

ELAINE NEUGEBAUER: Welcome to part four of the video series, Implementing Mathematics Into an RtII Framework at the Elementary Level. My name is Elaine Neugebauer from Pennsylvania Training and Technical Assistance Network, Pittsburgh Office. And I'll be sharing the presentation with you today. This video will focus on specific elements of Tier 2 and Tier 3 of the RtII framework. Specifically, this video will discuss instructional considerations of Tier 2 and Tier 3 within the context of the RtII Framework. I'll also be providing a brief overview of the RtII Framework and introduce elements of instruction that need to be considered for an Elementary Framework to be successful. Sharing with you now The Pennsylvania Training and Technical Assistance Network's mission. And also PDE's Commitment to the Least Restrictive Environment and their goal. The goal for this specific presentation is to foster an understanding of the instructional considerations for students receiving Tier 2 or Tier 3 math interventions within an RtII framework. When determining instructional considerations for students who are academically placed in the Tier 2 and Tier 3 interventions of the RtII framework, it should be based on data from a multitude of assessments including benchmark, summative, formative, and diagnostic assessments. It's also important to remember that rigorous intervention -- instruction needs to be a component of everyday math instruction for all students, and that all students need to be exposed to high quality tasks that require higher order thinking skills. Even though students can be experiencing academic failures in problem solving mathematic problems it does not mean that they're unable to conceptualize given the right tools and strategies. We need to ensure the good instructional practices are used in all classes to decrease the achievement gap. It's also important to note as we look at the RtII Tiers, that students may fluidly move from tier to tier based on their assessment data, their progress, and feedback. I just want to give you a brief overview of Response to Intervention and Instruction. The RtII multiple -- multi-level prevention system. First of all, it encompasses high quality classroom instruction, universal screening, also progress monitoring, the use of evidence-based interventions to support students in all the tier levels. And fidelity of implementation, making sure that we're providing consistent instruction based on ongoing progress monitoring and assessment for students which will guide our instruction and help us identify the individual support needs and progress of individual students. Also too, talking about how each of the tiers are differentiated. It's based on intensity of instruction. It's also -- is differentiated by group size. And as we look at each tiers we're going to discuss how group size impacts the instruction and support of students, explicitness of instruction, evidence-based interventions, we'll be discussing those also throughout the video, and fidelity of implementation making sure that all individuals are provided with consistent appropriate instruction and intervention. Tier levels. RtII consists of three Tier levels. The first one, Tier 1, is general classroom instruction. Tier two 2, is general education, classroom instruction with the support and additional -- of additional instructional strategies, which can be supplemental, provided in small group targeted instruction which we'll go into detail in a few moments. The last Tier is Tier 3, the general classroom plus additional instruction which is more intensive and based on specific skill development, also includes flexible grouping. We'll also talk about grouping for Tier 3 as we go through the presentation. Once again, looking at the RtII framework. We're looking at

Tier 2, we're going to be focusing on Tier 2. Tier 2 is provided in addition to Tier 1, as mentioned before, students still attend and complete the work from the general regular math room classroom. The interventions are decided upon and are provided in addition to the regular math class instruction. How are students selected for Tier 2 instructional supports? Once a systemic problem is ruled out or resolved through intervention, two groups of students might remain, we're looking at Tier 2 and Tier 3 students. First, there may be a subset of students who're performing below their classmates in the risk range, these students' performances may be similar to each other. So they may have skill deficits in common areas. So these performances, we would see the similarities based on data from assessments, and those assessments once again include benchmark, formative and summative assessments, as well as diagnostic. The students in Tier 2 may be targeted for Tier 2 intervention programming because their performances are similar. Their instructional materials and procedures can be geared to the needs of the group of students. As an example, instruction of a skill to be learned, fluency building of an already acquired skill, teaching a prerequisite skill that seems to be a skill deficit, and guided practice to apply the skill under varied conditions. So the students has acquired a skill that cannot only solve problems, for an example, if they look a specific way or presented in a certain way, that those students will need instruction to kind of generalize their procedures to different presentations of the same type of problem. Tier 2 instructions soon includes similar characteristics to those that are effective in Tier 1, so we're