

# RESPONSE TO INTERVENTION: USING TECHNOLOGY WITHIN AN RTI MODEL

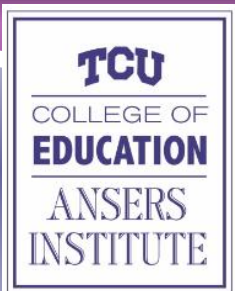
**TCU ANSERS Institute Webinar Series**

Lindy Crawford, Ph.D.

Ann Jones Endowed Chair in Special Education

Featured Presenter: Barbara Freeman, Ed.D.

Digital Directions International



# RESPONSE TO INTERVENTION: USING TECHNOLOGY WITHIN AN RTI MODEL

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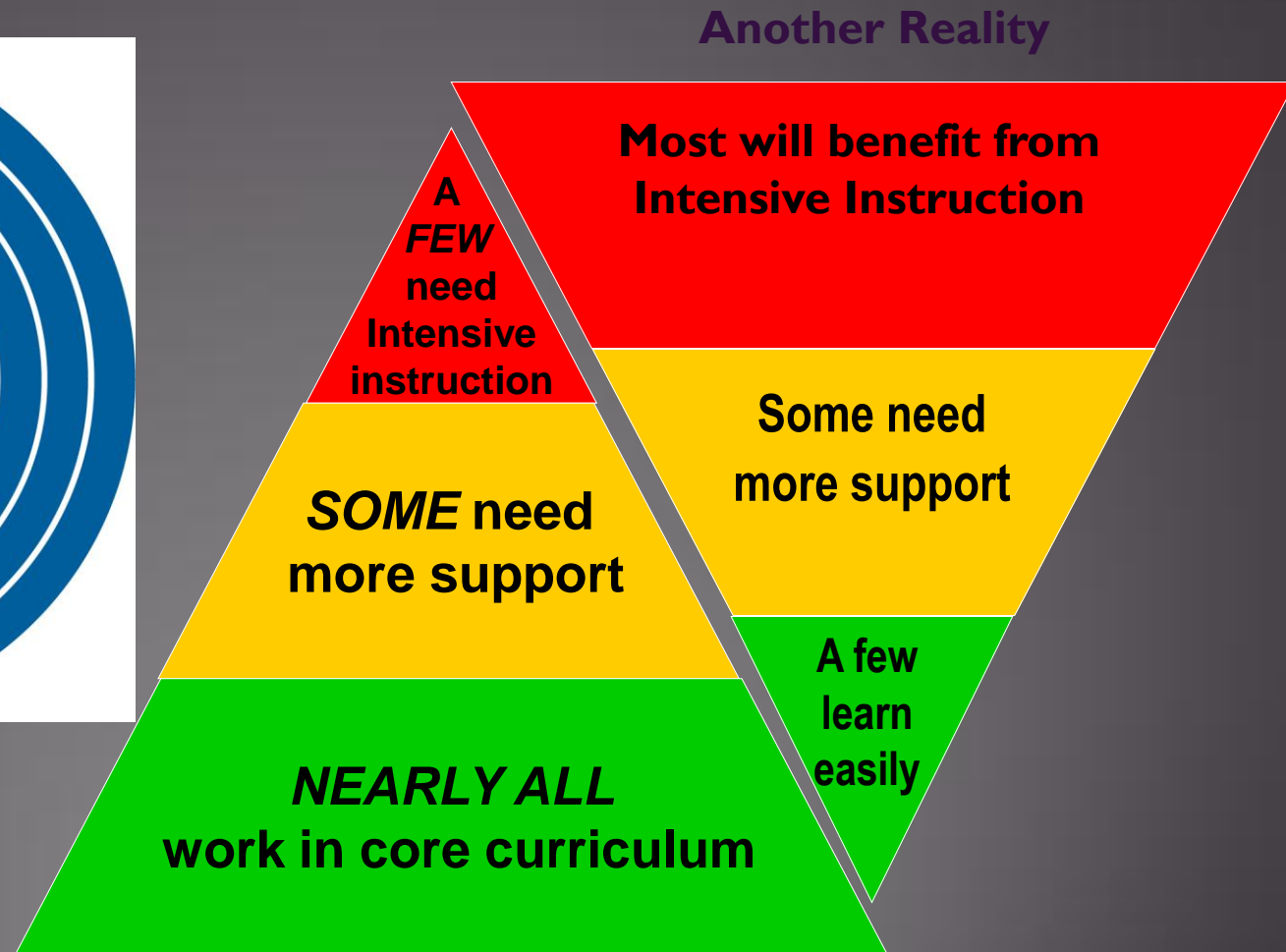


*FOCUS OF THIS WEBINAR:*

# HOW THE THOUGHTFUL INTEGRATION OF TECHNOLOGY & RTI CAN HELP UNLOCK THE POTENTIAL OF ALL STUDENTS

- ▶ Requirements for an Effective Tier 2 System
- ▶ The Important Role that Technology Can Play:
  - ▶ Integrating Assessment and Instruction
  - ▶ Delivering Consistent, Motivational Research-Based Instruction
  - ▶ Monitoring Progress and Using Reports

