ABSTRACT

American Institutes for Research (AIR) and Franklin Pierce Schools (FPS) will partner to address priority area three (Improving Academic Outcomes for Students With Disabilities) of the Investing in Innovation and Improvement Development Grant competition through the project entitled, “Using Intensive Intervention to Improve Math Skills of Students With Disabilities.” The project will emphasize priority Subpart A, “Implementing coherent systems of support that appropriately coordinate and integrate programs to address the needs of children and youth with disabilities and improve the quality of service for those children and their families.” Thus, project objectives are to implement and evaluate a program of intensive intervention that increases math achievement among students with disabilities (SWDs) and other students with intensive learning needs and improves special education program quality for SWDs and families. It features the National Center on Intensive Intervention’s process of data-based individualization (DBI), combined with implementation support that includes collaboration with families. The project will comprise four activities: (1) implementation readiness activities, (2) structured training and support for implementation of DBI, (3) collaboration with families about DBI, and (4) independent evaluation (led by Dr. Yaacov Petscher of Florida State University) of project implementation and impact on students’ math achievement. Using a randomized cohort design, AIR will work with at least 10 students in eight elementary schools (approximately 80 students). We also expect that implementation supports will affect the quality of multitiered systems generally, potentially impacting all elementary students (approximately 3,500) in this high-needs district. Promising results will extend research about how to improve special education quality and achievement in math, impact overall tiered intervention systems in math, and furnish a model for implementation that is readily transportable to sites nationally.