I. MATH CONCEPTS

This section is designed to train functional number skills. The TAXONOMY does not develop a formal mathematics program since excellent materials already exist on the subject. The skills in Section I are not intended to be used as a substitute for a formal, more broadly scoped mathematics program if this is what a client needs.

Section I includes rote counting and reading and writing numbers through 100; counting objects and giving specified numbers of objects through 20; and a limited number of math computation problems. If expanding the section becomes necessary, it is suggested simply to structure the new material according to the formats developed herein. For example, if a client needs training on reading numbers through 200, separate the numbers 101–200 into logical skill groupings and write a task analysis for each grouping based on the corresponding analysis format that appears in this section.

413.1 1-5: ROTE COUNTING

Client is asked: "Count for me." Client must rote count without using visual or auditory cues.

■ Rote counts: 1-2 ■ 1-3 ■ 1-4 ■ 1-5

413.2 0-5: READING NUMBERS

VISUAL IDENTIFICATION

For each number selected for training, instructor presents the number along with other numbers and asks client: "Show me (e.g. zero)." Client is to visually identify the number by pointing to or otherwise non-verbally indicating it. It is recommended target numbers be presented in a random number order format.

■ Visually identifies: 0 ■ 1 ■ 2 ■ 3 ■ 4 ■ 5

VERBAL IDENTIFICATION

For each number selected for training, instructor presents the number and asks client: "What number is this?" Client is to verbally identify the number by reading it aloud. It is recommended numbers be presented in random number order.

■ Verbally identifies: 0 ■ 1 ■ 2 ■ 3 ■ 4 ■ 5

413.3 1-5: COUNTING OBJECTS

For each task selected for training, client is given the number of objects indicated and asked: "How many (name of objects – e.g. pens) are there?" Client must correctly count the objects aloud if asked. It is suggested instructor vary the objects used each training session and not set up the objects (e.g. not put them in a row).

■ Counts: 1 object
■ 2 objects
■ 3 objects
■ 4 objects
■ 5 objects

413.4 1-5: GIVING SPECIFIED NUMBER OF OBJECTS

It is suggested any set of objects given to client at any one time consist of the same objects, and to use a variety of sets of objects each training session.

- 1 Client is given 5 objects and asked to give 1 (Gives 1 object)
- 1 Client is given 2 objects and asked to give 1 (Gives 1 object)
- 2 Client is given 4 objects and asked to give 2 (Gives 2 objects)
- 2 Client is given 6 objects and asked to give 2 (Gives 2 objects)
- 3 Client is given 5 objects and asked to give 3 (Gives 3 objects)
- 3 Client is given 4 objects and asked to give 3 (Gives 3 objects)
- 4 Client is given 7 objects and asked to give 4 (Gives 4 objects)
- 4 Client is given 9 objects and asked to give 4 (Gives 4 objects)
- 5 Client is given 8 objects and asked to give 5 (Gives 5 objects)
- 5 Client is given 7 objects and asked to give 5 (Gives 5 objects)

413.5 0-5: WRITING NUMBERS

This skill is designed to accommodate training client to write numbers either with the aid of a written cue or from memory. Directions specific to each method are given separately and are followed by directions common to both methods.

Client is to write numbers: ____Using written cue ____From memory

I. MATH CONCEPTS

0-5: WRITING NUMBERS (Cont.)

USING WRITTEN CUE

Client is given a written cue for each number selected for training and is asked to collect writing materials and write each number. An entry is provided below for instructor to indicate type of written cue client is to be given (e.g. typed, handwritten, size of numbers).

Type of written cue client is to be given:

FROM MEMORY

Client is asked to collect writing materials and prepare for number dictation. No written cue is provided or may be used by client. Instructor states each number selected for training and asks client to write the number.

Entries are provided below for instructor to indicate materials client is to use, hand with which client is to hold pencil or pen, grasp

client is to use on pencil or pen, and form of each digit client is to write.
Materials client is to use:PencilPenRuled paperUnruled paper
Hand with which client is to hold pencil or pen:Right handLeft hand
Grasp client is to use on pencil or pen:
Form of each digit client is to write:
■ Client collects: Pencil ■ Pen ■ Ruled paper ■ Unruled paper
■ Holds pencil or pen with correct hand as indicated in directions
Positions paper appropriately (e.g. slanted parallel to forearm of writing hand)
■ Holds pencil or pen an appropriate distance from point ■ Uses grasp indicated in directions
Uses indicated grasp consistently throughout writing Uses other hand to steady paper as necessary
■ Writes 0. ■ Form is as indicated in directions. ■ Form is correct in other aspects (e.g. legible, not reversed)

- Writes 1 Form is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) ■ Writes 2 ■ Form is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed)
- Form is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) ■ Writes 3 ■ Writes 4 Form is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed)
- Form is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed)
- Straightness of each number on unruled paper is reasonable Alignment of each number on ruled paper is reasonable
- All numbers written, taken as a whole, are of reasonably uniform size
- Writes numbers in reasonable amount of time

414.1 1-10: ROTE COUNTING

Client is asked: "Count for me." Client must rote count without using visual or auditory cues.

■ Rote counts: 1-6 ■ 1-7 ■ 1-8 ■ 1-9 ■ 1-10

414.2 6-10: READING NUMBERS

VISUAL IDENTIFICATION

For each number selected for training, instructor presents the number along with other numbers and asks client: "Show me (e.g. six)." Client is to visually identify the number by pointing to or otherwise non-verbally indicating it. It is recommended target numbers be presented in a random number order format.

Visually identifies: 6 **=** 7 **8 9**

VERBAL IDENTIFICATION

For each number selected for training, instructor presents the number and asks client: "What number is this?" Client is to verbally identify the number by reading it aloud. It is recommended numbers be presented in random number order.

8 9 Verbally identifies: 6 7

414.3 6-10: COUNTING OBJECTS

For each task selected for training, client is given the number of objects indicated and asked: "How many (name of objects - e.g. pens) are there?" Client must correctly count the objects aloud if asked. It is suggested instructor vary the objects used each training session and not set up the objects (e.g. not put them in a row).

■ Counts: 6 objects
■ 7 objects
■ 8 objects
■ 9 objects
■ 10 objects

414.4 6-10: GIVING SPECIFIED NUMBER OF OBJECTS

It is suggested any set of objects given to client at any one time consist of the same objects, and to use a variety of sets of objects each training session.

I. MATH CONCEPTS

6-10: GIVING SPECIFIED NUMBER OF OBJECTS (Cont.)

- 6 Client is given 7 objects and asked to give 6 (Gives 6 objects)
- 6 Client is given 10 objects and asked to give 6 (Gives 6 objects)
- 7 Client is given 12 objects and asked to give 7 (Gives 7 objects)
- 7 Client is given 9 objects and asked to give 7 (Gives 7 objects)
- 8 Client is given 9 objects and asked to give 8 (Gives 8 objects)
- 8 Client is given 16 objects and asked to give 8 (Gives 8 objects)
- 9 Client is given 10 objects and asked to give 9 (Gives 9 objects)
- 9 Client is given 15 objects and asked to give 9 (Gives 9 objects)
- 10 Client is given 15 objects and asked to give 10 (Gives 10 objects)
- 10 Client is given 12 objects and asked to give 10 (Gives 10 objects)

415.1 6-10: WRITING NUMBERS

This skill is designed to accommodate training client to write numbers either with the aid of a written cue or from memory. Directions
specific to each method are given separately and are followed by directions common to both methods.
Client is to write numbers:Using written cueFrom memory
USING WRITTEN CUE
Client is given a written cue for each number selected for training and is asked to collect writing materials and write each
number. An entry is provided below for instructor to indicate type of written cue client is to be given (e.g. typed, hand-
written, size of numbers).
Type of written cue client is to be given:
FROM MEMORY
Client is asked to collect writing materials and prepare for number dictation. No written cue is provided or may be used by
client. Instructor states each number selected for training and asks client to write the number.
Entries are provided below for instructor to indicate materials client is to use, hand with which client is to hold pencil or pen, grasp
client is to use on pencil or pen, and form of each digit client is to write.
Materials client is to use:PencilPenRuled paperUnruled paper
Hand with which client is to hold pencil or pen:Right handLeft hand
Grasp client is to use on pencil or pen:
Form of each digit client is to write:
■ Client collects: Pencil Pen Ruled paper Unruled paper
 Holds pencil or pen with correct hand as indicated in directions
Positions paper appropriately (e.g. slanted parallel to forearm of writing hand)
 Holds pencil or pen an appropriate distance from point Uses grasp indicated in directions
 Uses indicated grasp consistently throughout writing Uses other hand to steady paper as necessary
■ Writes 6 ■ Form is as indicated in directions ■ Form is correct in other aspects (e.g. legible, not reversed)
Writes 7 Form is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed)
Writes 8 Form is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed)
■ Writes 9 ■ Form is as indicated in directions ■ Form is correct in other aspects (e.g. legible, not reversed)
■ Writes 10 (i.e. correct digits and sequence) ■ Form of each digit is as indicated in directions ■ Form is correct in
other aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
Straightness of each number on unruled paper is reasonable Alignment of each number on ruled paper is reasonable
 All numbers written, taken as a whole, are of reasonably uniform size

415.2 1-15: ROTE COUNTING

Client is asked: "Count for me." Client must rote count without using visual or auditory cues.

■ Rote counts: 1-11 ■ 1-12 ■ 1-13 ■ 1-14 ■ 1-15

■ Writes numbers in reasonable amount of time

415.3 11-15: READING NUMBERS

VISUAL IDENTIFICATION

For each number selected for training, instructor presents the number along with other numbers and asks client: "Show me (e.g. eleven)." Client is to visually identify the number by pointing to or otherwise non-verbally indicating it. It is recommended target numbers be presented in a random number order format.

■ Visually identifies: 11
■ 12
■ 13
■ 14
■ 15

I. MATH CONCEPTS

11-15: READING NUMBERS (Cont.)