# IN TCU WEBINAR I, DR. STEVAN KUKIC INTRODUCED US TO A REFINED PYRAMID



# FOCUSING ON TIER 2: SOME NEED MORE SUPPORT SUPPLEMENTAL INSTRUCTION

- From the **CREATE Brief (2009)**
  - ✓ Services provided in addition to Tier 1
  - ✓ Closely aligned with classroom instruction
  - ✓ Can be provided by classroom teachers by small-group instruction or pull-out (in school, before/after/Sat./summer)
- From the **IES Practice Guide-Math (2009)**
  - ✓ Students receive supplemental small group math instruction aimed at building *targeted math proficiencies*
  - ✓ Interventions are typically provided for 20 to 40 minutes, four to five times each week.
- From the **IES Practice Guide-Reading (2009)**
  - ✓ Students receive supplemental, small group reading instruction aimed at building *foundational reading skills*.

# IES RTI RECOMMENDATIONS

Recommendation	Level of evidence
Tier 1	
1. Screen all students to identify those at risk for potential mathematics difficulties and provide interventions to students identified as at risk.	<b>Moderate</b>
Tiers 2 and 3	
2. Instructional materials for students receiving interventions should focus intensely on in-depth treatment of whole numbers in kindergarten through grade 5 and on rational numbers in grades 4 through 8. These materials should be selected by committee.	<b>Low</b>
3. Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.	<b>Strong</b>
4. Interventions should include instruction on solving word problems that is based on common underlying structures.	<b>Strong</b>
5. Intervention materials should include opportunities for students to work with visual representations of mathematical ideas and interventionists should be proficient in the use of visual representations of mathematical ideas.	<b>Moderate</b>
6. Interventions at all grade levels should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts.	<b>Moderate</b>
7. Monitor the progress of students receiving supplemental instruction and other students who are at risk.	<b>Low</b>
8. Include motivational strategies in tier 2 and tier 3 interventions.	<b>Low</b>

# RTI Action Network, Fuchs

Tier 2 math interventions must incorporate six instructional principles:

1. Instructional explicitness
2. Instructional design that eases the learning challenge
3. Strong conceptual basis for procedures that are taught
4. Emphasis on drill and practice
5. Cumulative review as part of drill and practice
6. Motivators to help students regulate their attention and behavior and to work hard

# RTI Action Network, Johnson & Pesky

- ▶ According to the NCRTI (National Center on Response to Intervention), Tier 2 has three characteristics that distinguish it from core instruction:
  - 1) It is evidence-based,
  - 2) It consists of small-group instruction,
  - 3) It involves a clearly articulated intervention implemented with fidelity
- ▶ Provides limited, but targeted, support system for students who struggle to meet grade-level performance standards.
- ▶ Remediate academic skill deficits with the idea that in doing so, students will be successful in the Tier 1 program without support.
- ▶ The reality for most schools is that they do not have adequate resources to implement a comprehensive intervention system as defined above. Many schools struggle with implementation because it seems overwhelming to meet the specifications of a well-designed Tier 2 system.

# IES & OTHERS ALSO REMIND US OF THE MANY ROADBLOCKS

- ▶ *Some teachers might worry about aligning the tier 2 intervention program with the core program.*
- ▶ *Interventionists may not be expert with the underlying math content.*
- ▶ *Schools tend to give the least experienced teachers the toughest-to-teach students.*
- ▶ *The intervention materials may not incorporate enough models, think-alouds, practice, and cumulative review.*
- ▶ *Many intervention materials provide very few visual representations.*
- ▶ *Some teachers or interventionists believe that instruction in concrete manipulatives requires too much time.*
- ▶ *Students within classes are at very different levels.*

# CLEARLY, TEACHERS & STUDENTS NEED HELP



# HOW TECHNOLOGY CAN HELP TEACHERS/TEAMS IMPLEMENT RTI

- ▶ **Supplemental**
- ▶ **Systematic**
- ▶ **Small groups**
- ▶ **Targeted, consistent, and explicit instruction**
- ▶ **Data & reporting**
- ▶ **Integration of assessment and instruction with feedback loops**
- ▶ **Practice, practice...plenty of examples and opportunities to visualize and try**

# INTEGRATING ASSESSMENT AND INSTRUCTION

# USING TECHNOLOGY TO PINPOINT GAPS: DIAGNOSTIC ASSESSMENT - PRESCRIPTIVE INTERVENTION

- . Which ratios are equivalent?
  - A. 7:2 and  $\frac{2}{7}$
  - B.  $\frac{1}{3}$  and 0.3
  - C. 2:4 and 4: 2
  - D.  $\frac{2}{3}$  and 0.6 [correct answer]

**Grade 6: (6.1) Number, operation, and quantitative reasoning.** The student represents and uses rational numbers in a variety of equivalent forms. The student is expected to:

(B) generate equivalent forms of rational numbers including whole numbers, fractions, and decimals

## **Prescriptions:**

**NMS Lesson: 11 (Working with Rational Numbers)** – define sets of rational numbers; describe relationships between sets of rational numbers, including equivalency; compare and order rational numbers – whole numbers, integers, fractions, and decimals

**Math Foundations 3 Lesson: 4 (Number Line)** – represent decimals on a number line; represent fractions and mixed numbers on a number line; represent positive and negative integers on a number line.

