benchmark

Slope (ROI)

Intra-individual

MA+H

Which goal setting method(s) might you use?

Setting Goals
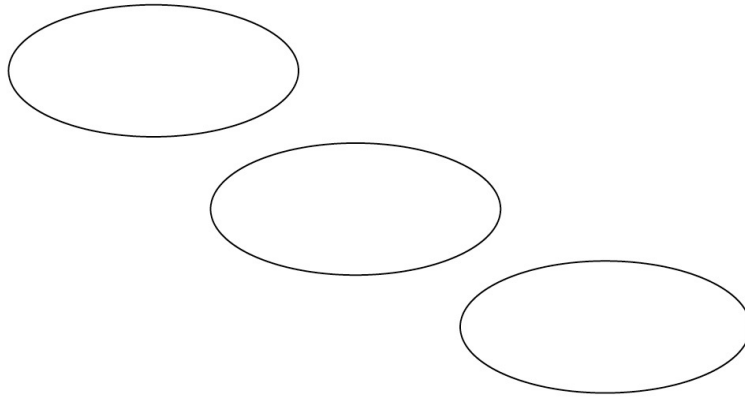
Determining Response

Four most recent, consecutive scores

Trendline

Determining Response

Four most recent, consecutive scores

Trendline

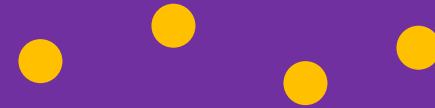# Determining Response

Four most recent, consecutive scores

If at least 6 weeks of instruction have occurred:

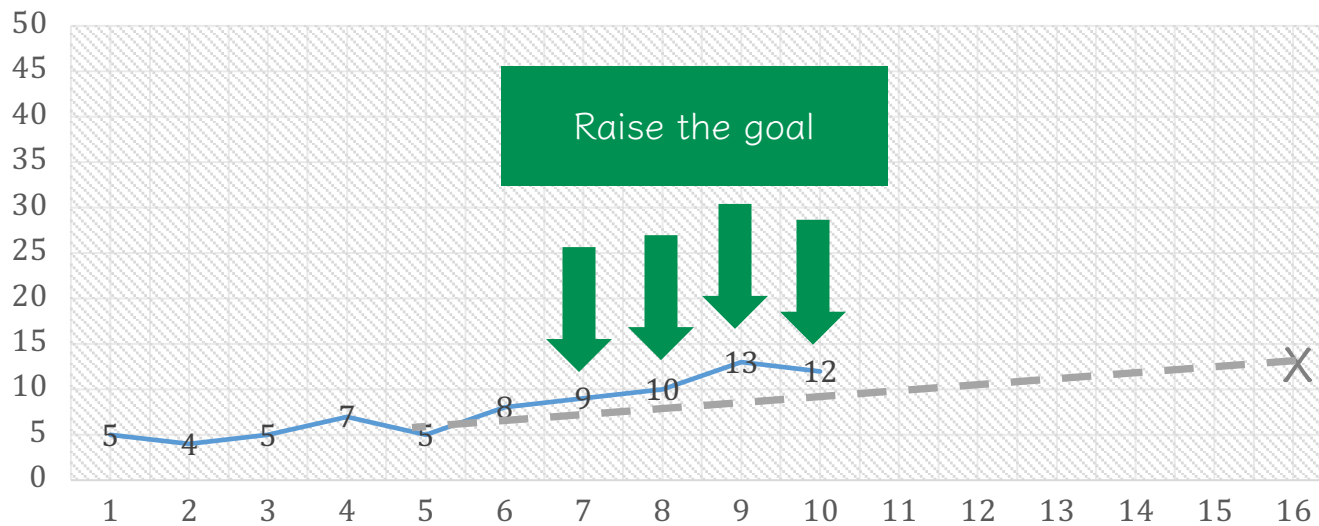- If all four most recent scores fall above the goal-line, increase the goal.

Determining Response

Four most recent, consecutive scores

Maria's Progress

Raise the goal

5, 4, 5, 7, 5, 8, 9, 10, 13, 12

Determining Response

Four most recent, consecutive scores

If at least 6 weeks of instruction have occurred:

- If all four most recent scores fall above the goal-line, increase the goal.