VERBAL IDENTIFICATION

For each number selected for training, instructor presents the number and asks client: "What number is this?" Client is to verbally identify the number by reading it aloud. It is recommended numbers be presented in random number order.

■ Verbally identifies: 11
■ 12
■ 13
■ 14
■ 15

416.1 11-15: COUNTING OBJECTS

For each task selected for training, client is given the number of objects indicated and asked: "How many (name of objects – e.g. pens) are there?" Client must correctly count the objects aloud if asked. It is suggested instructor vary the objects used each training session and not arrange the objects (e.g. not put them in a row).

■ Counts: 11 objects ■ 12 objects ■ 13 objects ■ 14 objects ■ 15 objects

416.2 11-15: GIVING SPECIFIED NUMBER OF OBJECTS

It is suggested any set of objects given to client at any one time consist of the same objects, and to use a variety of sets of objects each training session.

- 11 Client is given 15 objects and asked to give 11 (Gives 11 objects)
- 11 Client is given 20 objects and asked to give 11 (Gives 11 objects)
- 12 Client is given 13 objects and asked to give 12 (Gives 12 objects)
- 12 Client is given 15 objects and asked to give 12 (Gives 12 objects)
- 13 Client is given 18 objects and asked to give 13 (Gives 13 objects)
- 13 Client is given 15 objects and asked to give 13 (Gives 13 objects)
- 14 Client is given 20 objects and asked to give 14 (Gives 14 objects)
- 14 Client is given 17 objects and asked to give 14 (Gives 14 objects)
- 15 Client is given 16 objects and asked to give 15 (Gives 15 objects)
- 15 Client is given 18 objects and asked to give 15 (Gives 15 objects)

416.3 11-15: WRITING NUMBERS

This skill is designed to accommodate training client to write numbers either with the aid of a written cue or from memory. Directions
specific to each method are given separately and are followed by directions common to both methods.

Client is to write numbers: ____Using written cue ____From memory

USING WRITTEN CUE

Client is given a written cue for each number selected for training and is asked to collect writing materials and write each number. An entry is provided below for instructor to indicate type of written cue client is to be given (e.g. typed, handwritten, size of numbers).

Type of written cue client is to be given:

FROM MEMORY

Client is asked to collect writing materials and prepare for number dictation. No written cue is provided or may be used by client. Instructor states each number selected for training and asks client to write the number.

Entries are provided below for instructor to indicate materials client is to use, hand with which client is to hold pencil or pen, grasp client is to use on pencil or pen, and form of each digit client is to write.

Materials client is to use: _____Pencil _____Pen _____Ruled paper _____Unruled paper Hand with which client is to hold pencil or pen: _____Right hand _____Left hand

Grasp client is to use on pencil or pen:

Form of each digit client is to write:

- Client collects: Pencil Pen Ruled paper Unruled paper
- Holds pencil or pen with correct hand as indicated in directions
- Positions paper appropriately (e.g. slanted parallel to forearm of writing hand)
- Holds pencil or pen an appropriate distance from point Uses grasp indicated in directions
- Uses indicated grasp consistently throughout writing
 Uses other hand to steady paper as necessary
 - Writes 11 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
 - Writes 12 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform

I. MATH CONCEPTS

11-15: WRITING NUMBERS (Cont.)

- Writes 13 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
- Writes 14 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
- Writes 15 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
- Straightness of each number on unruled paper is reasonable Alignment of each number on ruled paper is reasonable
- All numbers written, taken as a whole, are of reasonably uniform size
- Writes numbers in reasonable amount of time

417.1 1-20: ROTE COUNTING

Client is asked: "Count for me." Client must rote count without using visual or auditory cues.

■ Rote counts: 1-16 ■ 1-17 ■ 1-18 ■ 1-19 ■ 1-20

417.2 16-20: READING NUMBERS

VISUAL IDENTIFICATION

For each number selected for training, instructor presents the number along with other numbers and asks client: "Show me (e.g. sixteen)." Client is to visually identify the number by pointing to or otherwise non-verbally indicating it. It is recommended target numbers be presented in a random number order format.

■ Visually identifies: 16 ■ 17 ■ 18 ■ 19 ■ 20

VERBAL IDENTIFICATION

For each number selected for training, instructor presents the number and asks client: "What number is this?" Client is to verbally identify the number by reading it aloud. It is recommended numbers be presented in random number order.

■ Verbally identifies: 16
■ 17
■ 18
■ 19
■ 20

417.3 16-20: COUNTING OBJECTS

For each task selected for training, client is given the number of objects indicated and asked: "How many (name of objects – e.g. pens) are there?" Client must correctly count the objects aloud if asked. It is suggested instructor vary the objects used each training session and not arrange the objects (e.g. not put them in a row).

■ Counts: 16 objects ■ 17 objects ■ 18 objects ■ 19 objects ■ 20 objects

417.4 16-20: GIVING SPECIFIED NUMBER OF OBJECTS

It is suggested any set of objects given to client at any one time consist of the same objects, and to use a variety of sets of objects each training session.

- 16 Client is given 25 objects and asked to give 16 (Gives 16 objects)
- 16 Client is given 18 objects and asked to give 16 (Gives 16 objects)
- 17 Client is given 18 objects and asked to give 17 (Gives 17 objects)
- 17 Client is given 22 objects and asked to give 17 (Gives 17 objects)
- 18 Client is given 30 objects and asked to give 18 (Gives 18 objects)
- 18 Client is given 20 objects and asked to give 18 (Gives 18 objects)
- 19 Client is given 24 objects and asked to give 19 (Gives 19 objects)
- 19 Client is given 30 objects and asked to give 19 (Gives 19 objects)
- 20 Client is given 28 objects and asked to give 20 (Gives 20 objects)
- 20 Client is given 21 objects and asked to give 20 (Gives 20 objects)

417.5 16-20: WRITING NUMBERS

This skill is designed to accommodate training client to write numbers either with the aid of a written cue or from memory. Directions specific to each method are given separately and are followed by directions common to both methods.

Client is to write numbers: _____Using written cue _____From memory

USING WRITTEN CUE

Client is given a written cue for each number selected for training and is asked to collect writing materials and write each

MATH SKILLS

I. MATH CONCEPTS

16-20: WRITING NUMBERS (Cont.)

Grasp client is to use on pencil or pen: Form of each digit client is to write:

number. An entry is provided below for instructor to indicate type of written cue client is to be given (e.g. typed, handwritten, size of numbers).

Type of written cue client is to be given:

client is to use on pencil or pen, and form of each digit client is to write. Materials client is to use: _____Pencil _____Pen ____Ruled paper ___

■ Client collects: Pencil ■ Pen ■ Ruled paper ■ Unruled paper Holds pencil or pen with correct hand as indicated in directions

Positions paper appropriately (e.g. slanted parallel to forearm of writing hand)

Holds pencil or pen an appropriate distance from point
 Uses grasp indicated in directions

Hand with which client is to hold pencil or pen: _____Right hand _____Left hand

FROM MEMORY

Client is asked to collect writing materials and prepare for number dictation. No written cue is provided or may be used by client. Instructor states each number selected for training and asks client to write the number.

__Unruled paper

Entries are provided below for instructor to indicate materials client is to use, hand with which client is to hold pencil or pen, grasp

	Uses indicated grasp consistently throughout writing Uses other hand to steady paper as necessary
	■ Writes 16 (i.e. correct digits and sequence) ■ Form of each digit is as indicated in directions ■ Form is correct in oth-
	er aspects (e.g. legible, not reversed) 📮 Spacing between digits is appropriate 🔎 Size of digits is reasonably uniform
	■ Writes 17 (i.e. correct digits and sequence) ■ Form of each digit is as indicated in directions ■ Form is correct in oth-
	er aspects (e.g. legible, not reversed) - Spacing between digits is appropriate - Size of digits is reasonably uniform
	■ Writes 18 (i.e. correct digits and sequence) ■ Form of each digit is as indicated in directions ■ Form is correct in oth-
	er aspects (e.g. legible, not reversed) 💻 Spacing between digits is appropriate 💻 Size of digits is reasonably uniform
	■ Writes 19 (i.e. correct digits and sequence) ■ Form of each digit is as indicated in directions ■ Form is correct in oth-
	er aspects (e.g. legible, not reversed) - Spacing between digits is appropriate - Size of digits is reasonably uniform
	■ Writes 20 (i.e. correct digits and sequence) ■ Form of each digit is as indicated in directions ■ Form is correct in oth-
	er aspects (e.g. legible, not reversed) 💻 Spacing between digits is appropriate 💻 Size of digits is reasonably uniform
	■ Straightness of each number on unruled paper is reasonable ■ Alignment of each number on ruled paper is reasonable
	All numbers written, taken as a whole, are of reasonably uniform size
	■ Writes numbers in reasonable amount of time
418.1	1–30: ROTE COUNTING
	Client is asked: "Count for me." Client must rote count without using visual or auditory cues.
	■ Rote counts: 1-21 ■ 1-22 ■ 1-23 ■ 1-24 ■ 1-25 ■ 1-26 ■ 1-27 ■ 1-28 ■ 1-29 ■ 1-30
418.2	21–30: READING NUMBERS
	VISUAL IDENTIFICATION
	For each number selected for training, instructor presents the number along with other numbers and asks client: "Show me
	(e.g. twenty-one)." Client is to visually identify the number by pointing to or otherwise non-verbally indicating it. It is rec-
	ommended target numbers be presented in a random number order format.
	■ Visually identifies: 21 ■ 22 ■ 23 ■ 24 ■ 25 ■ 26 ■ 27 ■ 28 ■ 29 ■ 30
	VERBAL IDENTIFICATION
	For each number selected for training, instructor presents the number and asks client: "What number is this?" Client is to
	verbally identify the number by reading it aloud. It is recommended numbers be presented in random number order.
	■ Verbally identifies: 21 ■ 22 ■ 23 ■ 24 ■ 25 ■ 26 ■ 27 ■ 28 ■ 29 ■ 30
440.0	O4 OO HUBUTING AN IMPEDO
418.3	21–30: WRITING NUMBERS
	This skill is designed to accomplate training aligns to units another with the sid of a units.
	This skill is designed to accomodate training client to write numbers either with the aid of a written cue or from memory. Directions

Client is given a written cue for each number selected for training and is asked to collect writing materials and write each

specific to each method are given separately and are followed by directions common to both methods.

