The Strategic Math Series (1991-1994) is an effective intervention for teaching computation (i.e., addition, subtraction, multiplication, and division) and place value (Mercer & Miller, 1992; Morin & Miller, 1998). Since publication of the manuals, mathematics standards have changed and now include a greater emphasis on the use of varied approaches to computation that requires conceptual understanding of numbers, operations, and relations between operations. This session will show participants how to implement evidence-based practices that impact students’ metacognitive processing necessary to engage in current mathematical practices such as the concrete-representational-abstract (CRA) sequence and explicit instruction. Simple changes can be made to the instructional procedures and materials to provide students with disabilities and students receiving tiered instruction with access to rigorous elementary level standards. Participants will have hands-on experiences with the manuals, mathematics manipulatives, and pictorial representations, so they can implement the Strategic Math Series and address mathematics standards with fidelity.

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