MATH: CHARACTERISTICS

Student _____ Teacher_____

Date _____ Grade _____

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Has difficulty recognizing numbers	
Struggles to solve addition problems	
Struggles to solve subtraction problems	
Struggles to solve multiplication problems	
Struggles to solve division problems	
Does not remember math facts	
Has difficulty solving story problems	
Works math problems from left to right	
Struggles to demonstrate knowledge of place value	
Struggles to change from one math operation to another	
Struggles to do regrouping	
Struggles to keep numbers in columns	
Has difficulty with skip counting	
Confuses operational signs	
Has difficulty with money concepts	
Has difficulty with measurements	
Has number reversals/transposing	
Has difficulty with telling time	
Has difficulty with schedules and sequences of events	
Has difficultly with a number line	

MATH: INSTRUCTIONAL STRATEGIES AND INTERVENTIONS

Student _____ Teacher_____

Date _____ Grade _____

	Tried/ Duration	Effective Y/N	Remarks
Begin with the easiest problems, and add the harder problems in a progressive order on worksheets			
Fold or divide math paper into fourths, sixths, eighths, etc. Place one problem in each box			
Provide visual clues for problem-solving tasks. Use concrete manipulatives			
Check to see that the meaning of key symbols is clear (+, -, x, etc.)			
Show relationship of key words to their symbols—all together = +, less than = -, how many more = -			
Use color code, rhythm, signs, jump-rope, etc. for drills			
Turn lined paper vertically to help students organize math problems. This keeps the ones, tens, and hundreds in place			
Use large graph paper. One numeral can be written in each square. Gradually make the transition to regular paper			
Allow student to use a calculator			
Drill aloud to teacher or study buddy (use flashcards)			
Determine if student is developmentally ready for specific concepts			
Give immediate feedback (ideally, self-check and correct within class time)			
Reduce quantity of material assigned (odds or evens)			
Use real money in situations that the student can relate to			
Check the whole problem, not just the answer (s/he may know how and why but write down the wrong answer)			
Let the student work on the black/whiteboard (use large motor skills)			
Provide basic math facts			

Use technology (i.e., ALEKS*, FASTT Math* freemathworksheets.com)			
Teach multiplication using rhyme or other memory devices, (i.e., Rhymes 'n' Times*, Multiplication in a Flash*)			
Teach to skill level, not grade level			
Allow use of tables or note cards for assignments and tests (may be a modification for high school)			

*See reach.adventisteducation.org/resources