<u>Self-Administration Folding-In (SAFI)</u>

This targeted intervention trains students to build fluency with basic math facts (addition, subtraction, multiplication, or division) using a self-administered folding-in technique.

<u>Materials:</u>

• Flash cards with basic facts (addition, subtraction, multiplication, or division) and answers on the back

• Dry-erase board with markers and an eraser

• SAFI Student Checklist

<u>Steps:</u>

1. The teacher reviews the flash cards with the student. The flash cards are separated into two piles, those the student can answer within two seconds (**known**) and those the student cannot answer within two seconds or answers incorrectly (**unknown**).

2. The student randomly selects 7 **known** flash cards and sets aside the other **known** flash cards.

3. The student randomly selects 3 flash cards from the **unknown** deck and shuffles the 10 flash cards. These 10 flash cards becomes the daily stack.

4. The student uses the SAFI Student Checklist to carry out the intervention.

5. The student takes the first flash card from the top of the pile and places it flat on the table.

6. The student reads the math fact, writes the answer on the dry-erase board within 3 seconds, and compares the answer from the back of the flash card.

7. If the answer is correct, the card is sorted into the daily **known** pile. If the answer is incorrect, the card is sorted into the daily **unknown** pile.

8. Once the stack of 10 flash cards is completed, the student practices writing the math facts and correct answer from the daily **unknown** pile.

9. The process is continued using the same 10 flash cards until no errors are obtained during a single run-through.

10. The 10 flash cards are then placed in the **known** deck.

Steps 2 through 10 are performed during the following sessions.