certainly building on the skills, strategies, and instructional benefits of Tier 1 instruction that's effective, such as well sequenced lessons, ensuring mastery of skills as instruction progresses, adequate -- corrective feedback matched to the students' skill level and competence. So that's part of the system of continuing to do progress monitoring and assessment on a regular basis, so that instruction can be adjusted and certainly so that we can identify the students skill area success, areas of skills that have been acquired so that we can build on those, and then also to use that prior knowledge to kind of make connections between new skills or skills that haven't been acquired yet. Effective Tier 2 program should emphasize matching the task difficulty to the capacity of the students in the group. So certainly kind of continuing to look at the students' progress, making sure that the students have mastered different skills and then moving on but continuing to review and reinforce the skill set that were acquired by the group. Also too, making sure that the students can apply skills to varied conditions and different representations or presentations of the same problem. Supplemental programs can be purchased to assist with intervention at Tier 2. And also too, existing strategies and resources can often be retooled to better serve the identified needs of the learners in groups. An example, this would be a resource teacher or intervention coach, could provide small group intervention to Tier 2 students with daily progress monitoring. Meeting the Needs of Learners in Tier 2. So just getting into some more specifics as far as looking at the size of the groups. So, just in group size in Tier 2 allows the teacher to take advantage of more flexible groupings. Reducing group size can lead to increase in engagement and motivation, as well as more individualized mass support. So students have the opportunity to receive more instruction, monitoring and feedback from the teacher in a smaller group. They also have the opportunity to have discussions with each other and also to check

each others work and discuss how they solve problems together in a smaller group. Students feel more comfortable, they also can receive more targeted feedback and motivation for success and then also some quick redirections or instruction so that they aren't failing and continuing to kind of look at a problem and having some difficulty with it, when they have some feedback, they can kind of correct their misconceptions that may be leading to difficulty completing a problem. Also too, maybe a redirection or a connection can be made through teacher feedback and student feedback from others in the group, so that the students can continue to progress and continue to acquire skill. Small group instruction works to allow more opportunities for student responses, students have more opportunity and more immediate feedback whereas whole group instruction enables sharing of learning environment, more opportunities to hear varied students responses. Reduced class size may allow the teacher to implement more intensive curriculum. So, with the larger group, the students have the opportunity to hear different responses and more discussion, but in the smaller groups it can be more targeted around some of the misconceptions, some strengths of the students can be quickly identified. Also too, when the students received the feedback that they would not received in a larger group. And their book response intervention in math [inaudible] recommend that Tier 2 instruction be designed for flexible groups of four to five students who are working on the same skill areas as mentioned earlier. Four to five days a week for twenty to thirty minutes is the recommendation as far as Tier 1 instruct -- Tier 2 instruction. Tier 2 instruction should complement the general education curriculum and that's a very key point. It shouldn't be a homework session or study hall where students practiced what they've learned in the general education classroom, in a more general fashion. Tire 2 instruction may entail such mass skills as computational fluency, number sense, problem solving, or more intensive work on fractions. These skill areas should fill gaps within the students learning that may hinder their performance in the general education classroom. Tier 2 potential outcomes, what are some of the potential outcomes for Tier 2 interventions and instruction? First of all, if a student responds based on assessment data analysis, certainly, the grade level team may decide that the students' deficits have been remediated and he or she is ready to get back to just Tier 1 and no longer receive Tier 2 supports. The team could also decide that the student is making great progress but they're not ready to lose the Tier 2 supports. And maybe appropriate to continue to Tier 2 supports for a prolong period of time that is based on the student needs. For most -- for more -- most students, teachers will want to plan to move the student to Tier 1 in an very planful manner by slowly removing the scaffolding in a very gradual and intentional manner, continuing to do progress monitoring and assessment to identify what strengths and skills the student has and to look at which scaffolding can be removed. And for the scaffolding that continues to remain, what kind of targeted strategies can they provide to the student, so that those scaffoldings can be removed, and that the student could go into Tier, just Tier 1 instruction. If the students are not responding to Tier 2 strategies, interventions and instructions, adjusting the instruction and continuing Tier 2 if a student does not respond to Tier 2, it could be that the intervention is not completely working or was appropriate for that student. The team may want to review all the data again to try to determine the most effective intervention. The other option is the