**Math Foundations 2 Lesson: 2 (Fractions & Decimals)** – understand fractional equivalents using models; understand fraction and decimal equivalents

# MATCHING EACH STUDENT'S SPECIFIC NEEDS WITH THE RIGHT CONTENT: *PERSONALIZE LEARNING PATHWAYS*

## Question 5

### STANDARD MISSED:

AB: Grade 5

(CCS: 4.NF2) Number and Operations-Fractions Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as  $\frac{1}{2}$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols  $>$ ,  $=$ , and  $<$ , and justify the conclusions, e.g., by using a visual fraction model.

### BACKGROUND KNOWLEDGE MISSED:

#### Prescriptions:

Math Foundations 2 Lesson: 2 (Fractions & Decimals) - understand fractional equivalents using models

### GRADE LEVEL MISSED:

#### Prescriptions:

Math Foundations 3 Lesson: 4 (Number Lines) - represent decimals on a number line; represent fractions and mixed numbers on a number line; represent positive and negative integers on a number line

# PERSONALIZE LEARNING ENVIRONMENTS

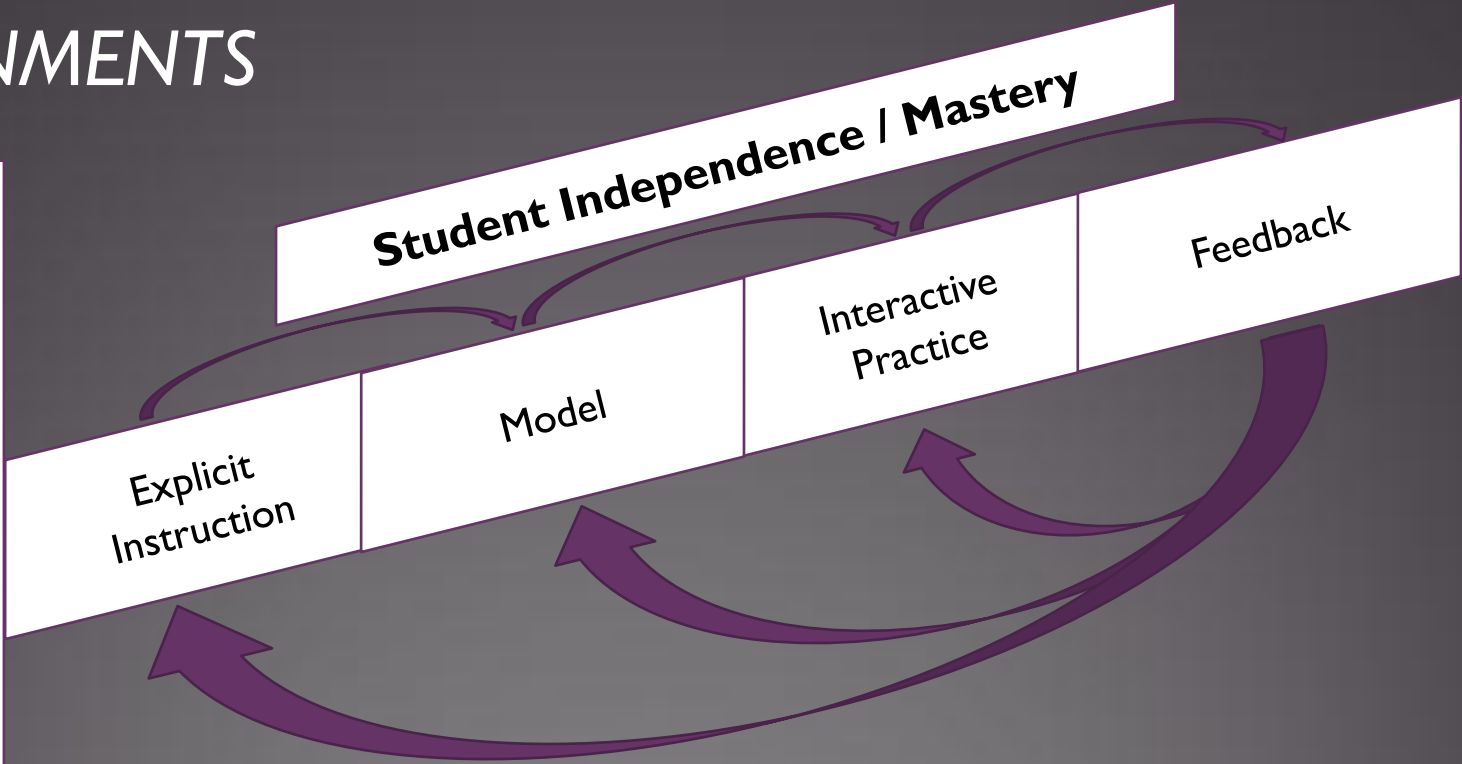
**Diagnostic-  
Prescriptive**

**Pretest  
Identify  
Knowledge  
& Skills Gap**

First time:  
all 4 parts

Second and  
subsequent times:  
loop as needed

**Student Independence / Mastery**



Spanish Translation	Interactive Notepad & Peer Collaborate Social Wall	Virtual Tools (Protractor, etc.)	Virtual Interactives (Number Lines, Base 10 Blocks, etc.)	Key Terms & Hyperlinks Definitions	Read Aloud Text	Student Progress Email Alert to Teacher
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**Support Tools to Shelter Content**

