- MATH AND LDS -

**Strategies for Promoting Math Computation and Fluency**

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**STRATEGIC NUMBER COUNTING**

- Direct instruction of efficient counting, followed by guided practice.
- 2 number addition: start with larger number and count for smaller number.
- 2 number subtraction: start at 'minus number' and count up to 'starting number,' tallying numbers.
- Use of flashcards or number lines.

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**DRILL AND PRACTICE**

- Paper-and-pencil and/or computerized drills of math facts or problem-solving strategies.
- Math facts appear for 1-3 sec.
- Students must reproduce the whole equation and the answer.

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**DETECT-PRACTICE-REPAIR**

- 3 phase Test-Teach-Test procedure.
- Detect phase: timed exercises to determine automatic (<2 sec.) vs. slow (>2 sec.) math fact responding.
- Practice phase: use Cover-Copy-Compare (see below).
- Repair phase: using 1-minute math exercise with items requiring practice embedded in equations that are already automatic for the student.

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**COVER-COPY - COMPARE**

- Students look at math problem, cover it, copy it, and evaluate response compared to original.
- Brief error correction procedure undertaken before next item introduced.

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**RECPROCAL PEER TUTORING**

- Students are paired and take turns being the "tutor".
- Tutor shows flashcards, tutee responds verbally.
- If incorrect, tutee writes problem and correct answer 3 times on paper.
- Roles change after 2 minutes.

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LDs in Mathematics: Evidence-Based Interventions, Strategies, and Resources
https://www.ldatschool.ca/math/evidence-based-interventions-for-math/