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Mathematics Instruction Within an RTI Framework

Thesis Abstract:

Response to Intervention (RTI) has been implemented in schools across the country following its initial placement in government education policy reports as a method that has great potential in helping children learn. Although a significant amount of research has been done on the aspects of RTI surrounding literacy, few studies have been conducted on its use in the area of mathematics. The purpose of my research was to explore RTI as a tool to help children learn mathematics and numeracy skills. Using a mixed-methods design, I administered an online survey to a population of nineteen elementary school teachers in New England who are familiar with RTI. In addition, I interviewed two professionals in New England who have a sound knowledge of RTI and mathematics programs. My research includes a review of the relevant literature, as well as an analysis of the data I collected. Included are implications for the use of RTI in mathematics and suggestions for further research in this area.