

**THE IMPACT OF THREE MATH INTERVENTIONS ON NUMBER FACT
KNOWLEDGE AMONG ELEMENTARY SCHOOL STUDENTS: EMPHASIS
ON STUDENTS WITH LOWER MATH ABILITIES**

by

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A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN EDUCATION STUDIES, SPECIAL EDUCATION

in

THE FACULTY OF GRADUATE STUDIES

Master of Arts in Educational Studies, Special Education

We accept this thesis as conforming to the required standard

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July 2018

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ABSTRACT

This study examined the impact of three math interventions on students with lower math abilities (LMA) in connection to their ability to gain number fact knowledge. Grade level was also used as a variable. Sixty-five students in Grades 2-6 participated in one of the following three interventions: drill-and-practice, strategy instruction and peer-mediated practice. At the end of 10 weeks, participants completed a number fact test that consisted of addition and multiplication statements. ANOVAs were used to analyze the results for each research question. Results demonstrated that the three interventions had no significant interaction effect on the number fact knowledge gained by the students with LMA. As well, students with LMA and without LMA benefitted equally from the interventions. It was also found that there was no significant interaction between the grade of the student and the intervention used. However, all students benefitted from all three interventions.

Keywords: mathematics interventions, drill-and-practice, peer-mediation, strategy instruction, lower math abilities, number fact knowledge