Client is to write numbers: _____Using written cue _____From memory

USING WRITTEN CUE

I. MATH CONCEPTS

21-30: WRITING NUMBERS (Cont.)

number. An entry is provided below for instructor to indicate type of written cue client is to be given (e.g. typed, handwritten, size of numbers).

Type of written cue client is to be given:

FROM MEMORY

Client is asked to collect writing materials and prepare for number dictation. No written cue is provided or may be used by client. Instructor states each number selected for training and asks client to write the number.

Entries are provided below for instructor to indicate materials client is to use, hand with which client is to hold pencil or pen, grasp client is to use on pencil or pen, and form of each digit client is to write.

Materials client is to use: _____Pencil _____Pen _____Ruled paper _____Unruled paper

Hand with which client is to hold pencil or pen: _____Right hand _____Left hand

Grasp client is to use on pencil or pen:

Form of each digit client is to write:

- Client collects: Pencil Pen Ruled paper Unruled paper
- Holds pencil or pen with correct hand as indicated in directions
- Positions paper appropriately (e.g. slanted parallel to forearm of writing hand)
- Holds pencil or pen an appropriate distance from point Uses grasp indicated in directions
- Uses indicated grasp consistently throughout writing
 Uses other hand to steady paper as necessary
 - Writes 21 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
 - Writes 22 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
 - Writes 23 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in oth-
 - er aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
 Writes 24 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in oth-
 - er aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform

 Writes 25 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in oth-
 - er aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
 - Writes 26 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
 - Writes 27 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
 - Writes 28 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
 - Writes 29 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
 - Writes 30 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
- Straightness of each number on unruled paper is reasonable
 Alignment of each number on ruled paper is reasonable
- All numbers written, taken as a whole, are of reasonably uniform size
- Writes numbers in reasonable amount of time

419.1 1-40: ROTE COUNTING

Client is asked: "Count for me." Client must rote count without using visual or auditory cues.

■ Rote counts: 1-31 ■ 1-32 ■ 1-33 ■ 1-34 ■ 1-35 ■ 1-36 ■ 1-37 ■ 1-38 ■ 1-39 ■ 1-40

419.2 31-40: READING NUMBERS

VISUAL IDENTIFICATION

For each number selected for training, instructor presents the number along with other numbers and asks client: "Show me (e.g. thirty-one)." Client is to visually identify the number by pointing to or otherwise non-verbally indicating it. It is recommended target numbers be presented in a random number order format.

■ Visually identifies: 31 ■ 32 ■ 33 ■ 34 ■ 35 ■ 36 ■ 37 ■ 38 ■ 39 ■ 40

VERBAL IDENTIFICATION

For each number selected for training, instructor presents the number and asks client: "What number is this?" Client is to verbally identify the number by reading it aloud. It is recommended numbers be presented in random number order.

■ Verbally identifies: 31 ■ 32 ■ 33 ■ 34 ■ 35 ■ 36 ■ 37 ■ 38 ■ 39 ■ 40

I. MATH CONCEPTS

420.1 31-40: WRITING NUMBERS

Client	s to write numbers:Using written cueFrom memory
USIN	WRITTEN CUE
	Client is given a written due for each number selected for training and is asked to collect writing materials and writ
	number. An entry is provided below for instructor to indicate type of written cue client is to be given (e.g. typed,
	written, size of numbers).
	Type of written cue client is to be given:
FROM	MEMORY
	Client is asked to collect writing materials and prepare for number dictation. No written cue is provided or may be
	client. Instructor states each number selected for training and asks client to write the number.
	are provided below for instructor to indicate materials client is to use, hand with which client is to hold pencil or po
	to use on pencil or pen, and form of each digit client is to write.
	Is client is to use:PencilPenRuled paperUnruled paper
_0	ith which client is to hold pencil or pen:Right handLeft hand
	lient is to use on pencil or pen:
_	f each digit client is to write:
_	nt collects: Pencil Pen Ruled paper Unruled paper
	ds pencil or pen with correct hand as indicated in directions
	tions paper appropriately (e.g. slanted parallel to forearm of writing hand)
	ds pencil or pen an appropriate distance from point Subset grasp indicated in directions
– Us	indicated grasp consistently throughout writing Uses other hand to steady paper as necessary Form of each digit is as indicated in directions Form is co
	er aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonable Writes 33 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is co
	er aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably
	■ Writes 34 (i.e. correct digits and sequence) ■ Form of each digit is as indicated in directions ■ Form is co
	er aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably
	■ Writes 35 (i.e. correct digits and sequence) ■ Form of each digit is as indicated in directions ■ Form is co
	er aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably
	■ Writes 36 (i.e. correct digits and sequence) ■ Form of each digit is as indicated in directions ■ Form is co
	er aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably
	■ Writes 37 (i.e. correct digits and sequence) ■ Form of each digit is as indicated in directions ■ Form is co
	er aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably
	■ Writes 38 (i.e. correct digits and sequence) ■ Form of each digit is as indicated in directions ■ Form is co
	er aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably
	■ Writes 39 (i.e. correct digits and sequence) ■ Form of each digit is as indicated in directions ■ Form is co
	er aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably
	■ Writes 40 (i.e. correct digits and sequence) ■ Form of each digit is as indicated in directions ■ Form is co
	er aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably
	ightness of each number on unruled paper is reasonable Alignment of each number on ruled paper is reasonable
■ AI	numbers written, taken as a whole, are of reasonably uniform size
W	es numbers in reasonable amount of time
	DOTE COUNTING
1-50	ROTE COUNTING

420.3 41-50: READING NUMBERS

VISUAL IDENTIFICATION

For each number selected for training, instructor presents the number along with other numbers and asks client: "Show me

I. MATH CONCEPTS

41-50: READING NUMBERS (Cont.)

(e.g. forty-one)." Client is to visually identify the number by pointing to or otherwise non-verbally indicating it. It is recommended target numbers be presented in a random number order format.

■ Visually identifies: 41 ■ 42 ■ 43 ■ 44 ■ 45 ■ 46 ■ 47 ■ 48 ■ 49 ■ 50

VERBAL IDENTIFICATION

For each number selected for training, instructor presents the number and asks client: "What number is this?" Client is to verbally identify the number by reading it aloud. It is recommended numbers be presented in random number order.

■ Verbally identifies: 41
■ 42
■ 43
■ 44
■ 45
■ 46
■ 47
■ 48
■ 49
■ 50

421.1 41-50: WRITING NUMBERS

This skill is designed to accommodate training client to write numbers either with the aid of a written cue or from memory. Directions specific to each method are given separately and are followed by directions common to both methods.

Client is to write numbers: ____Using written cue ____From memory

USING WRITTEN CUE

Client is given a written cue for each number selected for training and is asked to collect writing materials and write each number. An entry is provided below for instructor to indicate type of written cue client is to be given (e.g. typed, handwritten, size of numbers).

Type of written cue client is to be given:

FROM MEMORY

Client is asked to collect writing materials and prepare for number dictation. No written cue is provided or may be used by client. Instructor states each number selected for training and asks client to write the number.

Entries are provided below for instructor to indicate materials client is to use, hand with which client is to hold pencil or pen, grasp client is to use on pencil or pen, and form of each digit client is to write.

Materials client is to use: ____Pencil ____Pen ___Ruled paper ____Unruled paper

Hand with which client is to hold pencil or pen: _____Right hand _____Left hand

Grasp client is to use on pencil or pen:

Form of each digit client is to write:

- Client collects: Pencil Pen Ruled paper Unruled paper
- Holds pencil or pen with correct hand as indicated in directions
- Positions paper appropriately (e.g. slanted parallel to forearm of writing hand)
- Holds pencil or pen an appropriate distance from point Uses grasp indicated in directions
- Uses indicated grasp consistently throughout writing
 Uses other hand to steady paper as necessary
 - Writes 41 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in oth-
 - er aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform

 Writes 42 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in oth-
 - er aspects (e.g. legible, not reversed)

 Spacing between digits is appropriate

 Size of digits is reasonably uniform
 - Writes 43 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in other
 - er aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
 Writes 44 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in oth-
 - er aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
 - Writes 45 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
 - Writes 46 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in oth-
 - er aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
 Writes 47 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in oth-
 - er aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform

 Writes 48 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in oth-
 - er aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
 - Writes 49 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
 - Writes 50 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
- Straightness of each number on unruled paper is reasonable
 Alignment of each number on ruled paper is reasonable
- All numbers written, taken as a whole, are of reasonably uniform size
- Writes numbers in reasonable amount of time

I. MATH CONCEPTS

422.1 1-60: ROTE COUNTING

Client is asked: "Count for me." Client must rote count without using visual or auditory cues.

■ Rote counts: 1-51 ■ 1-52 ■ 1-53 ■ 1-54 ■ 1-55 ■ 1-56 ■ 1-57 ■ 1-58 ■ 1-59 ■ 1-60

422.2 51-60: READING NUMBERS

VISUAL IDENTIFICATION

For each number selected for training, instructor presents the number along with other numbers and asks client: "Show me (e.g. fifty-one)." Client is to visually identify the number by pointing to or otherwise non-verbally indicating it. It is recommended target numbers be presented in a random number order format.

■ Visually identifies: 51 ■ 52 ■ 53 ■ 54 ■ 55 ■ 56 ■ 57 ■ 58 ■ 59 ■ 60

VERBAL IDENTIFICATION

For each number selected for training, instructor presents the number and asks client: "What number is this?" Client is to verbally identify the number by reading it aloud. It is recommended numbers be presented in random number order.