team may determine that the student requires Tier 3 supports, which we'll be talking about in the next section. Tier 3, as you can see is the top of the triangle, interventions for a few students, and it includes progress monitoring, certainly interventions and instruction, and increase time for one on one instruction and then also very small groupings. The second -- this script should be comprised of students whose performances were below their classmates and in the risk range of screening. And for more subsequent assessment shows intensive skill -- assessment may show intensive skill gaps. For these students, Tier 3 supports instructional intervention should be implemented. Tier 3 instruction and intervention is supplemental to the core instruction as more intensive than Tier 2 interventions. It often last longer than Tier 2 instruction interventions and it's delivered in small group as recommended as one to three students per teacher. Differentiated instruction varies as the function of changing student proficiency in levels and skill acquisition and needs expertise, frequency and time. Functional Academic Assessment will be necessary to build an intervention that adequately addresses the weak skills of this group of students. Tier 3 should include data-based information for identifying specific causes of poor performance and individual intervention should be developed to target specific needs of that student and specific deficits we're monitoring, both intervention specific and generalized improvements in mathematics. Students who receive Tier 3 interventions may require specific training to learn how to apply learned skills under conditions that are required in the classroom during core instruction, so very similar to Tier 2 supports. Not only are we looking at providing strategies, support, and instruction to help the student acquire specific skills in deficit areas that we are notified by through assessment and progress monitoring, but also too once they acquire the skills, how do to those skills -- are merged into the core instruction? How are those skills incorporated in some of the tasks and instructional activities that are being provided in the core curriculum? So not only do they need to acquire the task, but also too, the skills and instruction on those skills so that they can incorporate those skills into the tasks that are required of them in the core curriculum. Potential outcomes for Tier 3. Okay. So what are the Tier 3 potential outcomes for students being supported with Tier 3 instruction/interventions? First, they could move to Tier 2 if they are ready and we definitely need the data to support this decision. However, if the student required the intensive supports of Tier 3, then we -- the grade level team most certainly will want to ease into Tier 2, scaffoldings -- removing the scaffoldings and supports along the way. So very planful transition from Tier 3 to Tier 2 would be needed and be supported by the student team. Responders to Tier 2 may also continue to receive Tier 3 instruction and supports if the progress that the learner is making is not quite enough to justify moving back into Tier 2. So Tier 3 supports can continue based on the team's decision and what supports the student is responding to. Two, responders to Tier 3 may also continue to receive Tier 3 instruction and supports if the progress the student has made is not quite enough to justify removing -- going to tier 2. They may continue to receive Tier 3 supports. So, we're looking at our data and these supports in Tier 3 are working for the student, but we still see a lot of specific gaps in areas that the student needs to continue to work on before we feel comfortable, through analyzing our data, moving that student to less supports and interventions that would be provided in Tier 2. If the student does not

respond to Tier 3 interventions, we can adjust the instruction. Maybe it's not -- has not been appropriate to that student's learning needs. Possibly may not be as frequent as the student -- supports are needed and we can continue with Tier 3 interventions. So, looking at adjusting those interventions, making sure that we continue to monitor those interventions, making sure that they continue to be -- that they will be successful for that student. Also too, if Tier -- the student is not responding to Tier 3 interventions, they can be referred for an evaluation. Thus, issuing to the parent the permission to evaluate the consent forms, that the student may need more intensive supports and maybe referred to a special education evaluation. Instructional considerations. Throughout this video, we will be referring to considerations stated on this slide to further promote an understanding of how good quality instructional practices and the use of data to determine student areas of need and the use of evidence-based strategies can support and increase student achievement which is critical to 21st century learning. Effective math instruction should include a system of monitoring student learning and adjusting instructional efforts to ensure that adequate learning is taking place and to accelerate where it is needed. Other variable of effective instructions