**Framework for Presenting Interventions**

We adopt a two-tier method of presenting mathematics interventions in order to assist teachers and other educational professionals in selecting the evidence based intervention that is most likely to be effective for the child in need.  In Tier 1, interventions are sorted by the Categories of Mathematics Intervention that are aligned to the Common Core State Standards.  In Tier two, interventions are sorted into which stage of the intervention hierarchy they are targeted to address.

***Tier 1: Categories of Mathematics Intervention (from the Common Core State Standards in Mathematics)***

* Counting & Cardinality
* Operations & Algebraic Thinking
* Number & Operations in Base Ten
* Number & Operations—Fractions
* Measurement & Data
* Geometry
* Ratios & Proportional Relationships
* The Number System
* Expressions & Equations
* Functions
* Statistics & Probability

***Tier 2 – Intervention Hierarchy***

After interventions are sorted into the category (or categories) each is further analyzed to considered the primacy focus in terms of the instructional hierarchy.  The instructional hierarchy is a model of the stages of learning proposed by Haring and Eaton proposes that all skills are learned in common sequence.  First a child acquires the new skill, followed by increasing the speed and accuracy of the skill through practice with feedback.  Finally, the skill can be used in other settings or for other uses. For mathematics intervention we use an adapted model of the common reasons why students fail academically proposed by Daly and Martens (1997). This model provides a simple and quite comprehensive approach to quickly selecting functional explanations for academic issues based on the instructional hierarchy. Those interested in an in depth explanation of this framework are directed to read the original article (A model for conducting a functional analysis of academic performance problems (School Psychology Review, 26(4), 554-575). Specifically, the model we use is as follows;

1. Acquisition Intervention – The academic activity is too hard and some form of direction instruction is necessary
2. Proficiency Interventions – Students need more practice with feedback in order to increase accuracy and speed of the mathematic skill.
3. Generalization – The student has demonstrated the skill before, but are having difficulty applying the skill in a new manner