

Taped Problems

McCallum, E. & Schmitt, A. J. (2011). The taped problems intervention: increasing the math fact fluency of a student with an intellectual disability. *International Journal of Special Education*, 26.3, 1-8.

This targeted intervention helps students build accuracy and fluency for basic math facts (addition, subtraction, multiplication, or division).

Materials:

- Teacher created audio file for one operation (addition, subtraction, multiplication, or division)
- Worksheet that corresponds with the audio file. (An example is attached.)

Steps:

1. The teacher reviews the math facts for the chosen operation with the student and creates a worksheet and audio file.
2. The audio file consists of the item number for each problem and then the math fact read at a rate of one utterance per second. After the problem is read, a two second delay is provided before the answer is given. Each problem and answer is followed by a brief delay before the next item is read.
3. The worksheet is comprised of three repetitions of a six-problem set in randomized order with a space to write each answer.
4. The student is instructed to write the answer in the space provided on the worksheet while listening to the audio file. The goal is to write the correct answer before it is provided on the audio file.
5. If the problem is incorrect, the student crosses out the incorrect answer and writes the correct answer provided on the audio file.

Worksheet Example

1. $3 \times 4 =$	2. $6 \times 3 =$
3. $5 \times 3 =$	4. $3 \times 8 =$
5. $3 \times 3 =$	6. $7 \times 3 =$
7. $6 \times 3 =$	8. $5 \times 3 =$
9. $7 \times 3 =$	10. $3 \times 4 =$
11. $3 \times 8 =$	12. $3 \times 3 =$
13. $5 \times 3 =$	14. $6 \times 3 =$
15. $3 \times 3 =$	16. $7 \times 3 =$
17. $3 \times 4 =$	18. $3 \times 8 =$