■ Verbally identifies: 51 ■ 52 ■ 53 ■ 54 ■ 55 ■ 56 ■ 57 ■ 58 ■ 59 ■ 60

422.3 51-60: WRITING NUMBERS

This skill is designed to accommodate training client to write numbers either with the aid of a written cue or from memory. Directions specific to each method are given separately and are followed by directions common to both methods.

Client is to write numbers: ____Using written cue ____From memory

USING WRITTEN CUE

Client is given a written cue for each number selected for training and is asked to collect writing materials and write each number. An entry is provided below for instructor to indicate type of written cue client is to be given (e.g. typed, handwritten, size of numbers).

Type of written cue client is to be given:

FROM MEMORY

Client is asked to collect writing materials and prepare for number dictation. No written cue is provided or may be used by client. Instructor states each number selected for training and asks client to write the number.

Entries are provided below for instructor to indicate materials client is to use, hand with which client is to hold pencil or pen, grasp client is to use on pencil or pen, and form of each digit client is to write.

Materials client is to use: ____Pencil ____Pen ___Ruled paper ____Unruled paper Hand with which client is to hold pencil or pen: ____Right hand ____Left hand

Grasp client is to use on pencil or pen:

Form of each digit client is to write:

- - - - -

- Client collects: Pencil Pen Ruled paper Unruled paper
- Holds pencil or pen with correct hand as indicated in directions
- Positions paper appropriately (e.g. slanted parallel to forearm of writing hand)
- Holds pencil or pen an appropriate distance from point Uses grasp indicated in directions
- Uses indicated grasp consistently throughout writing
 Uses other hand to steady paper as necessary
 - Writes 51 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
 - Writes 52 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in oth-
 - er aspects (e.g. legible, not reversed)
 Spacing between digits is appropriate
 Size of digits is reasonably uniform
 Writes 53 (i.e. correct digits and sequence)
 Form of each digit is as indicated in directions
 Form is correct in oth-
 - er aspects (e.g. legible, not reversed)

 Spacing between digits is appropriate

 Size of digits is reasonably uniform
 - Writes 54 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
 - Writes 55 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in oth-
 - er aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform

 Writes 56 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in oth-
 - er aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
 - Writes 57 (i.e. correct digits and sequence)
 Form of each digit is as indicated in directions
 Form is correct in other aspects (e.g. legible, not reversed)
 Spacing between digits is appropriate
 Size of digits is reasonably uniform
 - Writes 58 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform

I. MATH CONCEPTS

51-	-60.	WRIT	ING	NIIN	IRFRS	(Cont.)

- Writes 59 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
- Writes 60 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
- Straightness of each number on unruled paper is reasonable Alignment of each number on ruled paper is reasonable
- All numbers written, taken as a whole, are of reasonably uniform size
- Writes numbers in reasonable amount of time

423.1 1-70: ROTE COUNTING

Client is asked: "Count for me." Client must rote count without using visual or auditory cues.

■ Rote counts: 1-61 ■ 1-62 ■ 1-63 ■ 1-64 ■ 1-65 ■ 1-66 ■ 1-67 ■ 1-68 ■ 1-69 ■ 1-70

423.2 61-70: READING NUMBERS

VISUAL IDENTIFICATION

For each number selected for training, instructor presents the number along with other numbers and asks client: "Show me (e.g. sixty-one)." Client is to visually identify the number by pointing to or otherwise non-verbally indicating it. It is recommended target numbers be presented in a random number order format.

■ Visually identifies: 61 ■ 62 ■ 63 ■ 64 ■ 65 ■ 66 ■ 67 ■ 68 ■ 69 ■ 70

VERBAL IDENTIFICATION

For each number selected for training, instructor presents the number and asks client: "What number is this?" Client is to verbally identify the number by reading it aloud. It is recommended numbers be presented in random number order.

■ Verbally identifies: 61 ■ 62 ■ 63 ■ 64 ■ 65 ■ 66 ■ 67 ■ 68 ■ 69 ■ 70

423.3 61-70: WRITING NUMBERS

This skill is designed to accommodate training client to write numbers either with the aid of a written cue or from memory. Directions specific to each method are given separately and are followed by directions common to both methods.

Client is to write numbers: ____Using written cue ____From memory

USING WRITTEN CUE

Client is given a written cue for each number selected for training and is asked to collect writing materials and write each number. An entry is provided below for instructor to indicate type of written cue client is to be given (e.g. typed, handwritten, size of numbers).

Type of written cue client is to be given:

FROM MEMORY

Client is asked to collect writing materials and prepare for number dictation. No written cue is provided or may be used by client. Instructor states each number selected for training and asks client to write the number.

Entries are provided below for instructor to indicate materials client is to use, hand with which client is to hold pencil or pen, grasp client is to use on pencil or pen, and form of each digit client is to write.

Materials client is to use: ____Pencil ____Pen ____Ruled paper ____Unruled paper

Hand with which client is to hold pencil or pen: _____ Right hand _____ Left hand

Grasp client is to use on pencil or pen:

Form of each digit client is to write:

- Client collects: Pencil Pen Ruled paper Unruled paper
- Holds pencil or pen with correct hand as indicated in directions
- Positions paper appropriately (e.g. slanted parallel to forearm of writing hand)
- Holds pencil or pen an appropriate distance from point
 Uses grasp indicated in directions
- Uses indicated grasp consistently throughout writing
 Uses other hand to steady paper as necessary
 - Writes 61 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
 - Writes 62 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) Specing between digits is appropriate Size of digits is reasonably uniform
 - er aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform

 Writes 63 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in oth-
 - er aspects (e.g. legible, not reversed)

 Spacing between digits is appropriate

 Size of digits is reasonably uniform

I. MATH CONCEPTS

61-70): WRITING NUMBERS (Cont.)								
	■ Writes 64 (i.e. correct digits and sequence) ■ Form of each digit is as indicated in directions ■ Form is correct in oth-								
	er aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform								
	■ Writes 65 (i.e. correct digits and sequence) ■ Form of each digit is as indicated in directions ■ Form is correct in oth-								
	er aspects (e.g. legible, not reversed) 💻 Spacing between digits is appropriate 📑 Size of digits is reasonably uniform								
	■ Writes 66 (i.e. correct digits and sequence) ■ Form of each digit is as indicated in directions ■ Form is correct in oth-								
	er aspects (e.g. legible, not reversed) 💻 Spacing between digits is appropriate 📑 Size of digits is reasonably uniform								
	■ Writes 67 (i.e. correct digits and sequence) ■ Form of each digit is as indicated in directions ■ Form is correct in oth-								
	er aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform								
	■ Writes 68 (i.e. correct digits and sequence) ■ Form of each digit is as indicated in directions ■ Form is correct in oth-								
	er aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform								
	■ Writes 69 (i.e. correct digits and sequence) ■ Form of each digit is as indicated in directions ■ Form is correct in oth-								
	er aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform								
	Writes 70 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in oth-								
	er aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform								
	■ Straightness of each number on unruled paper is reasonable ■ Alignment of each number on ruled paper is reasonable								
	■ All numbers written, taken as a whole, are of reasonably uniform size								
	■ Writes numbers in reasonable amount of time								
424.1	1–80: ROTE COUNTING								
424.2	Client is asked: "Count for me." Client must rote count without using visual or auditory cues. Rote counts: 1-71 1-72 1-73 1-74 1-75 1-76 1-77 1-78 1-79 1-80 71-80: READING NUMBERS								
	VISUAL IDENTIFICATION								
	VISUAL IDENTIFICATION								
	For each number selected for training, instructor presents the number along with other numbers and asks client: "Show me								
	(e.g. seventy-one)." Client is to visually identify the number by pointing to or otherwise non-verbally indicating it. It is rec-								
	ommended target numbers be presented in a random number order format.								
	■ Visually identifies: 71 ■ 72 ■ 73 ■ 74 ■ 75 ■ 76 ■ 77 ■ 78 ■ 79 ■ 80								
	VERBAL IDENTIFICATION								
	For each number selected for training, instructor presents the number and asks client: "What number is this?" Client is to verbally identify the number by reading it aloud. It is recommended numbers be presented in random number order.								
	= W								
	■ Verbally identifies: /1 ■ /2 ■ /3 ■ /4 ■ 75 ■ 76 ■ 77 ■ 78 ■ 79 ■ 80								
424.3	71–80: WRITING NUMBERS								
	This skill is designed to accommodate training client to write numbers either with the aid of a written cue or from memory. Directions								
	specific to each method are given separately and are followed by directions common to both methods.								
	Client is to write numbers:Using written cueFrom memory								
	USING WRITTEN CUE								
	Client is given a written cue for each number selected for training and is asked to collect writing materials and write each								
	number. An entry is provided below for instructor to indicate type of written cue client is to be given (e.g. typed, hand-								
	written, size of numbers).								
	Type of written cue client is to be given: FROM MEMORY								
	Client is asked to collect writing materials and prepare for number dictation. No written cue is provided or may be used by								
	client. Instructor states each number selected for training and asks client to write the number.								
	Entries are provided below for instructor to indicate materials client is to use, hand with which client is to hold pencil or pen, grasp								
	client is to use on pencil or pen, and form of each digit client is to write.								
	Materials client is to use:PencilPenRuled paperUnruled paper								
	Hand with which client is to hold pencil or pen:Right handLeft hand								
	Grasp client is to use on pencil or pen:								

Form of each digit client is to write:

■ Client collects: Pencil ■ Pen ■ Ruled paper ■ Unruled paper

I. MATH CONCEPTS

71-80: WRITING NUMBERS (Cont.)