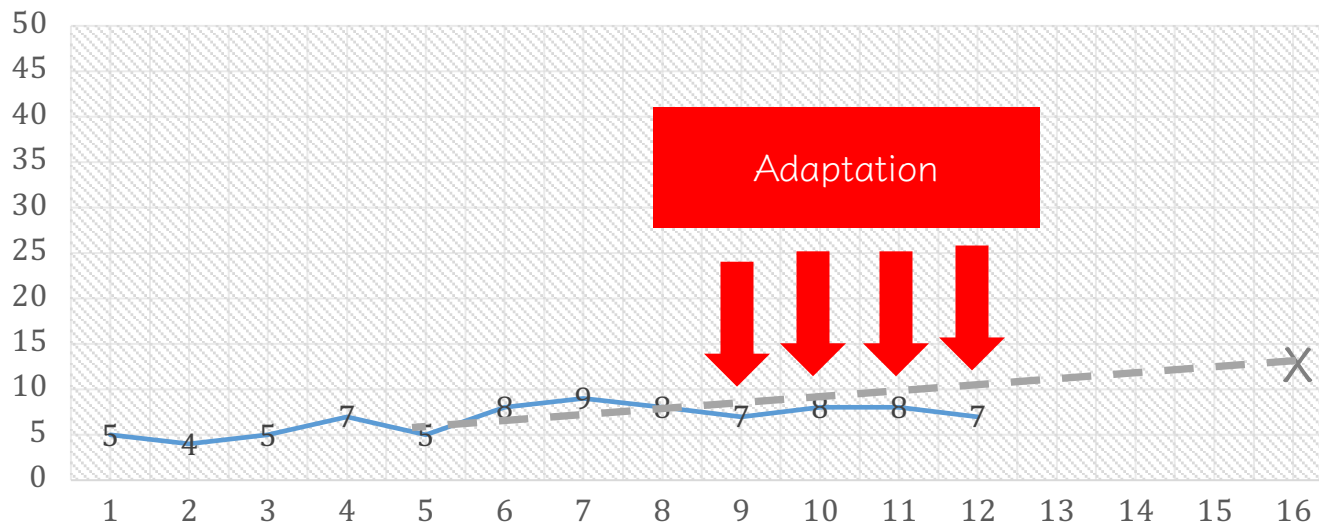- If all four most recent scores fall below the goal-line, adapt the intervention.

Determining Response

Four most recent, consecutive scores

Maria's Progress

Determining Response

If at least 6 weeks of instruction have occurred:

- If all four most recent scores fall **above** the goal-line, increase the goal.

- If all four most recent scores fall **below** the goal-line, adapt the intervention.

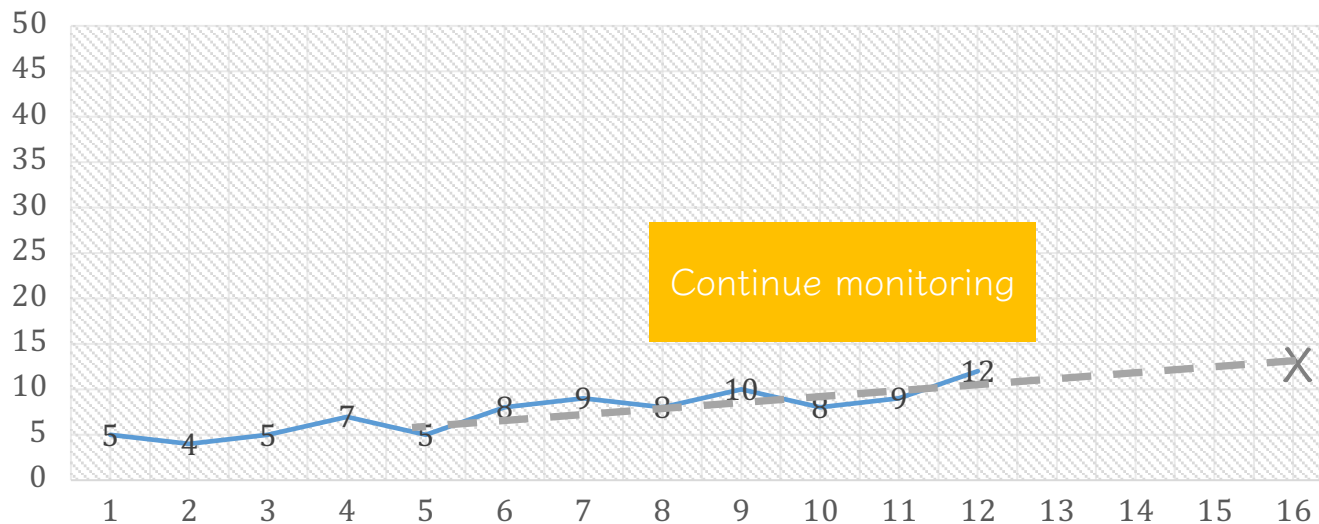- If the four most recent scores fall both **above and below** the goal-line, continue monitoring data.