are relevant include a well sequenced program of instruction, returns previously mastered skills to ensure maintenance, demonstration of correct and incorrect responses, and sustained opportunities to practice performing newly learned skills within -- with direct instruction especially corrective feedback followed by more independent practice. Okay. Next, we're going to look at critical components of effective instruction for students in Tiers 2 and Tier 3. And our first principle we're going to be looking at is instructional explicitness. The first principle for Tier 2 level is instructional explicitness as described by Russell Gersten. Students who struggle in mathematics require explicit systematic instruction. This instruction in all tiers is effective for struggling students. And as mentioned previously, there's a lot of strategies and supports that flow through all three tiers and one of them is instructional explicitness. And since in Tier 2 and Tier 3, the instructional time is increased, Russel Gersten believes that there is more time allocated for extra practice so that -- he would like this additional practice as we would recommend in Tier 1 also to include some very clear examples and very clear modeling of effective problem solving and activities in mathematics as provided within the lessons in our classrooms. So, also to kind of pair with the effective examples very clear, well-selected examples to support the skills that a student needs to learn. Also too, very clear specific feedback from the teacher should be provided to the students to kind of help guide their learning. Also too, another component to use and a strategy used in all tiers is think alouds and kind of verbally talking through the thoughts that a teacher or students have as they complete programs -- problems. What kind of specific strategies did they use? Why did they use specific strategies or techniques, or why did they complete a step in a problem a certain way, and kind of talk through that piece. Certainly, some examples -- those very clear examples that were mentioned earlier and modeling of solving those problems can be accompanied by very explicit verbalizations of the thought process as the problems are being solved. And then also those who think alouds can kind of incorporate and support the eliminations of some misconceptions because they're sharing their understanding, and then also too, questioning the students as they complete problems to have them

verbalize. As you verbalize a problem, it makes the learning more visual or more accessible to students and teachers. So you want to definitely incorporate think alouds during those clear explicit problems solving, and also too, as feedback is provided to students and also too, to teachers as they solve problems explicitly and verbally in front of students. Students have the opportunity to kind give feedback and ask questions. So that's one very effective instructional strategy that can be used to support students in Tiers 2 and Tier 3. The next principle we're going to look at is instructional design that eases learning challenge. And basically the strategies used for that is to review the lessons and identify potential based on just their understanding and awareness of the tasks at hand, but then also too, looking at what kind of history of misconceptions or just looking at the assessments that have been provided to the students and the feedback given to the students. What kind of misconceptions based on their understanding of the task? And then the student's understanding of the task can be eliminated by being a little bit clear in instruction or identifying and remediating some of those misconceptions that could surface during an instructional lesson. Also too, making sure that students understand and have very explicit sequencing as they solve problems through instruction is also a big piece of easing the learning challenge. Also too -- and we're going to also be kind of talking about this again, is making sure students are very aware and clear with the expectations of the task and their part in completing tasks, activities, and problems. Information from assessment should provide teachers with a focused outcome of what the student is lacking and what may be preventing success in the general education classroom. With this focus in mind, teachers can design curricular steps to help students reach that goal, so being very planful. Okay. The third critical component of effective instruction for students with -- in Tiers 2 and Tier 3 is strong conceptual basis for procedures that are taught. Traditionally, math instruction emphasizes drill and practice, a critical and fourth principle of effective practice which we're going to talk about in a few minutes. However, this approach alone sometimes neglected the conceptual foundation of mathematics and such neglect can result in confusion, learning gaps, and a failure to maintain and integrate previously mastered content for some students. One of the ways recommended to support the under -- the acquisition of conceptual knowledge is using task analysis. Teaching small steps or first steps of a sequence, and this was supported by Witzel and Riccomini in their recent publication. They're example they give is a second grade standard of two digit addition and subtraction, and just breaking that skill down through task analysis and just giving -- just two quick breakdowns would be the -- completing this problem would require reasoning behind -- the reasoning behind addition and subtraction, but it also would include number sense so that the students could prepare for regrouping. So just taking a look at that standard at that task and then breaking it down to prerequisite skills, and then also very clear understandings that the students will need to have and be able to apply are broken down into steps that would be taught to the student explicitly and so that they would have the opportunity to kind of asses the students and see where their skill deficits lie and what knowledge they currently have that can be build on -- built upon. And then looking at breaking down the task and then instructing it based on individual students or a group of students that need some support on learning that particular standard or task. I'm