- Holds pencil or pen with correct hand as indicated in directions
- Positions paper appropriately (e.g. slanted parallel to forearm of writing hand)
- Holds pencil or pen an appropriate distance from point Uses grasp indicated in directions
- Uses indicated grasp consistently throughout writing
 Uses other hand to steady paper as necessary
 - Writes 71 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
 - Writes 72 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
 - Writes 73 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
 - Writes 74 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
 - Writes 75 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
 - Writes 76 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
 - Writes 77 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
 - Writes 78 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
 - Writes 79 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
 - Writes 80 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
- Straightness of each number on unruled paper is reasonable Alignment of each number on ruled paper is reasonable
- All numbers written, taken as a whole, are of reasonably uniform size
- Writes numbers in reasonable amount of time

425.1 1-90: ROTE COUNTING

Client is asked: "Count for me." Client must rote count without using visual or auditory cues.

■ Rote counts: 1-81 ■ 1-82 ■ 1-83 ■ 1-84 ■ 1-85 ■ 1-86 ■ 1-87 ■ 1-88 ■ 1-89 ■ 1-90

425.2 81-90: READING NUMBERS

VISUAL IDENTIFICATION

For each number selected for training, instructor presents the number along with other numbers and asks client: "Show me (e.g. eighty-one)." Client is to visually identify the number by pointing to or otherwise non-verbally indicating it. It is recommended target numbers be presented in a random number order format.

■ Visually identifies: 81 ■ 82 ■ 83 ■ 84 ■ 85 ■ 86 ■ 87 ■ 88 ■ 89 ■ 90

VERBAL IDENTIFICATION

For each number selected for training, instructor presents the number and asks client: "What number is this?" Client is to verbally identify the number by reading it aloud. It is recommended numbers be presented in random number order.

■ Verbally identifies: 81 ■ 82 ■ 83 ■ 84 ■ 85 ■ 86 ■ 87 ■ 88 ■ 89 ■ 90

425.3 81-90: WRITING NUMBERS

This skill is designed to accommodate training client to write numbers either with the aid of a written cue or from memory. Directions specific to each method are given separately and are followed by directions common to both methods.

Client is to write numbers: ____Using written cue ____From memory

USING WRITTEN CUE

Client is given a written cue for each number selected for training and is asked to collect writing materials and write each number. An entry is provided below for instructor to indicate type of written cue client is to be given (e.g. typed, handwritten, size of numbers).

Type of written cue client is to be given:

I. MATH CONCEPTS

81-90: WRITING NUMBERS (Cont.)

FROM MEMORY

Client is asked to collect writing materials and prepare for number dictation. No written cue is provided or may be used by client. Instructor states each number selected for training and asks client to write the number.

Entries are provided below for instructor to indicate materials client is to use, hand with which client is to hold pencil or pen, grasp

client is to use on pencil or pen, and form of each digit client is to write. Materials client is to use: _____Pencil _____Pen _Ruled paper _ Unruled paper Hand with which client is to hold pencil or pen: _____Right hand _____Left hand Grasp client is to use on pencil or pen: Form of each digit client is to write: ■ Client collects: Pencil ■ Pen ■ Ruled paper ■ Unruled paper Holds pencil or pen with correct hand as indicated in directions Positions paper appropriately (e.g. slanted parallel to forearm of writing hand) Holds pencil or pen an appropriate distance from point Uses grasp indicated in directions Uses indicated grasp consistently throughout writing
Uses other hand to steady paper as necessary ■ Writes 81 (i.e. correct digits and sequence) ■ Form of each digit is as indicated in directions Form is correct in other aspects (e.g. legible, not reversed) Spacing between digits is appropriate ■ Size of digits is reasonably uniform Writes 82 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in oth-■ Spacing between digits is appropriate ■ Size of digits is reasonably uniform er aspects (e.g. legible, not reversed) ■ Writes 83 (i.e. correct digits and sequence) ■ Form of each digit is as indicated in directions ■ Form is correct in other aspects (e.g. legible, not reversed) ■ Spacing between digits is appropriate ■ Size of digits is reasonably uniform Writes 84 (i.e. correct digits and sequence) ■ Form of each digit is as indicated in directions ■ Form is correct in other aspects (e.g. legible, not reversed) Spacing between digits is appropriate
Size of digits is reasonably uniform Writes 85 (i.e. correct digits and sequence) ■ Form of each digit is as indicated in directions ■ Form is correct in other aspects (e.g. legible, not reversed) ■ Spacing between digits is appropriate ■ Size of digits is reasonably uniform Writes 86 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in oth-■ Spacing between digits is appropriate ■ Size of digits is reasonably uniform er aspects (e.g. legible, not reversed) Form of each digit is as indicated in directions Form is correct in oth-Writes 87 (i.e. correct digits and sequence) er aspects (e.g. legible, not reversed) ■ Spacing between digits is appropriate ■ Size of digits is reasonably uniform Form of each digit is as indicated in directions Form is correct in oth- Writes 88 (i.e. correct digits and sequence) er aspects (e.g. legible, not reversed) Spacing between digits is appropriate
Size of digits is reasonably uniform Writes 89 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in oth-■ Spacing between digits is appropriate ■ Size of digits is reasonably uniform er aspects (e.g. legible, not reversed) ■ Writes 90 (i.e. correct digits and sequence) ■ Form of each digit is as indicated in directions ■ Form is correct in other aspects (e.g. legible, not reversed) ■ Spacing between digits is appropriate ■ Size of digits is reasonably uniform ■ Straightness of each number on unruled paper is reasonable ■ Alignment of each number on ruled paper is reasonable All numbers written, taken as a whole, are of reasonably uniform size Writes numbers in reasonable amount of time 426.1 1-100: ROTE COUNTING Client is asked: "Count for me." Client must rote count without using visual or auditory cues. ■ Rote counts: 1-91 ■ 1-92 ■ 1-93 ■ 1-94 ■ 1-95 ■ 1-96 ■ 1-97 ■ 1-98 ■ 1-99 ■ 1-100 426.2 91-100: READING NUMBERS VISUAL IDENTIFICATION For each number selected for training, instructor presents the number along with other numbers and asks client: "Show me

VERBAL IDENTIFICATION

Visually identifies: 91

For each number selected for training, instructor presents the number and asks client: "What number is this?" Client is to verbally identify the number by reading it aloud. It is recommended numbers be presented in random number order.

Verbally identifies: 91 92 93 94 95 96 97 98 99 100

(e.g. ninety-one)." Client is to visually identify the number by pointing to or otherwise non-verbally indicating it. It is rec-

■ 92 ■ 93 ■ 94 ■ 95 ■ 96 ■ 97 ■ 98 ■ 99 ■ 100

ommended target numbers be presented in a random number order format.

I. MATH CONCEPTS

This skill is designed to accommodate training client to write numbers either with the aid of a written cue or from memory. Directions

427.1 91-100: WRITING NUMBERS

format is to be used.

vertical format, or if either format may be used.

specific to each method are given separately and are followed by directions common to both methods.
Client is to write numbers:Using written cueFrom memory
USING WRITTEN CUE
Client is given a written cue for each number selected for training and is asked to collect writing materials and write each
number. An entry is provided below for instructor to indicate type of written cue client is to be given (e.g. typed, hand-
written, size of numbers).
Type of written cue client is to be given:
FROM MEMORY
Client is asked to collect writing materials and prepare for number dictation. No written cue is provided or may be used by
client. Instructor states each number selected for training and asks client to write the number.
Entries are provided below for instructor to indicate materials client is to use, hand with which client is to hold pencil or pen, grasp
client is to use on pencil or pen, and form of each digit client is to write.
Materials client is to use:PencilPenRuled paperUnruled paper
Hand with which client is to hold pencil or pen:Right handLeft hand
Grasp client is to use on pencil or pen:
Form of each digit client is to write:
■ Client collects: Pencil ■ Pen ■ Ruled paper ■ Unruled paper
Holds pencil or pen with correct hand as indicated in directions
Positions paper appropriately (e.g. slanted parallel to forearm of writing hand)
■ Holds pencil or pen an appropriate distance from point ■ Uses grasp indicated in directions
Uses indicated grasp consistently throughout writing Uses other hand to steady paper as necessary
■ Writes 91 (i.e. correct digits and sequence) ■ Form of each digit is as indicated in directions ■ Form is correct in other
er aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
Writes 92 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in oth-
er aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
■ Writes 93 (i.e. correct digits and sequence) ■ Form of each digit is as indicated in directions ■ Form is correct in oth-
er aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
■ Writes 94 (i.e. correct digits and sequence) ■ Form of each digit is as indicated in directions ■ Form is correct in oth-
er aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
■ Writes 95 (i.e. correct digits and sequence) ■ Form of each digit is as indicated in directions ■ Form is correct in oth-
er aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
Writes 96 (i.e. correct digits and sequence) Form of each digit is as indicated in directions Form is correct in oth-
er aspects (e.g. legible, not reversed) 📑 Spacing between digits is appropriate 💻 Size of digits is reasonably uniform
■ Writes 97 (i.e. correct digits and sequence) ■ Form of each digit is as indicated in directions ■ Form is correct in oth-
er aspects (e.g. legible, not reversed) 📮 Spacing between digits is appropriate 📮 Size of digits is reasonably uniform
■ Writes 98 (i.e. correct digits and sequence) ■ Form of each digit is as indicated in directions ■ Form is correct in oth-
er aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
■ Writes 99 (i.e. correct digits and sequence) ■ Form of each digit is as indicated in directions ■ Form is correct in oth-
er aspects (e.g. legible, not reversed) 💻 Spacing between digits is appropriate 👚 Size of digits is reasonably uniform
■ Writes 100 (i.e. correct digits and sequence) ■ Form of each digit is as indicated in directions ■ Form is correct in oth-
er aspects (e.g. legible, not reversed) Spacing between digits is appropriate Size of digits is reasonably uniform
■ Straightness of each number on unruled paper is reasonable ■ Alignment of each number on ruled paper is reasonable
All numbers written, taken as a whole, are of reasonably uniform size
■ Writes numbers in reasonable amount of time
7.2 SINGLE DIGIT ADDITION

This skill is designed for use with any one of three presentation formats. Entries are provided below for instructor to indicate which

Problems are to be presented: _____In horizontal format _____In vertical format _____In either format