MATH

Determining Response

Four most recent, consecutive scores

Maria's Progress

Continue monitoring

Values: 5, 4, 5, 7, 5, 8, 9, 8, 10, 8, 9, 12

Determining Response

Four most recent, consecutive scores
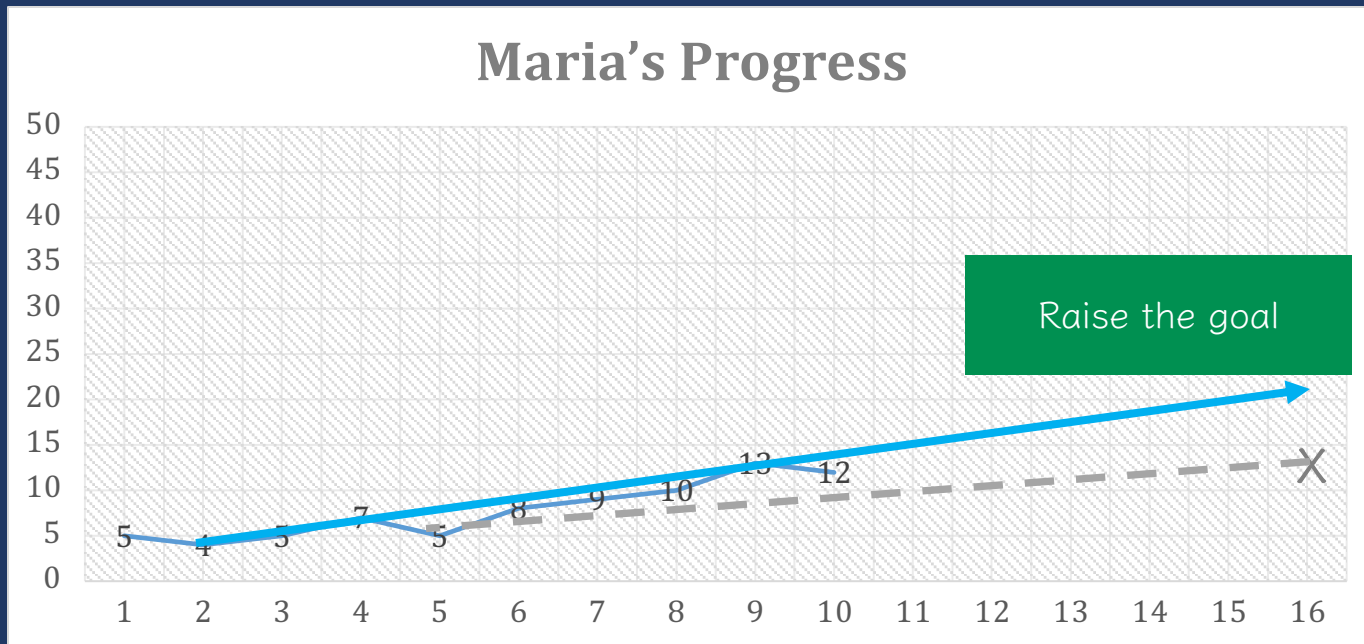
Trendline

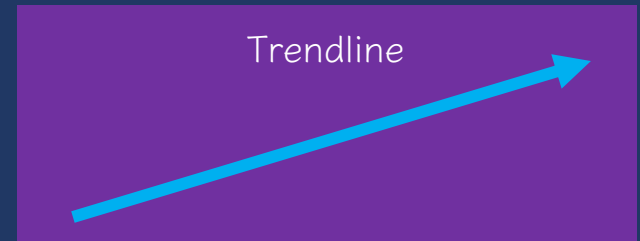# Determining Response

Trendline

- If the trend-line is steeper than the goal line, then increase the goal.

