

Seven Principles for Effective Mathematics Intervention by Fuchs et al. (2008)

- Explicit instruction with a strong conceptual base (1 & 2)
*-Explicit instruction is defined as **teacher-lead instruction** that **intentionally connects concepts and procedures through multiple representations** (Baker et al., 2002; Fuchs et al., 2008)*
- Instructional design to minimize learning challenge
- Motivators to help students regulate their attention and behavior
*-**Self-confidence in, valuing of, and positive affect** towards mathematics contribute to a student's overall **attitude** towards mathematics and **motivation is related** to a person's attitude **through their valuing of mathematics** (Choi et al 2011, Martin and Preuschoff, 2008, Middleton and Spanias, 1999)*
- Opportunity for drill and practice
- Cumulative review
- Ongoing progress monitoring

Guiding Questions (for your discussion):

1. What algebra misconception would this concept re-teach?
2. What do you notice about the strategies and how they progress?
3. Can you match the strategies with Fuchs et al.'s Principles for Effective Mathematics Intervention?
4. What is the learning target/objective for each strategy?
5. What do you think the progress monitoring assesses at each level?

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