Instructor presents, in written form, each addition problem selected for training (answers omitted) and asks client to write the answer for each problem in space provided on answer sheet. Instructor provides problem and answer sheet and writing instrument. An entry is provided below for instructor to indicate if problems are to be presented in horizontal format as here, in

I. MATH CONCEPTS

	Instructor prese	ents, verbally, eac	h addition probl	em selected for tra	aining and asks cli	ient to state the a	inswer to each proble	m.
	Instructor uses	no visual aids for	client, and clien	t does no writing.				
	Instructor prese	ents, verbally, eac	h addition probl	em selected for tra	aining and asks cli	ient to write each	problem (i.e. set up	the
	problem on pap	per) and the answ	er for it. Instruct	tor provides blank	paper and writing	g instrument. An	entry is provided bel	ow
	for instructor to	o indicate if clien	t is to write prob	lems in horizonta	l format as here, i	in vertical format	, or if either format n	nay
	be used.							
	Client is to writ	te problems:	In horizonta	l formatl	n vertical format	In either	format	
	Client gives core	rect answer for p	roblem					
	■ 1+1=2	1 + 8 = 9	2 + 7 = 9	3 + 7 = 10	4 + 7 = 11	5 + 8 = 13	7 + 7 = 14	
	■ 1 + 2 = 3	1 + 9 = 10	2 + 8 = 10	3 + 8 = 11	4 + 8 = 12	5 + 9 = 14	7 + 8 = 15	
	■ 1 + 3 = 4	2 + 2 = 4	2 + 9 = 11	3 + 9 = 12	4 + 9 = 13	■ 6 + 6 = 12	7 + 9 = 16	
	■ 1 + 4 = 5	= 2 + 3 = 5	\blacksquare 3 + 3 = 6	4 + 4 = 8	■ 5 + 5 = 10	■ 6 + 7 = 13	8 + 8 = 16	
	■ 1 + 5 = 6	2 + 4 = 6	\blacksquare 3 + 4 = 7	4 + 5 = 9	■ 5+6=11	■ 6 + 8 = 14	8 + 9 = 17	
	1 + 6 = 7	2 + 5 = 7	3 + 5 = 8	4 + 6 = 10	5 + 7 = 12	■ 6 + 9 = 15	■ 9+9=18	
	1 + 7 = 8	2 + 6 = 8	3 + 6 = 9					
SINGL	es each answer in	TRACTION						
SINGL This ski	E DIGIT SUB If is designed for is to be used.	TRACTION					ector to indicate whic	
SINGL This ski	E DIGIT SUB If is designed for is to be used. Instructor prese	TRACTION use with any one	orm, each subtrac	ction problem sele	cted for training ((answers omitted,	and asks client to w	rite
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SINGL This ski	E DIGIT SUB Il is designed for is to be used. Instructor prese the answer for estrument. An envertical format, Problems are to Instructor prese lem. Instructor Instructor prese	ents, in written for each problem in survey is provided by or if either forms be presented: ents, verbally, each uses no visual aidents, verbally, each ents, verbally, each ents, verbally, each ents, verbally, each	orm, each subtraction of the subtraction of the subtraction profession of the subtraction profession professio	etion problem selent answer sheet. Instant to indicate if postal formatoblem selected for client does no writioblem selected for selected for selected for selected for selected for the selected for the selected for sele	cted for training (structor provides (eroblems are to be —In vertical form, training and asks ting.	(answers omitted, problem and anso presented in hole atIn eith client to state the client to write e	and asks client to we wer sheet and writing rizontal format as her ner format answer to each proach problem (i.e. set)	rite in- re, in b- up
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■ Writes each problem correctly ■ Using format indicated in directions

-5-2=3

= 5 - 3 = 2

■ 5 – 4 = 1

-6-4=2

■ 6 - 5 = 1

= 6 - 6 = 0

Writes each answer in correct place

= 3 - 2 = 1

3 - 3 = 0

428.2 DOUBLE DIGIT ADDITION: Without Carrying

mat is to be used.

Instructor presents, in written form, each addition problem selected for training (answers omitted) and asks client to write the answer for each problem in space provided on answer sheet. Instructor provides problem and answer sheet and writing instrument. An entry is provided below for instructor to indicate if problems are to be presented in horizontal format as here, in vertical format, or if either format may be used.

Problems are to be presented: ____In horizontal format ____In vertical format ____In either format

This skill is designed for use with either of two presentation formats. Entries are provided below for instructor to indicate which for-

7 - 5 = 2

■ 7-6=1

= 8 - 4 = 4

■ 8 - 5 = 3

9 - 2 = 7

9 - 3 = 6

Instructor presents, verbally, each addition problem selected for training and asks client to write each problem (i.e. set up the problem on paper) and the answer for it. Instructor provides blank paper and writing instrument. An entry is provided below

I. MATH CONCEPTS

DOUBLE DIGIT ADDITION: Without Carrying (Cont.)
for instructor to indicate if client is to write problems in horizontal format as here, in vertical format, or if either format may
be used. Client is to write problems:In horizontal formatIn vertical formatIn either format
Client is to write problems:In horizontal formatIn vertical formatIn either format 21 + 48 = 69
■ Writes problem correctly ■ Using format indicated in directions
■ Adds "ones" column first ■ Adds "ones" column correctly by writing 9 ■ In correct place
Adds "tens" column second Adds "tens" column correctly by writing 6 In correct place
Reads problem and answer correctly when asked (e.g. says 21 plus 48 is 69)
57 + 31 = 88
 Writes problem correctly Using format indicated in directions
Adds "ones" column first Adds "ones" column correctly by writing 8 In correct place
■ Adds "tens" column second ■ Adds "tens" column correctly by writing 8 ■ In correct place
Reads problem and answer correctly when asked (e.g. says 57 plus 31 is 88)
60 + 29 = 89
Writes problem correctly Using format indicated in directions
Adds "ones" column first Adds "ones" column correctly by writing 9 In correct place
 Adds "tens" column second Adds "tens" column correctly by writing 8 In correct place Reads problem and answer correctly when asked (e.g. says 60 plus 29 is 89)
36 + 42 = 78
■ Writes problem correctly ■ Using format indicated in directions
Adds "ones" column first Adds "ones" column correctly by writing 8 In correct place
Adds "tens" column second Adds "tens" column correctly by writing 7 In correct place
Reads problem and answer correctly when asked (e.g. says 36 plus 42 is 78)
19 + 80 = 99
Writes problem correctly Using format indicated in directions
■ Adds "ones" column first ■ Adds "ones" column correctly by writing 9 ■ In correct place
Adds "tens" column second Adds "tens" column correctly by writing 9 In correct place
Reads problem and answer correctly when asked (e.g. says 19 plus 80 is 99)
75 + 13 = 88
Writes problem correctly Using format indicated in directions
Adds "ones" column first Adds "ones" column correctly by writing 8 In correct place
 Adds "tens" column second Adds "tens" column correctly by writing 8 Reads problem and answer correctly when asked (e.g. says 75 plus 13 is 88)
47 + 52 = 99
■ Writes problem correctly ■ Using format indicated in directions
■ Adds "ones" column first ■ Adds "ones" column correctly by writing 9 ■ In correct place
■ Adds "tens" column second ■ Adds "tens" column correctly by writing 9 ■ In correct place
Reads problem and answer correctly when asked (e.g. says 47 plus 52 is 99)
28 + 40 = 68
 Writes problem correctly Using format indicated in directions
■ Adds "ones" column first ■ Adds "ones" column correctly by writing 8 ■ In correct place
■ Adds "tens" column second ■ Adds "tens" column correctly by writing 6 ■ In correct place
Reads problem and answer correctly when asked (e.g. says 28 plus 40 is 68)
23 + 36 = 59
Writes problem correctly Using format indicated in directions
 Adds "ones" column first Adds "ones" column correctly by writing 9 In correct place Adds "tens" column second Adds "tens" column correctly by writing 5 In correct place
Reads problem and answer correctly when asked (e.g. says 23 plus 36 is 59)
42 + 16 = 58
■ Writes problem correctly ■ Using format indicated in directions
Adds "ones" column first Adds "ones" column correctly by writing 8 In correct place
■ Adds "tens" column second ■ Adds "tens" column correctly by writing 5 ■ In correct place
Reads problem and answer correctly when asked (e.g. says 42 plus 16 is 58)