going to continue onto the next critical component which is an emphasis on practice. This fourth principle includes practice and sorting problems into problem types. The mixing of problem types within a daily lesson once at least two problem types have been introduced in daily review. So looking at very planful opportunities for practicing with students based on the content areas that they're working at, and then also too, on the specific supports and interventions that have been provided to the students to help them achieve the skills, giving them the opportunity to practice problems and activities that would emphasize and give them the opportunity to practice those new skill areas that they want to acquire. And then also too, giving them the opportunity to practice and review some of the skills that they currently have and then making those connections between the previous skill and the new skill to be learned to kind of continue to support that student's growth and that knowledge area through practice. And in Tiers 2 and Tier 3, there's more time allotted for opportunities to practice, and once again, going back to Gersten's idea of being very planful and supportive of the problems that are selected. We're going to next look at cumulative review as part of practice and just making sure, as I mentioned earlier, that we continue to review, and incorporate, and identify some of the skills and concepts that a student continues to learn and build upon. So, we certainly can always look at a task and say which skills that were previously taught are incorporated in this next skill and making sure that we have the opportunity to very basically and very briefly continue to review those skills and talk through some of those problems that we're supporting with the student and kind of targeting or identifying the areas which they have previously known, kind of talking through that and then kind of expanding those to having the student apply those previous skills to a new task, kind of like very verbally, and intentionally, and visually making those connections. Also too, motivators to help students achieve, very common in secondary, but prevalent throughout educations. Students often will have motivational issues. Often too, if they have experienced any lack of success in a particular skill area. So, continuing to work with students and discussing those self-awareness, self-maintenance and self-motivational skills that we can give to those students through modeling and instructions so that those students continue to maintain their motivation for a task incorporating very targeted and support a feedback as students work through some problems, really focusing on identifying the skills that the student has and has demonstrated, making sure that we do kind of proactively support any possible misconceptions with instruction, anticipation, and then also too with that direct and immediate feedback, being able to correct some issues so that the students can demonstrate success, and then certainly identifying success and teaching them how to identify their own successes in themselves, and then also to kind of sharing that reinforcement and support with other students as they're work in their groups. Use of evidence-based strategies and a very key piece of strategies is to instruct the students on the strategies, but not just to leave it at instructing the strategies, but really planfully instructing students how to apply techniques, principles, and rules in order to solve problems and complete tasks successfully and independently. Teacher modeling can demonstrate this to students. And also too, providing very personalized feedback and then also too, supporting students with very personalized adaptation strategies that we would acquire through assessment and observations of

students completing their work. Stated expectations, making sure that we -- and we're -- we were going to look at strategies, but we'll continue and look at stated expectations. The point that I wanted to make with stated expectations is that we want to make sure that students understand what is expected of them during tasks, during lesson objectives, and using many different methods of doing that certainly through verbal instruction, modeling, having students work through tasks initially with the instructor and the teacher so that it's very clear what the expectations are. Bringing in real life examples and helping students kind of attach some meaning to their life and to some of the expectations of the math task that's before them or expected of them. Also using visual representations and visual supports to help stated expectations, those could be working through a problem and giving students examples. It can be giving them some supports through materials that break down the strategies and give them visual markers