

***Mathematics Instruction for Students Learning Disabilities or Difficulty Learning Mathematics:
A Guide for Teachers***

Description: This guide for teachers is aligned with the meta-analysis *Mathematics Instruction for Students with Learning Disabilities or Difficulty Learning Mathematics: A Synthesis of the Intervention Research*. Based on the findings of this report, seven effective instructional practices were identified for teaching mathematics to K-12 students with learning disabilities. This guide for teachers describes these practices and, incorporating recommendations from *The Final Report of the National Mathematics Advisory Panel (NMP)* as well, specifies research-based recommendations for students with learning disabilities *and* for students who are experiencing difficulties in learning mathematics but are not identified as having a math learning disability.

Information Level: novice

Intended Audience for Internal Knowledge Development:

State: grants, professional development

Districts: professional development

Schools: professional development

To expand RCCs' capacity, this activity or resource:	
Raises awareness of new developments in fields important to states' work.	This guide distills the seven effective instructional strategies for teaching mathematics to at-risk students from the synthesis of available high quality research.
Helps the RCC help states frame a problem in new ways.	It discusses the practices for teaching mathematics to at-risk students and then relates them to the final report of the NMP.
Helps the RCC help states accomplish a goal or solve a problem.	It allows states to identify a specific method for instructional change or improvement.
Helps the RCC help states improve or support an ongoing state program, policy, or practice.	It can inform existing state professional development initiatives to ensure that effective instructional strategies for teaching math to at-risk students are discussed.
Helps the RCC enhance states' ability to address NCLB/*ESEA requirements.	It can inform the development of state professional development initiatives to ensure that effective instructional strategies for teaching math to at-risk students are discussed.
Enables the RCC to carry out its work more effectively.	It is an accessible resource for busy state people.
Helps the RCC help states complete NCLB-related applications, plans, and reports.	It deepens RCC staff knowledge of the effective instructional strategies for teaching math to at-risk students.

Accompanying/Related Materials:

- *The Mathematics Instruction for Students with Learning Disabilities or Difficulty Learning Mathematics: A Synthesis of the Intervention Research* synthesizes experimental and quasi-experimental research on instruction that enhances the mathematics performance of students in grades 1-12 with learning disabilities.

Suggested Dissemination Strategies:

- Disseminate this synopsis to the state departments of education.
- Use this synopsis as the basis for professional development with state departments of education.
- Assist state departments of education with plans to disseminate the synthesis and accompanying materials to LEAs.

*ESEA – Elementary and Secondary Education Act