Phase in and out as needed - No hierarchy from left to right

# IDENTIFYING SMALL GROUPS

Skills Gap Report Log Out

School: \_\_\_\_\_  
 Teacher: \_\_\_\_\_  
 Class: \_\_\_\_\_  
 Report Date: \_\_\_\_\_

**Step 1** Select a Student(s) to narrow the report

**Step 2** Select a date range and then Apply Filter button

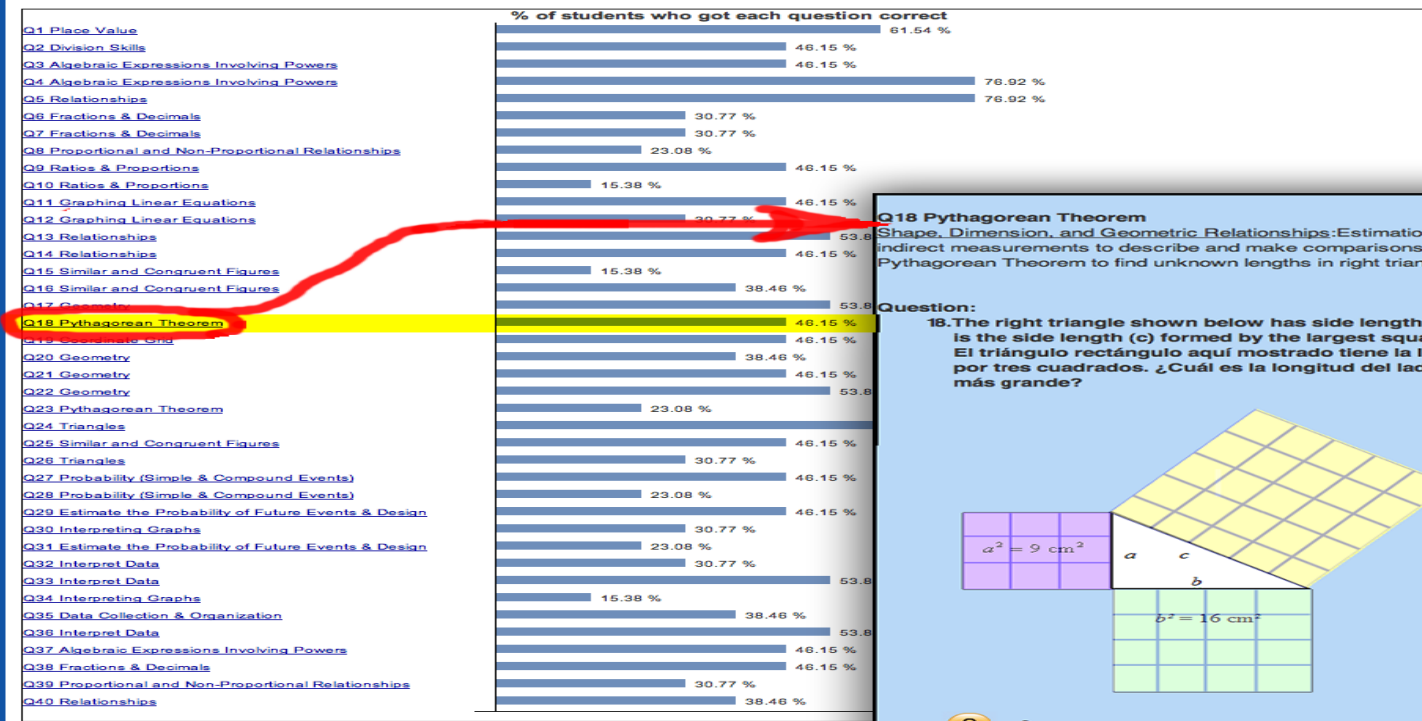
Start Date: Dec 09,2009   End Date: Oct 07,2010

Apply Filter  Clear Student Filter

Print Report  Export Report to Excel

Choose a test: G8 Post Test - 13 student(s)

Click on the test question BELOW to generate review of the skill addressed by the test question and the question and answers.



**Q18 Pythagorean Theorem** close

Shape, Dimension, and Geometric Relationships: Estimation, creation, and usage of direct and indirect measurements to describe and make comparisons. Students can:(B) Use the Pythagorean Theorem to find unknown lengths in right triangles

**Question:**

18. The right triangle shown below has side lengths formed by three squares. What is the side length (c) formed by the largest square?  
 El triángulo rectángulo aquí mostrado tiene la longitud de sus lados formada por tres cuadrados. ¿Cuál es la longitud del lado (c) formado por el cuadrado más grande?