of expectations, giving them example of completed work or completed examples and kind of show the expectation and walk them through all -- pieces of that activity. Communication, once again, using all methods of communication, visual, different strategies, and communication can be visual organizing tools, having students complete graphic organizer to support vocabulary and concepts, examples and non-examples. Also too, using verbalizations, having students talk with each other. Also do -- think alouds also are great communicator because it kind of makes it more explicit what students and teachers are thinking, so continuing to really fine tune and plan for communication of expectations and problem solving. Formative assessments, when it's again incorporated in the effect of instructions of mathematics, giving direct and explicit feedback to students. Also too, formative assessments, questioning and kind of delving further into students' performances and problem solving, not just looking at the problem solved on paper, but then also having students explain and talk about some of their problem solving. And even if students -- some students may have some difficulty feeling very comfortable or being very fluid in their explanations, to kind of ask them questions, also too, maybe prior to the lesson, having some questions that have been presented to the students. Once again, going back to stated expectations, some of those visuals of seeing the questions or breakdowns some of the problems can assist the students. And also too, give us a lot of information about the student's learning as part of the assessment is getting and analyzing the answers students give us or demonstrations of their learning. As we continue to discuss the supports, instructions and interventions for students in Tiers 2 and Tier 3, a very important piece is learning strategies in mathematics. And learning strategies are an individual's approach to a task that includes planning, using previously learned knowledge, and how to -- an example would be how to take notes or how to capture information learned in a lesson. And learning strategies provide students with a way to think and plan a solution of a problem. But not all students are able, you know, to learn these strategies on their own. So students receiving support in Tiers 2 and Tier 3 instruction will need to be taught the strategies to use. So we've broken them down into two topics, cognitive and metacognitive. Students often switch from strategy to strategy because they do not know how to properly use them and this is a very common issue that we see with some students in Tiers 2 and Tier 3 that are receiving those types of supports. There are two types of strategies, once again, cognitive and metacognitive. And just

to kind of differentiate each of those, cognitive strategies are easily taught by teachers and include how to read, visualize, estimate and compute. Metacognitive strategies on the other hand are more difficult to teach because they involve techniques for both self-questioning and self-checking. As a strategy for teachers to teach metacognitive strategies, they should repetitively model strategies, monitor student use of strategies, and provide feedback to students and that goes for -- also for cognitive strategies too. And just to give you some more examples, kind of looking back at cognitive learning strategies for math, they include adding by counting on from the first addend, using mnemonics. Also too, looking at understanding two times any number will be even or that five times any number will always end in a zero or a five, just some of the strategies -- cognitive strategies that are used. Using finger strategy for multiplying numbers less than ten by nine. An example of a metacognitive strategy that teachers could use would be a think aloud strategy, and we talked about think aloud strategies earlier in the presentation. By modeling and demonstrating think aloud strategies, a teacher shows a student her thinking or his thinking process to analyze and solve problems. So very planfully doing the think aloud, we're calling attention to some of the pieces that they're thinking through, making it a little bit more explicit depending on how much support that student needs. And then how to check an answer and just how to determine which is a reasonable answer, and we see this a lot in estimation, looking at the skill of estimation seeing if an answer that has been a determine through a problem is a reasonable answer. How can teachers implement learning strategies in the classroom? And just some tips, you know, once we've talked a little bit about those strategies, here are some ways of implementing them. First, they need to have a range of learning strategies to choose from. So when you give students a lot of strategies, but once again, making sure that students are taught those strategies, have acquired those strategies. And depending on the student, we might want to give one or just a few strategies for the student to use, monitor, and give them reinforcement and then kind of add additional strategies. Teachers, they need to practice new strategies until students are comfortable with them. So once you taught a strategy, taught how to apply the strategy, when to apply the strategy and then continuing to practice. Practice is always a very big piece of effective instruction. Teachers should explain why those strategies are important, how, and when to use them. Once again, the importance of them, I think students will identify and accept and utilize a