Addition With Regrouping (2011) and Subtraction With Regrouping (2011) are evidence-based interventions for teaching multi-digit computation with an emphasis on place value (Carmack, 2011; Miller & Kaffar, 2011; Kaffar, 2014). Currently, the mathematics standards require teachers to address conceptual understanding of numbers, operations, and relations between operations to represent and solve problems. This session will show participants how to implement evidence-based practices that impact students’ metacognitive processing necessary to engage in up-to-date mathematical practices such as the concrete-representational-abstract (CRA) sequence and explicit instruction. The instructional procedures and materials within the manuals can be aligned with the mathematics standards to provide students with disabilities and students receiving tiered instruction with strategies to improve achievement. Participants will have hands-on experiences with the manuals, mathematics manipulatives (i.e., base-ten blocks), pictorial representations, and the RENAME Strategies for multi-digit computation with regrouping, so they can implement strategies for regrouping and address mathematics standards with fidelity.

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