A 2 cm  
 B 3 cm  
 C 4 cm  
 D 5 cm

# DELIVERING CONSISTENT & RESEARCH-BASED INSTRUCTION

# WITH STANDARDS AS A BACKBONE

**HELLO MATH**

## Math Foundations 2: Place Value: Instruction

Display Page Number: 3

**Skill Grade:**  
4

**CC Standard:**  
CC.4.NBT.2

**TX Standard:**  
4.1.A

**Detailed Skill:**  
NS\_NS Read numbers in standard f...

**Manipulative Practice:**  
Use a place-value chart to facilitat...

**Constructed Response?**  Yes

**Interactives:**  
Read along

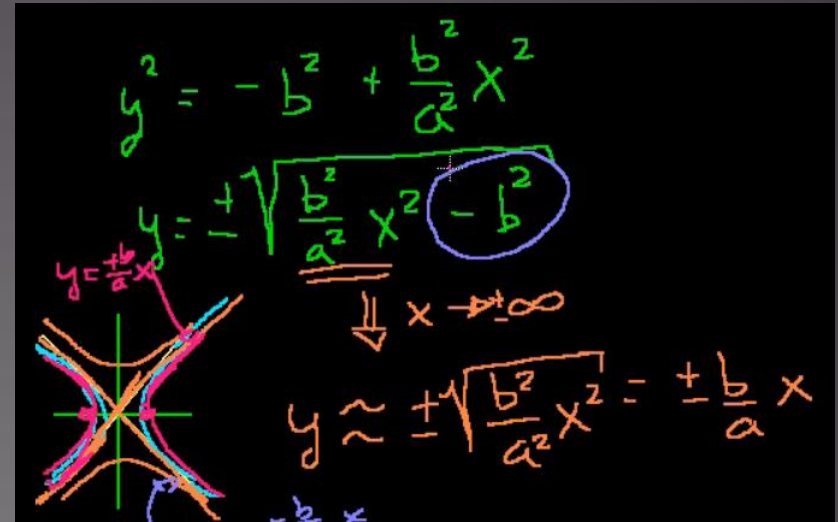
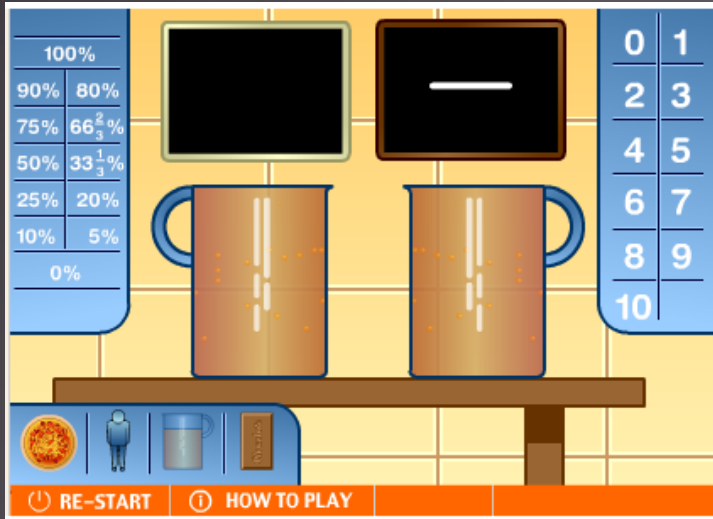
**Tools:**  
None Selected

**MetaTags:**  
millions period                      ones period                      place value chart

Close

# BLENDING INSTRUCTION

## TEACHERS-TECHNOLOGY, DIFFERENT PROGRAMS, WITHIN A PROGRAM, DIFFERENT TOOLS



**angle of rotation**

- the number of degrees that something is rotated about a fixed point.

**EXAMPLE:**  
Press and hold the rotate buttons.

angle of rotation =  $0^\circ$



### Lattice Multiplication

A fun and easy way to multiply bigger numbers (page 2 of 4)

Here's another one:

$$8 \times 9 \Rightarrow \begin{array}{|c|c|} \hline 8 & \\ \hline \hline 7 & 2 \\ \hline \hline 2 & 9 \\ \hline \hline \end{array}$$

So,  $8 \times 9 = 72$

Get it? Here's another one:

$$5 \times 6 \Rightarrow \begin{array}{|c|c|} \hline 5 & \\ \hline \hline 3 & 0 \\ \hline \hline 0 & 6 \\ \hline \hline \end{array}$$

So,  $5 \times 6 = 30$

# IN TCU WEBINAR 2, WE LEARNED FROM DR. ANITA ARCHER: *EXPLICIT INSTRUCTION IS SYSTEMATIC, RELENTLESS & ENGAGING*

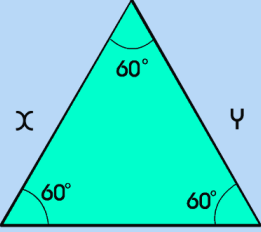
- ✓ Organized and focused lessons
- ✓ Begin with a statement of goals
- ✓ Provide review of pre-skills and knowledge
- ✓ Provide step-by-set demonstrations
- ✓ Provide guided and supported practice
- ✓ Use clear and concise language
- ✓ And, practice, practice, practice...

