# Intensive Intervention in Mathematics: Suggested Reading List

(Articles with an asterisk were used in the module)

# Module 1

Bryant, D. P., & Bryant, B. R. (2017). Intensifying intervention for students with persistent and severe mathematics difficulties. *Teaching Exceptional Children, 49*, 93–95. <https://doi.org/10.1177/0040059916676794>

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., March, L., Star, J. R., & Witzel, B. (2009). *Assisting students struggling with mathematics: Response to intervention (RtI) for elementary and middle schools.* Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. <https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf>

Powell, S. R., Fuchs, L. S., & Fuchs. D. (2013). Reaching the mountaintop: Addressing the Common Core Standards in mathematics for students with mathematics difficulties. *Learning Disabilities Research and Practice, 28*,38–48. <https://doi.org/10.1111/ldrp.12001>

\*Powell, S. R., & Stecker, P. M. (2014). Using data-based individualization to intensify mathematics intervention for students with disabilities. *Teaching Exceptional Children, 46*(4), 31–37. <https://doi.org/10.1177/0040059914523735>

# Module 2

Foegen, A., Jiban, C., & Deno, S. (2007). Progress monitoring measures in mathematics: A review of the literature. *The Journal of Special Education, 41*, 121–139. <https://doi.org/10.1177/00224669070410020101>

\*Lembke, E. S., Strickland, T. K., & Powell, S. R. (2016). Monitoring student progress to determine instructional effectiveness. In B. S. Witzel (Ed.), *Bridging the gap between arithmetic and algebra* (pp. 139–155). Arlington, VA: Council for Exceptional Children.

Stecker, P. M., Fuchs, D., & Fuchs, L. S. (2008). Progress monitoring as essential practice within response to intervention. *Rural Special Education Quarterly, 27*(4), 10–17. <https://doi.org/10.1177/875687050802700403>

# Module 3

Doabler, C. T., Cary, M. S., Jungjohann, K., Clarke, B., Fien, H., Baker, S., …Chard, D. (2012). Enhancing core mathematics instruction for students at risk for mathematics disabilities. *Teaching Exceptional Children, 44*(4), 48–57. <https://doi.org/10.1177/004005991204400405>

\*Hughes, E. M., Powell, S. R., Lembke, E. S., & Riley-Tillman, T. C. (2016). Taking the guesswork out of locating evidence-based practices for diverse learners. *Learning Disabilities Research and Practice, 31*, 130–141. <https://doi.org/10.1111/ldrp.12103>

Powell, S. R., & Fuchs, L. S., & Fuchs. D. (2015). Intensive intervention in mathematics. *Learning Disabilities Research and Practice, 30*,182–192. <https://doi.org/10.1111/ldrp.12087>

Powell, S. R., Stevens, E. A., & Hughes, E. M. (in press). Math language in middle school: Be more specific. *Teaching Exceptional Children.* <https://doi.org/10.1177/0040059918808762>

# Module 4

\*Miller, S. P., & Hudson, P. J. (2007). Using evidence-based practices to build mathematics competence related to conceptual, procedural, and declarative knowledge. *Learning Disabilities Research and Practice, 22*, 47–57. <https://doi.org/10.1111/j.1540-5826.2007.00230.x>

Smith, J. L. M., Sáez, L., & Doabler, C. T. (2018). Using explicit and systematic instruction to support working memory. *Teaching Exceptional Children, 50*, 250–257. <https://doi.org/10.1177/0040059918758151>

Witzel, B. S., Riccomini, P. J., & Schneider, E. (2008). Implementing CRA with secondary students with learning disabilities in mathematics. *Intervention in School and Clinic, 43*, 270–276. <https://doi.org/10.1177/1053451208314734>

# Module 5

Powell, S. R., & Fuchs, L. S. (2018). Effective word-problem instruction: Using schemas to facilitate mathematical reasoning. *Teaching Exceptional Children, 51*, 31–42. <https://doi.org/10.1177/0040059918777250>

Riccomini, P. J., Stocker, J. D., & Morano, S. (2017). Implementing an effective mathematics fact fluency practice activity. *Teaching Exceptional Children, 49*, 318–327. <https://doi.org/10.1177/0040059916684053>

\*Woodward, J., Beckmann, S., Driscoll, M., Franke, M., Herzig, P., Jitendra, A.,..Ogbuehi, P. (2012). *Improving mathematical problem solving in grades 4 through 8.* Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. <https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/mps_pg_052212.pdf>

# Module 6

\*Powell, S. R., & Fuchs, L. S. (2012). Early numerical competencies and students with mathematics difficulty. *Focus on Exceptional Children, 44*(5), 1–16.

Powell, S. R., Fuchs, L. S., & Fuchs, D. (2010). Embedding number combinations practice within word-problem tutoring. *Intervention in School and Clinic, 46*, 22–30. <https://doi.org/10.1177/1053451210369516>

Witzel, B. S., Ferguson, C. J., & Mink, D. V. (2012). Number sense: Strategies for helping preschool through grade 3 children develop math skills. *Young Children, 67*(3), 89–94.

# Module 7

Dougherty, B., Bryant, D. P., Bryant, B. R., & Shin, M. (2017). Helping students with mathematics difficulties understand ratios and proportions. *Teaching Exceptional Children, 49*, 96–105. <https://doi.org/10.1177/0040059916674897>

Rodrigues, J., Dyson, N. I., Hansen, N., & Jordan, N. C. (2017). Preparing for algebra by building fraction sense. *Teaching Exceptional Children, 49*, 134–141. <https://doi.org/10.1177/0040059916674326>

\*Siegler, R., Carpenter, T., Fennell, F., Geary, D., Lewis, J., Okamoto, Y.,…Wray, J. (2010). *Developing effective fractions instruction from kindergarten through 8th grade.* Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. <https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/fractions_pg_093010.pdf>

# Module 8

Doabler, C. T., Nelson, N. J., & Clarke, B. (2016). Adapting evidence-based practices to meet the needs of English learners with mathematics difficulties. *Teaching Exceptional Children, 48*, 301–310. <https://doi.org/10.1177/0040059916650638>

Fuchs, L. S., Fuchs, D., & Malone, A. S. (2017). The taxonomy of intervention intensity. *Teaching Exceptional Children, 50*, 35–43. <https://doi.org/10.1177/0040059917703962>

\*Powell, S. R., & Fuchs, L. S. (2015). Intensive intervention in mathematics. *Learning Disabilities Research and Practice, 30*, 182–192. <https://doi.org/10.1111/ldrp.12087>