I. MATH CONCEPTS

430.1 DOUBLE DIGIT SUBTRACTION: Without Borrowing

This skill is designed for use with either of two presentation formats. Entries are provided below for instructor to indicate which for-
mat is to be used.
Instructor presents, in written form, each subtraction problem selected for training (answers omitted) and asks client to write the answer for each problem in space provided on answer sheet. Instructor provides problem and answer sheet and writing instrument. An entry is provided below for instructor to indicate if problems are to be presented in horizontal format as here, in vertical format, or if either format may be used.
Problems are to be presented:In horizontal formatIn vertical formatIn either format
Instructor presents, verbally, each subtraction problem selected for training and asks client to write each problem (i.e. set up
the problem on paper) and the answer for it. Instructor provides blank paper and writing instrument. An entry is provided be-
low for instructor to indicate if client is to write problems in horizontal format as here, in vertical format, or if either format
may be used.
Client is to write problems:In horizontal formatIn vertical formatIn either format
38 – 16 = 22
Writes problem correctly Using format indicated in directions
Subtracts "ones" column first Subtracts "ones" column correctly by writing 2 In correct place
■ Subtracts "tens" column second ■ Subtracts "tens" column correctly by writing 2 ■ In correct place
 Reads problem and answer correctly when asked (e.g. says 38 minus 16 is 22)
51 – 21 = 30
■ Writes problem correctly ■ Using format indicated in directions
■ Subtracts "ones" column first ■ Subtracts "ones" column correctly by writing 0 ■ In correct place
■ Subtracts "tens" column second ■ Subtracts "tens" column correctly by writing 3 ■ In correct place
Reads problem and answer correctly when asked (e.g. says 51 minus 21 is 30)
46 - 32 = 14
■ Writes problem correctly ■ Using format indicated in directions
■ Subtracts "ones" column first ■ Subtracts "ones" column correctly by writing 4 ■ In correct place
■ Subtracts "tens" column second ■ Subtracts "tens" column correctly by writing 1 ■ In correct place
Reads problem and answer correctly when asked (e.g. says 46 minus 32 is 14)
97 – 71 = 26
Writes problem correctly Using format indicated in directions
Subtracts "ones" column first Subtracts "ones" column correctly by writing 6 In correct place
■ Subtracts "tens" column second ■ Subtracts "tens" column correctly by writing 2 ■ In correct place
Reads problem and answer correctly when asked (e.g. says 97 minus 71 is 26)
97 – 32 = 65
Writes problem correctly Using format indicated in directions
Subtracts "ones" column first Subtracts "ones" column correctly by writing 5 In correct place
Subtracts "tens" column second Subtracts "tens" column correctly by writing 6 In correct place
Reads problem and answer correctly when asked (e.g. says 97 minus 32 is 65)
56 - 14 = 42
Writes problem correctly Using format indicated in directions
■ Subtracts "ones" column first ■ Subtracts "ones" column correctly by writing 2 ■ In correct place ■ Subtracts "tens" column second ■ Subtracts "tens" column correctly by writing 4 ■ In correct place
Reads problem and answer correctly when asked (e.g. says 56 minus 14 is 42)
68 - 55 = 13
■ Writes problem correctly ■ Using format indicated in directions
■ Subtracts "ones" column first ■ Subtracts "ones" column correctly by writing 3 ■ In correct place
■ Subtracts "tens" column second ■ Subtracts "tens" column correctly by writing 1 ■ In correct place
Reads problem and answer correctly when asked (e.g. says 68 minus 55 is 13)
73 – 52 = 21
■ Writes problem correctly ■ Using format indicated in directions
■ Subtracts "ones" column first ■ Subtracts "ones" column correctly by writing 1 ■ In correct place
Subtracts "tens" column second Subtracts "tens" column correctly by writing 2 In correct place
Reads problem and answer correctly when asked (e.g. says 73 minus 52 is 21)
98 – 53 = 45
■ Writes problem correctly ■ Using format indicated in directions

■ Subtracts "ones" column first ■ Subtracts "ones" column correctly by writing 5 ■ In correct place

I. MATH CONCEPTS

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- Subtracts "tens" column second Subtracts "tens" column correctly by writing 4 In correct place
- Reads problem and answer correctly when asked (e.g. says 98 minus 53 is 45)

49 - 11 = 38

- Writes problem correctly Using format indicated in directions
- Subtracts "ones" column first Subtracts "ones" column correctly by writing 8 In correct place
- Subtracts "tens" column second Subtracts "tens" column correctly by writing 3 In correct place
- Reads problem and answer correctly when asked (e.g. says 49 minus 11 is 38)

431.1 ADDITION: With Carrying

This skill is designed for use with either of two presentation formats. Entries are provided below for instructor to indicate which for mat is to be used.
Instructor presents, in written form, each addition problem selected for training (answers omitted) and asks client to write answer for each problem in space provided on answer sheet. Instructor provides problem and answer sheet and writing instrument. An entry is provided below for instructor to indicate if problems are to be presented in horizontal format as here, in vertical format, or if either format may be used.
Problems are to be presented:In horizontal formatIn vertical formatIn either format
Instructor presents, verbally, each addition problem selected for training and asks client to write each problem (i.e. set up t
problem on paper) and the answer for it. Instructor provides blank paper and writing instrument. An entry is provided belo
for instructor to indicate if client is to write problems in horizontal format as here, in vertical format, or if either format me
be used. Client is to write problems:In horizontal formatIn vertical formatIn either format
51 + 9 = 60
■ Writes problem correctly ■ Using format indicated in directions
■ Adds "ones" column first ■ Adds "ones" column correctly by writing 0 ■ In correct place ■ And carrying 1 to "tens" column
■ Adds "tens" column second ■ Adds "tens" column correctly by adding carried 1to the 5 of "tens" column ■ An
writing 6 In correct place
Reads problem and answer correctly when asked (e.g. says 51 plus 9 is 60)
23 + 8 = 31
■ Writes problem correctly ■ Using format indicated in directions
Adds "ones" column first Adds "ones" column correctly by writing 1 In correct place And carrying 1 to tens" column
Adds "tens" column second Adds "tens" column correctly by adding carried 1 to the 2 of "tens" column writing 3 In correct place
Reads problem and answer correctly when asked (e.g. says 23 plus 8 is 31)
4 + 18 = 22
Writes problem correctly Using format indicated in directions
Adds "ones" column first Adds "ones" column correctly by writing 2 In correct place And carrying 1 to tens" column
Adds "tens" column second Adds "tens" column correctly by adding carried 1 to the 1 of "tens" column
writing 2 In correct place
Reads problem and answer correctly when asked (e.g. says 4 plus 18 is 22)
5 + 37 = 42
Writes problem correctly Using format indicated in directions Add (Vacant)
Adds "ones" column first Adds "ones" column correctly by writing 2 In correct place And carrying 1 t "tens" column
Adds "tens" column second Adds "tens" column correctly by adding carried 1 to the 3 of "tens" column writing 4 In correct place
Reads problem and answer correctly when asked (e.g. says 5 plus 37 is 42)
16 + 78 = 94
Writes problem correctly Using format indicated in directions
■ Adds "ones" column first ■ Adds "ones" column correctly by writing 4 ■ In correct place ■ And carrying 1 t "tens" column

Adds "tens" column second
Adds "tens" column correctly by adding carried 1 to the 1 and 7 of "tens" column

And writing 9 In correct place

■ Reads problem and answer correctly when asked (e.g. says 16 plus 78 is 94)

I. MATH CONCEPTS

	ION: With Carrying (Cont.)
	26 + 47 = 73
	Writes problem correctly Using format indicated in directions
	■ Adds "ones" column first ■ Adds "ones" column correctly by writing 3 ■ In correct place ■ And carrying 1 to "tens" column
	■ Adds "tens" column second ■ Adds "tens" column correctly by adding carried 1 to the 2 and 4 of "tens" column
	■ And writing 7 ■ In correct place
	■ Reads problem and answer correctly when asked (e.g. says 26 plus 47 is 73)
	28 + 39 = 67
	Writes problem correctly Using format indicated in directions
	■ Adds "ones" column first ■ Adds "ones" column correctly by writing 7 ■ In correct place ■ And carrying 1 to "tens" column
	Adds "tens" column second Adds "tens" column correctly by adding carried 1 to the 2 and 3 of "tens" column
	And writing 6 In correct place
	Reads problem and answer correctly when asked (e.g. says 28 plus 39 is 67)
	19 + 25 = 44
	Writes problem correctly Using format indicated in directions
	Adds "ones" column first Adds "ones" column correctly by writing 4 In correct place And carrying 1 to "tens" column
	 Adds "tens" column second Adds "tens" column correctly by adding carried 1 to the 1 and 2 of "tens" column And writing 4 In correct place
	Reads problem and answer correctly when asked (e.g. says 19 plus 25 is 44)
	57 + 37 = 94
	■ Writes problem correctly ■ Using format indicated in directions
	■ Adds "ones" column first ■ Adds "ones" column correctly by writing 4 ■ In correct place ■ And carrying 1 to "tens" column
	Adds "tens" column second Adds "tens" column correctly by adding carried 1 to the 5 and 3 of "tens" column
	■ And writing 9 ■ In correct place
	Reads problem and answer correctly when asked (e.g. says 57 plus 37 is 94)
	37 + 48 = 85
	Writes problem correctly Using format indicated in directions
	■ Adds "ones" column first ■ Adds "ones" column correctly by writing 5 ■ In correct place ■ And carrying 1 to "tens" column
	Adds "tens" column second Adds "tens" column correctly by adding carried 1 to the 3 and 4 of "tens" column
	■ And writing 8 ■ In correct place
	Reads problem and answer correctly when asked (e.g. says 37 plus 48 is 85)
432.1	SUBTRACTION: With Borrowing
	This skill is designed for use with either of two processing formers. Early
	This skill is designed for use with either of two presentation formats. Entries are provided below for instructor to indicate which format is to be used.
	Instructor presents, in written form, each subtraction problem selected for training (answers omitted) and asks client to write the answer for each problem in space provided on answer sheet. Instructor provides problem and answer sheet and writing in-
	strument. An entry is provided below for instructor to indicate if problems are to be presented in horizontal format as here,
	in vertical format, or if either format may be used.
	Problems are to be presented: In horizontal format In vertical format In either format
	Instructor presents, verbally, each subtraction problem selected for training and asks client to write each problem (i.e. set up
	the problem on paper) and the answer for it. Instructor provides blank paper and writing instrument. An entry is provided be-
	low for instructor to indicate if client is to write problems in horizontal format as here, in vertical format, or if either format
	may be used.
	Client is to write problems:In horizontal formatIn vertical formatIn either format
	91 – 9 = 82
	■ Writes problem correctly ■ Using format indicated in directions
	■ Borrows 10 from minuend "tens" column ■ As first step
	Adds borrowed 10 to minuend "ones" column As second step
	■ Subtracts "ones" column as third step ■ Subtracts "ones" column correctly by writing 2 ■ In correct place
	■ Subtracts "tens" column as fourth step ■ Subtracts "tens" column correctly by writing 8 ■ In correct place

■ Reads problem and answer correctly when asked (e.g. says 91 minus 9 is 82)