# EXPLICIT INSTRUCTION IS SYSTEMATIC WORDS, EXPLANATIONS, ILLUSTRATIONS

**HELP MATH** **GEOMETRY-GO FIGURE**  
Triangles: Vocabulary

En esta página

An equilateral triangle has three equal sides and three equal angles.



$\chi = \psi = z$

equilateral triangle

Next / Próxima

Map Key Terms Formulas

**HELP MATH** **GEOMETRY-GO FIGURE**  
Triangles: Real World Activity

En esta página



Map Key Terms Formulas

# MASTERY OF FOUNDATIONAL KNOWLEDGE AND SKILLS

**MLC**  
Math Learning Companion

## MATH FOUNDATIONS 1

Multiplication: Important Words

En esta página

An array is an arrangement of objects in rows and columns.

4 columns

3 rows

3 groups of 4 in each group or  $3 \times 4 = 12$

Next / Próxima

Map Key Terms Formulas

# LOTS OF VISUAL REPRESENTATION



1 foot      1 foot      1 foot

1 yard = 3 feet

1 yarda = 3 pies

1 yard = 3 feet

1 yarda = 3 pies

ten thirty o'clock    10:30

quart    quart    quart

4 Qt  
3 Qt  
2 Qt  
1 Qt

gallon

1 gallon = 4 quarts

1 galón = 4 cuartos

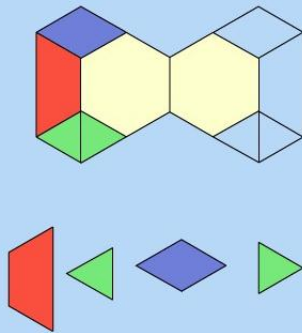
$\frac{25}{100}$  of a dollar =  $\frac{1}{4}$  of a dollar = 25 cents = 25¢ = \$0.25

10 cents = 10¢ =  $\frac{1}{10}$  of a dollar =  $\frac{10}{100}$  of a dollar = \$0.10

5 cents = 5¢ =  $\frac{1}{20}$  of a dollar =  $\frac{5}{100}$  of a dollar = \$0.05

# MODELING & GUIDED PRACTICE USING VIRTUAL MANIPULATIVES

Drag and drop the pattern blocks to complete the [pattern](#) so that it has [line symmetry](#).



Use the geoboard to create a [figure](#) that is [congruent](#) to the [isosceles triangle](#) shown. When you are finished, click Done.

## Probability Game

With clear instructions

Score : 0

# AN INTERESTING WAY OF THINKING AND LEARNING



# PROBLEM SOLVING CAPABILITIES & UNDERLYING STRUCTURE

1. Restate the question.

2. Organize the information.

3. Solve the problem.

4. Check your work.

## NUMBERS MAKE SENSE

### Multiply Fractions: Test Taking Skills

En esta página

Sara bought  $\frac{7}{8}$  yard of fabric to make a pillow. She only used  $\frac{2}{3}$  of that fabric. How much fabric did Sara use to make the pillow?

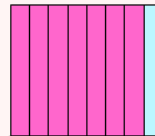
1. How much fabric did Sara use?

2. Information given:  
Sara bought  $\frac{7}{8}$  yard;  
she used  $\frac{2}{3}$  of it

Information needed:  
how much fabric she used

3. Use strategy: Solve the equation  
 $\frac{7}{8}$  yard  $\times$   $\frac{2}{3}$  = ?  
Cancel out any common factors:  
 $\frac{7}{\cancel{8}^4} \times \frac{\cancel{2}^1}{3}$   
Multiply the numerators:  
 $\frac{7}{\cancel{8}^4} \times \frac{\cancel{2}^1}{3} = \frac{7}{4}$   
Multiply the denominators:  
 $\frac{7}{\cancel{8}^4} \times \frac{\cancel{2}^1}{3} = \frac{7}{12}$  yard

4. Use strategy: Draw a Picture




$$\frac{7}{8} \times \frac{2}{3} = \frac{14}{24}$$


$\frac{14}{24}$  or  $\frac{7}{12}$  yard was used.

- A  $\frac{7}{12}$  yard
- B  $\frac{9}{12}$  yard
- C  $\frac{9}{11}$  yard
- D  $\frac{8}{7}$  yard


# CLEAR LANGUAGE

## Key Terms

Close 

**Simplify (an/the) equation** 


To **reduce** a **fraction** to its smallest numbers. For example: 25 out of 100 could be shown as 25/100, but we could **simplify** it to 1/4.

**Simplificar (una/la) ecuación** 

Es **reducir** una **fracción** hasta su número más pequeño. Por ejemplo: 25 de 100, se puede escribir como 25/100 y esto se puede **simplificar** a 1/4.