Determining Response
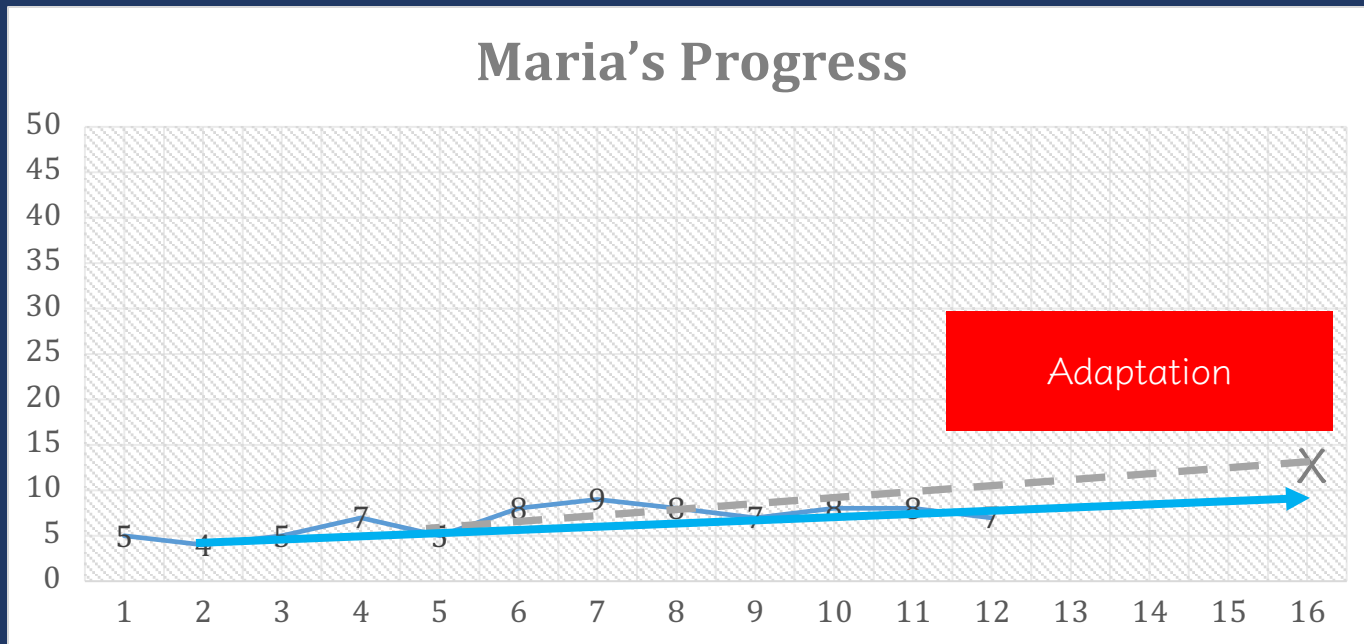
Trendline

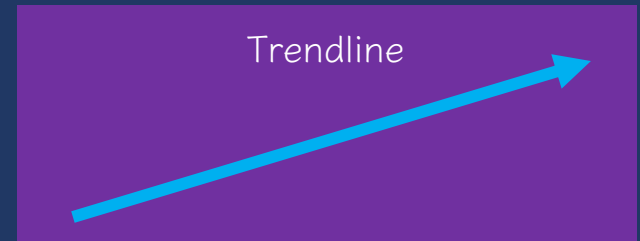## Maria's Progress

Raise the goal

Determining Response

Trendline

- If the trend-line is steeper than the goal line, then increase the goal.

- If the trend-line is flatter than the goal line, then adapt the intervention.