new strategy if they really understand why. And that goes also too when we talked about the expectations of a lesson, being very clear with that with students. Strategies need to match the material. So different strategies would be used in that, once again, goes in with when a strategy and how a strategy would be utilized. Encourage students to use those strategies and that would be going through encouraging the students through feedback when they use a strategy, encourage them, then also to say, "Remember this strategy? Would that be effective?" And kind of give the students an opportunity to kind of think through that through a think aloud and that's incorporated in a think aloud. Also too, that the teacher could model or could be encouraged with a student. You know, "Tell me which strategy you used and how you used it and did that strategy work very well for you." That could be incorporated. So there's a lot of dialogue around using the strategies whether it's encouraging or advising a student to apply a certain strategy and

then kind of fading from that. Monitor a student's use of strategies, once again, during think alouds, frequent feedback, and observation or progress monitoring gives you the opportunity to kind of monitor which strategies students are using, whether they're using them effectively and are there other strategies that they could also be using, so just kind of keeping that as a cycle. Encourage students to use them in other discipline areas so that they become independent learners. So often too, kind of collaborating with other instructors even across the content of mathematics, but kind of expanding it to other content areas and having some discussions as a teacher with other teachers to kind of incorporate those strategies. Just kind of concluding our presentation today, kind of looking at summarizing some of the materials that we went over today. Of considerable importance to remember is that students receiving supports in Tiers levels 2 and 3 may move between the tiers based on their types of instruction and interventions that they receive. So based on the types of instructions they received and we kind of talked about the process of how to make a decision of keeping a student within the tier of instruction and intervention or moving them into another tier and just being very planful about their moving between the tiers. And just the importance of the fluidness of the tiers and that effective instruction is very effective in all the tiers, really kind of advancing, providing more supports in Tiers 2 and Tier 3, and very specific targeted supports in the tiers and then more explicitly in Tier 3. To meet the needs of learners, a teacher should afford students a variety of ways of completing a task with multiple modes of responding and just -- here's just some basic tips on how to like really support effective instruction across the tiers. Once again, just, you know, reiterating enhancing student's motivation. Giving them skills to keep themselves motivated and then also providing a motivation of success and support through our feedback to them. Provide multiple sources of manipulatives to aid a student being able to complete a task at hand without falling behind due to deficiencies, for an example, computation skills. So once again, kind of anticipating needs of students and making sure that they have the tools and supports and instruction that they need to achieve. Provide students with more consistent prompt feedback. Just a very important piece that was kind of threaded throughout this presentation is the importance of feedback to motivate and instruct a student, but then also to inform teacher's instruction of math tasks. Create a nurturing learning environment, making sure that we're being very supportive of the students in various different tier levels and really share with them as a group and individually successes and then just learning goals and just really continuing to attach the instruction that we're providing on many different levels to their real life situations and motivators. Also, teaching them those self-maintaining skills, of self-reflection, and self-motivation. Provide multiple opportunities for students to practice their skills. Also very emphasized throughout the presentation, research and deepen their understanding of how students learn mathematics is an ongoing task that all teachers should support. Just looking at just some of the support strategies available, that have been available for a very long time, but are often fine tuned for 21st century learners and the tasks that are at hand. Recognize that regardless of whether a student has learning difficulties or English as a second language, they need a consistent access to high cognitive demanding tasks in mathematics, and to kind of work to support not only their presentation of these tasks, but also their understanding and learning,

and being able to demonstrate skills in these tasks in mathematics. As we covered the instruction -- effective instruction of students receiving Tier 2 and Tier 3 mathematic supports, I would like to look forward to the next module. The next part of this series will include Tier 2 and Tier 3 mathematics interventions as well as progress monitoring in the RtII Framework and will be the last module in this series. So thank you very much and hopefully you got some information that will be very useful in your implementation of the RtII Framework for students in Tiers 2 and Tier 3 and all students that are supported in mathematics instruction. Thanks a lot.