Simplify Equation /  
Simplificar Ecuación

$$\frac{25}{100} = \frac{1}{4}$$

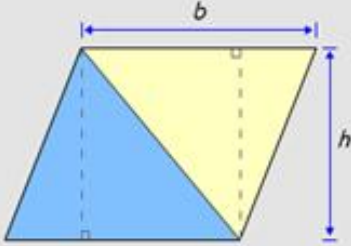
Replay 

# SCAFFOLDS & CLEAR EXPLANATIONS

Shapes Close

Area of a Parallelogram English Área de un paralelogramo Spanish

Replay



$A = bh$

**A = area**  
**b = base of the parallelogram**  
**h = height of the parallelogram**

**A = área**  
**b = base del paralelogramo**  
**h = altura del paralelogramo**

Next / Próxima

Map Key Terms Formulas

# ENGAGEMENT & MOTIVATION



# SYSTEMATIC CORRECTIVE INSTRUCTIONAL FEEDBACK

## ALGEBRA - FROM ABC TO XYZ

### Combining Like Terms: Try It!



En esta página [Ayuda](#)

- 2 Click the coefficient of the like term for  $x^2$  in the expression shown.

Close

The coefficient is the number in front of the term. Try again.

[Need More Help](#)

$(4x^2 - 9c^2 + 8x - 9)$



[Done](#)



# BELIEVING ALL STUDENTS CAN LEARN AT HIGH LEVELS



# MONITORING PROGRESS & USING REPORTS

*WHILE MAINTAINING HIGH EXPECTATIONS*



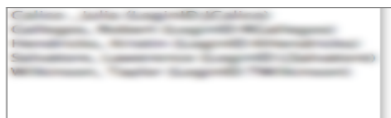
# HELP MATH

- Home
- Teacher Profile
- Students
- Classes
- Reports
- View Courses
- Teacher Resources
- Custom Curriculum
- Assessments
- Help

## Quiz Report

School: [blurred]  
Teacher: [blurred]  
Class: General Math  
Report Date: 10/7/2010

**Step 1** Select a Student(s) to narrow the report



**Step 2** Select a date range and then Apply Filter button

Start Date: Aug 17, 2010 End Date: Aug 17, 2010

Apply Filter

Clear Student Filter

Print Report Export Report to Excel

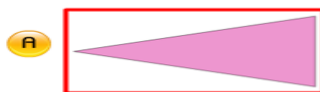
Student	Course Name	Lesson Name	Date Taken	Score out of 10	% Score	Time in Task	% Gain	Quiz Review
[blurred]	Math Foundations 1	L3 Multiplication	8/17/2010	6	60%	1.9	0%	<a href="#">Review</a>
[blurred]	Math Foundations 1	L7 Measurement	8/17/2010	6	60%	1.7	0%	<a href="#">Review</a>
[blurred]	Math Foundations 1	L7 Measurement	8/17/2010	9	90%	2.5	30%	<a href="#">Review</a>
[blurred]	Math Foundations 1	L1 Place Value	8/17/2010	6	60%	1.6	0%	<a href="#">Review</a>

## Quiz Review Details for the Student: [blurred]

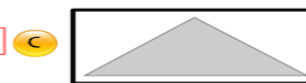
### Quiz Review

3 / 10

3. Which triangle appears to be scalene?



Incorrect



Correct

Your Answer: A Correct Answer: D



# STUDENT PROGRESS WITHIN CUSTOM CURRICULUM

Adaptive Test Assigned	Pre Test Taken	Date Taken	Score on Pretest
Adaptive G6	<a href="#">G5 PRE Test</a>	8/17/2010 7:09:26 AM	22 / 40 (55%)

Blue Highlighted lesson = Currently working on this lesson

Gold Highlighted lesson = Lessons not completed

Black Highlighted lesson = Lessons completed

Lesson / Course	Lesson Completed	Score on FQ	Date FQ Completed	Total # minutes in lesson	Lessons NOT completed	# of times taking FQ
Math Foundations 1: Lesson 7 Measurement	Yes	9 / 10	8/17/2010	71.2		2
Math Foundations 2: Lesson 2 Fractions & Decimals	Yes	8 / 10	8/20/2010	152.7		4
Math Foundations 2: Lesson 3 Negative Numbers	Yes	8 / 10	8/20/2010	52.8		1
Math Foundations 2: Lesson 4 Addition & Subtraction	Yes	8 / 10	8/20/2010	53.6		1
Math Foundations 2: Lesson 9 Equations	Yes	9 / 10	8/23/2010	49.9		2
Math Foundations 2: Lesson 10 Perimeter & Area	Yes	8 / 10	10/5/2010	58.8		1
Math Foundations 2: Lesson 12 Geometry	Yes	9 / 10	10/7/2010	72.6		3
<a href="#">Math Foundations 3: Lesson 4 Number Lines</a>		/ 10		32.6	X	0
<a href="#">Math Foundations 3: Lesson 5 Add &amp; Subtract Negative Numbers</a>		/ 10			X	0
<a href="#">Math Foundations 3: Lesson 8 Add &amp; Subtract Fractions</a>		/ 10			X	0
<a href="#">Math Foundations 3: Lesson 9 Geometry</a>		/ 10			X	0
<a href="#">Geometry - Go Figure: Lesson 11 Transformations</a>		/ 10			X	0
<a href="#">Data Analysis - How Likely!: Lesson 1 Data Collection &amp;</a>		/ 10			X	0
<a href="#">Data Analysis - How Likely!: Lesson 2 Representing Data</a>		/ 10			X	0
<a href="#">Data Analysis - How Likely!: Lesson 4 Interpret Data</a>		/ 10			X	0
<a href="#">Data Analysis - How Likely!: Lesson 5 Probability (Simple &amp;</a>		/ 10			X	0
<a href="#">Data Analysis - How Likely!: Lesson 6 Estimate the Probability of</a>		/ 10			X	0