MATH

Determining Response

Trendline

Maria's Progress

Adaptation

MATH

Determining Response

Trendline

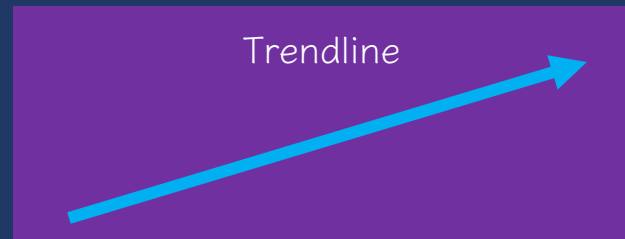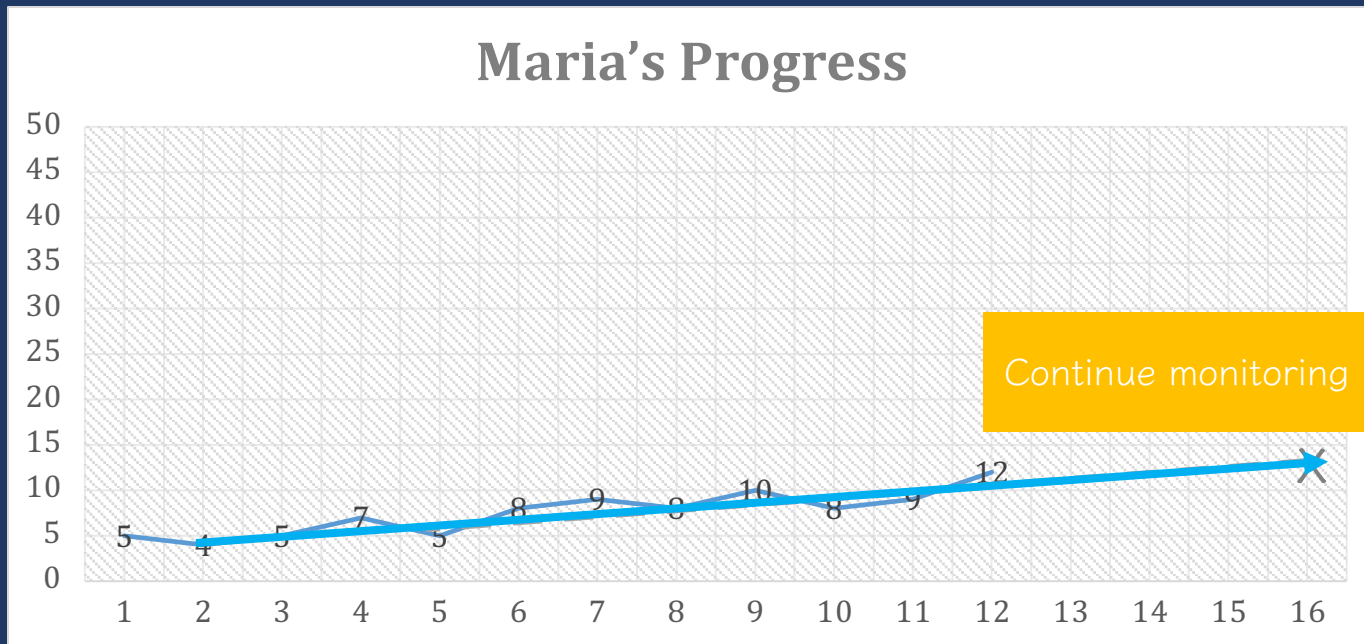- If the trend-line is steeper than the goal line, then increase the goal.

- If the trend-line is flatter than the goal line, then adapt the intervention.

- If the trend-line and goal-line are fairly equal, continue monitoring progress.

Determining Response

Trendline

Maria's Progress

Continue monitoring

Which decision making method(s) might you use?

Instructional Adaptations

Implement with greater fidelity

Ensure that you are implementing the intervention or strategy with fidelity

Cover, Copy, and Compare:
1. Create a sheet for the student. This sheet should contain 10 problems and cover material the student needs to practice. All problems should be answered.
2. Ask the student to look at each problem and read it aloud.
3. Ask the student to cover the problem with an index card.
4. Ask student to copy the entire problem to the right of the covered problem.
5. Ask student to lift up index card and compare his or her copy to the original.
6. Repeat for all problems.
7. Conduct three times per week.

