The recent emphasis on standards-based instruction requires teachers to use effective and efficient practices. Therefore, evidence-based strategies must be implemented in order for students to demonstrate conceptual and procedural knowledge and problem-solving skills in mathematics. Currently, mathematics standards require teachers to address the following word problem situations: 1) add to, 2) take from, 3) put together/take apart, and 4) compare. When evidence-based practices are implemented, students with disabilities or receiving tiered instruction improve problem-solving and computation skills (Kaffar, 2014; Mancl, 2011).

The purpose of this session is to demonstrate several evidence-based strategies to improve problem-solving and computation skills. The results of a study to investigate evidence-based practices (e.g., explicit instruction, cognitive strategies, and a graduated lesson sequence) on four common word problem situations and computation with regrouping will be discussed (Vanderwarn, 2015). Participants will leave this session with skills needed to implement these evidence-based strategies in their classrooms with fidelity.

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