# STUDENT PROGRESS TIME-IN-TASK AND QUIZ RESULTS

Course	Lesson	Section	Time in Task	Score on FQ	Percentage Score	Mastery Level	Date Completed	Number of times in section
Math Foundations	Lesson 3 Multiplication	Real World	17.3				8/23/2010	2
Math Foundations		Vocabulary	13.5				8/23/2010	2
Math Foundations		Instruction	40.5				8/23/2010	2
Math Foundations		Try It	6.6				8/23/2010	2
Math Foundations		Games	9.1				8/23/2010	2
Math Foundations		Test and Skills	8.2				8/23/2010	2
Math Foundations		<a href="#">Final Quiz</a>	1.8	9/10	90.0%	80%	8/23/2010	2
Math Foundations		Introduction	0.2				8/23/2010	1
Math Foundations	Lesson 7 Measurement	Real World	3.5				8/23/2010	1
Math Foundations		Vocabulary	2.2				8/23/2010	1
Math Foundations		Instruction	65.1				8/23/2010	1
Math Foundations		Try It	7.8				8/23/2010	1
Math Foundations		Games	3.1				8/23/2010	1
Math Foundations		Test and Skills	12.8				8/23/2010	1
Math Foundations		<a href="#">Final Quiz</a>	6.9	10/10	100.0%	80%	8/23/2010	1
Math Foundations	Lesson 3 Negative Numbers	Real World	3.0				8/24/2010	1
Math Foundations		Vocabulary	4.6				8/24/2010	1
Math Foundations		Instruction	21.4				8/24/2010	3
Math Foundations		Try It	6.2				8/24/2010	2
Math Foundations		Games	3.9				8/24/2010	1
Math Foundations		Test and Skills	7.3				8/24/2010	1
Math Foundations		<a href="#">Final Quiz</a>	3.4	8/10	80.0%	80%	8/24/2010	2
Math Foundations	Lesson 5 Multiplication	Real World	13.6				10/12/2010	1
Math Foundations		Vocabulary	20.9				10/12/2010	2
Math Foundations		Instruction	20.0				10/12/2010	1
Math Foundations		Try It	11.9				10/12/2010	1
Math Foundations		Games	6.2				10/12/2010	1
Math Foundations		Test and Skills	6.5				10/12/2010	1

# THOUGHTFUL INTEGRATION OF TECHNOLOGY & RTI CAN HELP UNLOCK THE POTENTIAL OF ALL STUDENTS



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## Implementation of RTI in Math

**HELP Math** meets the following recommendations for RTI in Math from the *IES* and the *Rtl Action Network*:

<b>Focus on ensuring mastery of foundation skills</b>	HELP Math delivers comprehensive instruction in all foundation skills of math; whole numbers, fractions and decimals, concepts and skills, number sense, operations, as well as rational numbers for higher grades. Emphasis is placed on key math milestones: counting, adding, subtracting, grouping, place value, properties of operations, measuring (lengths, time, money), shapes and patterns, and magnitude.
<b>Explicit and systematic instruction</b>	HELP Math provides explicit and sequential instruction throughout the lessons, ensuring identification and remediation of any skills deficits. Concepts are broken down into small learning “chunks,” enabling increased comprehension.
<b>Provide models of problem solving, guided practice, constant feedback, frequent review</b>	A variety of scaffolds and descriptive feedback loops are available in HELP Math, along with built-in review checks. Concept and skill development progresses from easy to more difficult.
<b>Use visual representations</b>	As HELP Math is built around sheltered instruction strategies, all math concepts are represented visually and auditorily.
<b>Fluent retrieval of facts (rec. 10 min/day)</b>	Fluency practice is built into all HELP Math lessons.
<b>Frequent progress monitoring</b>	HELP Math provides teachers with diagnostic tests to determine students’ and class mastery and skills deficits, as well as pro-actively notifying teachers when students continue to struggle and recommending further targeted interventions.
<b>Include motivational strategies in tier 2 and tier 3 interventions</b>	HELP Math utilizes a variety of engaging strategies to deliver instruction and ensure mastery, using a range of virtual manipulatives and tools, such as timelines, fraction wheels, place value charts, hundreds charts, protractor, calculator, thermometer, and includes learning games in each lesson.