Math Fact Flash Cards

__ Tutor greets student.
__ Tutor starts timer.
__ Tutor begins flash card activity immediately.
__ Tutor reminds student of flash card procedures; answers questions if necessary.
__ Tutor sets timer for 1 minute.
__ Tutor allows student to respond to cards.
__ Tutor prompts student to Count Up if inc
__ Tutor stops presenting cards when timer
__ Tutor prompts student to count correct o
__ Tutor encourages student to "beat the sc
__ Tutor sets timer for 1 minute.
__ Tutor allows student to respond to cards
__ Tutor prompts student to Count Up if inc
__ Tutor stops presenting cards when timer
__ Tutor prompts student to count correct o
__ Tutor prompts student to graph the high
__ Tutor records flash card score in attendar
__ Tutor rewards student with gold coin.

Word Problem Warm-Up

__ Tutor presents word problem from previ
__ Tutor encourages student to talk through
__ Tutor assists with explanation, as needed
__ Tutor rewards student with gold coin.

Tutoring Lesson

__ Tutor begins tutoring lesson immediatel
__ Tutor prompts student to describe Coun
__ Tutor quizzes student on 4 math facts, re

__ Tutor presents story problem #1.
__ Tutor allows time for student to respond
__ Tutor praises/corrects student's response
__ Tutor rewards student with gold coin.

__ Tutor presents story problem #2.
__ Tutor allows time for student to respond.
__ Tutor praises/corrects student's responses.
__ Tutor rewards student with gold coin.

__ Tutor presents story problem #3.
__ Tutor allows time for student to respond.
__ Tutor praises/corrects student's responses.
__ Tutor rewards student with gold coin.

Sorting Activity

__ Tutor begins sorting activity immediately.
__ Tutor reminds student of sorting procedures and answers questions as necessary.
__ Tutor sets timer for 2 minutes.
__ Tutor reads cards out loud for student.
__ Tutor allows student to place cards on sorting mat without interrupting.
__ Tutor prompts student to stop when timer goes off.
__ Tutor goes through correction procedure with up to 3 cards from "incorrect" pile.
__ Tutor goes through cards with student, counting the number of correct cards.
__ Tutor rewards student with gold coin.
__ Tutor records sorting cards score on Attendance Log.

Pirate Problems Daily Review

__ Tutor begins Pirate Problems Daily Review immediately.
__ Tutor reminds student of Pirate Problems procedures; answers questions as necessary.
__ Tutor sets timer for 2 minutes.
__ Tutor allows student to work independently for 2 minutes.
__ Tutor prompts student to stop when timer goes off.
__ Tutor sets timer for 2 more minutes (for word problem on back).
__ Tutor allows student to work independently for 2 more minutes.
__ Tutor prompts student to stop when timer goes off.
__ Tutor corrects the problems while student watches.
__ Tutor models Counting Up strategy for incorrectly answered items.
__ Tutor writes score on corner of sheet.
__ Tutor records Pirate Problems score in attendance log.
__ Tutor rewards student with gold coin.

