

## Instructional Implications for Math Anxiety

- Be aware of the linguistic complexity of all word problems that the student is expected to answer. Rephrase or rewrite the problems as needed.
- Accommodations and instructional procedures for the student should focus on relieving the burden on working memory by automatizing lower-level skills [and alleviating anxiety.]
- When working with the student on math problems, spread the practice time over short periods. Have the student complete six to eight problems rather than an entire page.
- Before calling on the student in math class, make sure that they will be able to respond successfully to the question. If necessary, provide or review a question with them before class begins.
- Do not have the student do timed tests, written or oral. Provide them as much time as they need to complete a test. If extra time cannot be made available, reduce the number of problems they are expected to do.
- Avoid the use of timed math tests with the student. Do not emphasize speed or rapid recall of math facts, but instead accuracy, persistence, and understanding.
- When grading the student's papers, give them partial credit for parts of problems solved correctly. For example, give some credit for correct reasoning even if the computation is incorrect.
- Do not penalize the student for errors on math worksheets. If necessary, simply record the number of problems correct. Instead, attempt to determine the reason for the errors and then provide appropriate instruction.
- Because the student has not developed automatic recall of math facts and algorithms, provide them with a calculator to use in all activities focused on mathematical reasoning. This will allow them to concentrate on the reasoning process without diverting attention to the more mechanical aspects of the task.
- After completing problems, have the student use a calculator to check calculations and then rework any incorrect solutions.
- Due to the student's specific anxiety in [mathematical procedures, retrieval of math facts, etc.] allow them to use a calculator on any standardized group-administered achievement test. Before the student works a page of math computation problems,

have them highlight the process signs before starting. Help them decide on colors for each of the four signs and consistently highlight each in its own color.