__ Tutor prompts student to count coins and mark on map.
__ Tutor dismisses student to return to class.
__ Tutor stops timer.
__ Tutor records time of session in attendance log.
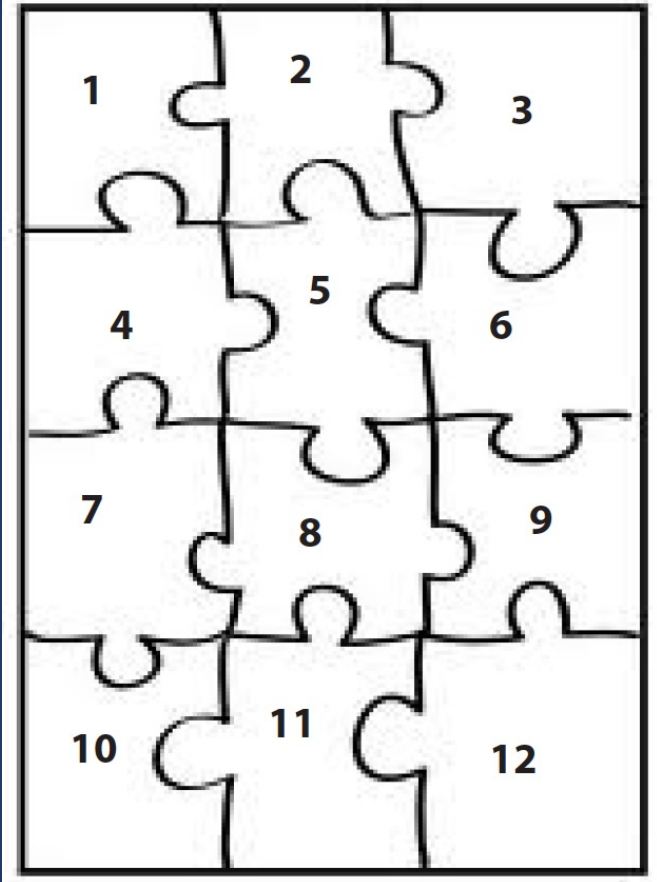__ Tutor records date in attendance log.

M A T H

Implement with greater fidelity

Embed behavioral supports

May want to incorporate strategies to improve self-regulation and minimize nonproductive behavior

UPSCheck

Understand

Plan

Solve

Check

PUZZLE

1 2 3

4 5 6

7 8 9

10 11 12

Powell, Driver, & Julian (2015)

MA+H

Implement with greater fidelity

Embed behavioral supports

Increase dosage

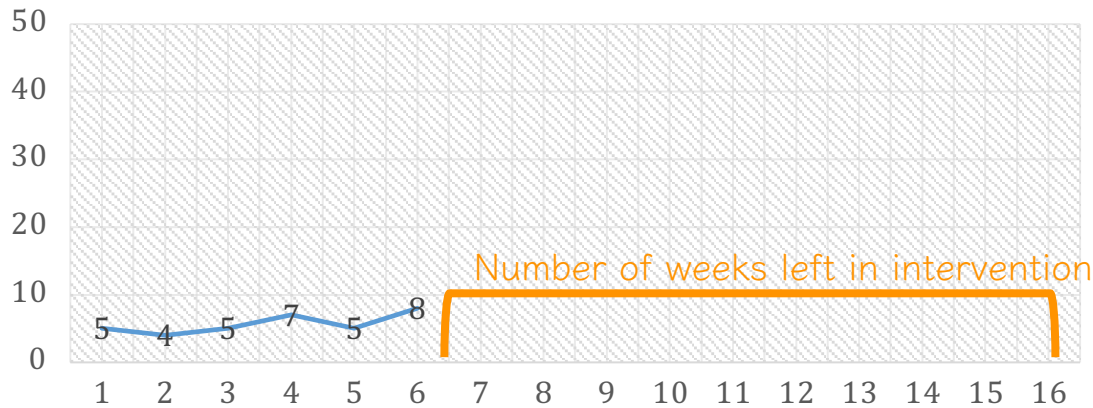Conduct longer sessions, more sessions per week, or more weeks within DBI

September

Maria's Progress

Number of weeks left in intervention

5 4 5 7 5 8

Implement with greater fidelity

Embed behavioral supports

Increase dosage

Adapt mathematics content

MATH

Implement with greater fidelity

Embed behavioral supports

Increase dosage

Adapt mathematics content

Utilize explicit instruction

Make sure you're doing it! And do it well!

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

MATH

Implement with greater fidelity

Embed behavioral supports

Increase dosage

Adapt mathematics content

Utilize explicit instruction

Explicitly teach transfer

Explicitly teach how current learning relates to other learning

$$405 \qquad 4305$$
$$+ \quad 16 \qquad + \quad 216$$

Marney baked 89 cookies and sold 40 cookies at the bake sale. How many cookies does Marney have left?

Marney had $89 and spent $40 on shoes. How many much does Marney have left?

Marney had $89 and spent $40 on shoes. How much money will Marney have after buying the shoes?

MATH

Which adaptations would you consider a strength?

Which adaptation is an opportunity for growth?

MATH

What's one take away from today that you plan to use immediately?

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