I. MATH CONCEPTS

SUBTRACTION: With Borrowing (Cont.) 32 - 7 = 25 Writes problem correctly Using format indicated in directions ■ Borrows 10 from minuend "tens" column ■ As first step Adds borrowed 10 to minuend "ones" column As second step. ■ Subtracts "ones" column as third step ■ Subtracts "ones" column correctly by writing 5 ■ In correct place ■ Subtracts "tens" column as fourth step ■ Subtracts "tens" column correctly by writing 2 ■ In correct place Reads problem and answer correctly when asked (e.g. says 32 minus 7 is 25) 57 - 8 = 49Writes problem correctly Using format indicated in directions ■ Borrows 10 from minuend "tens" column ■ As first step Adds borrowed 10 to minuend "ones" column As second step ■ Subtracts "ones" column as third step ■ Subtracts "ones" column correctly by writing 9 ■ In correct place ■ Subtracts "tens" column as fourth step ■ Subtracts "tens" column correctly by writing 4 ■ In correct place Reads problem and answer correctly when asked (e.g. says 57 minus 8 is 49) 60 - 3 = 57■ Writes problem correctly ■ Using format indicated in directions ■ Borrows 10 from minuend "tens" column ■ As first step Adds borrowed 10 to minuend "ones" column As second step ■ Subtracts "ones" column as third step ■ Subtracts "ones" column correctly by writing 7 ■ In correct place Subtracts "tens" column as fourth step Subtracts "tens" column correctly by writing 5 In correct place Reads problem and answer correctly when asked (e.g. says 60 minus 3 is 57) 48 - 19 = 29 Writes problem correctly Using format indicated in directions ■ Borrows 10 from minuend "tens" column ■ As first step Adds borrowed 10 to minuend "ones" column As second step Subtracts "ones" column as third step Subtracts "ones" column correctly by writing 9 In correct place ■ Subtracts "tens" column as fourth step ■ Subtracts "tens" column correctly by writing 2 ■ In correct place ■ Reads problem and answer correctly when asked (e.g. says 48 minus 19 is 29) 85 - 28 = 57 Writes problem correctly Using format indicated in directions ■ Borrows 10 from minuend "tens" column ■ As first step Adds borrowed 10 to minuend "ones" column As second step ■ Subtracts "ones" column as third step ■ Subtracts "ones" column correctly by writing 7 ■ In correct place Subtracts "tens" column as fourth step Subtracts "tens" column correctly by writing 5 In correct place ■ Reads problem and answer correctly when asked (e.g. says 85 minus 28 is 57) 41 - 22 = 19■ Writes problem correctly ■ Using format indicated in directions Borrows 10 from minuend "tens" column As first step. Adds borrowed 10 to minuend "ones" column As second step ■ Subtracts "ones" column as third step ■ Subtracts "ones" column correctly by writing 9 ■ In correct place ■ Subtracts "tens" column as fourth step ■ Subtracts "tens" column correctly by writing 1 ■ In correct place ■ Reads problem and answer correctly when asked (e.g. says 41 minus 22 is 19) 54 - 26 = 28Writes problem correctly Using format indicated in directions ■ Borrows 10 from minuend "tens" column ■ As first step Adds borrowed 10 to minuend "ones" column As second step Subtracts "ones" column as third step Subtracts "ones" column correctly by writing 8 In correct place Subtracts "tens" column as fourth step Subtracts "tens" column correctly by writing 2 In correct place Reads problem and answer correctly when asked (e.g. says 54 minus 26 is 28) 52 - 35 = 17■ Writes problem correctly ■ Using format indicated in directions ■ Borrows 10 from minuend "tens" column ■ As first step. Adds borrowed 10 to minuend "ones" column As second step

Subtracts "ones" column as third step
 Subtracts "ones" column correctly by writing 7
 Subtracts "tens" column correctly by writing 1
 In correct place
 Subtracts "tens" column correctly by writing 1

Reads problem and answer correctly when asked (e.g. says 52 minus 35 is 17)

I. MATH CONCEPTS

SUBTRACTION: With Borrowing (Cont.) 82 - 74 = 8 Writes problem correctly
 Using format indicated in directions ■ Borrows 10 from minuend "tens" column ■ As first step Adds borrowed 10 to minuend "ones" column
As second step ■ Subtracts "ones" column as third step ■ Subtracts "ones" column correctly by writing 8 ■ In correct place Subtracts "tens" column as fourth step
Subtracts "tens" column correctly by not writing any number Reads problem and answer correctly when asked (e.g. says 82 minus 74 is 8) 434.1 USING HAND CALCULATOR: Addition The computations in this skill are analyzed for calculators designed with algebraic entry logic (i.e. the problems are entered in the same order they are written). The addition problems selected for training are presented to client in written form (answers omitted). An entry is provided below for instructor to indicate if problems are to be presented in horizontal format as here, in vertical format, or if either format may be used. Client is provided with hand calculator and asked to compute the answer for each problem. If client also is to write answers, instructor provides writing instrument and answer sheet and asks client to write each answer in space provided on answer sheet. Problems are to be presented: ____In horizontal format ____In vertical format ____In either format Client is asked: "Point to the addition key." (Points to addition key) Client is asked: "Point to the equal key." (Points to equal key) Turns on calculator 27 + 51 = 78■ Enters: 2 ■ 7 ■ Addition key ■ 5 ■ 1 ■ Equal key ■ Display reads 78. ■ Writes 78 ■ In space provided on answer sheet ■ Reads problem and answer correctly when asked (e.g. says 27 plus 51 is 78) 30 + 46 = 76■ Enters: 3 ■ 0 ■ Addition key ■ 4 ■ 6 ■ Equal key Display reads 76. ■ Writes 76 ■ In space provided on answer sheet ■ Reads problem and answer correctly when asked (e.g. says 30 plus 46 is 76) 68 + 19 = 87■ Enters: 6 ■ 8 ■ Addition key ■ 1 ■ 9 ■ Equal key Display reads 87. ■ Writes 87
■ In space provided on answer sheet Reads problem and answer correctly when asked (e.g. says 68 plus 19 is 87) 49 + 20 = 69■ Enters: 4 ■ 9 ■ Addition key ■ 2 ■ 0 ■ Equal key ■ Display reads 69. ■ Writes 69 ■ In space provided on answer sheet Reads problem and answer correctly when asked (e.g. says 49 plus 20 is 69) 5 + 7 + 8 = 20■ Enters: 5 ■ Addition key ■ 7 ■ Addition key Display reads 12. ■ Enters: 8 ■ Equal key Display reads 20. ■ Writes 20 ■ In space provided on answer sheet Reads problem and answer correctly when asked (e.g. says 5 plus 7 plus 8 is 20) 3 + 9 + 6 = 18■ Enters: 3 ■ Addition key ■ 9 ■ Addition key

■ Display reads 12.■ Enters: 6 ■ Equal key■ Display reads 18.

■ Writes 18 ■ In space provided on answer sheet

Reads problem and answer correctly when asked (e.g. says 3 plus 9 plus 6 is 18)

I. MATH CONCEPTS

```
USING HAND CALCULATOR: Addition (Cont.)
       18 + 20 + 37 = 75
              ■ Enters: 18 ■ Addition key ■ 20 ■ Addition key
              ■ Display reads 38.
              ■ Enters: 37 ■ Equal key
              Display reads 75.
              ■ Writes 75 ■ In space provided on answer sheet

    Reads problem and answer correctly when asked (e.g. says 18 plus 20 plus 37 is 75)

      45 + 10 + 24 = 79
              ■ Enters: 45 ■ Addition key ■ 10 ■ Addition key
              Display reads 55.
              ■ Enters: 24 ■ Equal key
              Display reads 79.
              ■ Writes 79 ■ In space provided on answer sheet

    Reads problem and answer correctly when asked (e.g. says 45 plus 10 plus 24 is 79)

      19 + 36 + 28 + 17 = 100
              ■ Enters: 19 ■ Addition key ■ 36 ■ Addition key
              Display reads 55.
              ■ Enters: 28 ■ Addition key
              Display reads 83.
              ■ Enters: 17 ■ Equal key
              Display reads 100.
              ■ Writes 100
                            In space provided on answer sheet

    Reads problem and answer correctly when asked (e.g. says 19 plus 36 plus 28 plus 17 is 100)

      35 + 20 + 24 + 21 = 100
              ■ Enters: 35
■ Addition key
■ 20
■ Addition key
              Display reads 55.
             ■ Enters: 24 ■ Addition key
             Display reads 79.
             ■ Enters: 21 ■ Equal key
              Display reads 100.
              ■ Writes 100 ■ In space provided on answer sheet
              Reads problem and answer correctly when asked (e.g. says 35 plus 20 plus 24 plus 21 is 100)
      Turns off calculator
```

435.1 USING HAND CALCULATOR: Subtraction

The computations in this skill are analyzed for calculators designed with algebraic entry logic (i.e. the problems are entered in the same order they are written). The subtraction problems selected for training are presented to client in written form (answers omitted). An entry is provided below for instructor to indicate if problems are to be presented in horizontal format as here, in vertical format, or if either format may be used. Client is provided with hand calculator and asked to compute the answer for each problem. If client also is to write answers, instructor provides writing instrument and answer sheet and asks client to write each answer in space provided on answer sheet.

```
Problems are to be presented:
                               ____In horizontal format
                                                           __In vertical format
                                                                               ____In either format
       ■ Client is asked: "Point to the subtraction key." (Points to subtraction key)
       Client is asked: "Point to the equal key." (Points to equal key)
Turns on calculator
89 - 47 = 42
       ■ Enters: 8 ■ 9
                           ■ Subtraction key ■ 4 ■ 7
                                                              ■ Equal key
       Display reads 42.
       Writes 42
In space provided on answer sheet

    Reads problem and answer correctly when asked (e.g. says 89 minus 47 is 42)

65 - 32 = 33
       ■ Enters: 6 ■ 5
                           ■ Subtraction key ■ 3 ■ 2 ■ Equal key

    Display reads 33.

       ■ Writes 33
                     In space provided on answer sheet
       Reads problem and answer correctly when asked (e.g. says 65 minus 32 is 33)
```

I. MATH CONCEPTS

```
USING HAND CALCULATOR: Subtraction (Cont.)
       58 - 46 = 12
              ■ Enters: 5 ■ 8 ■ Subtraction key ■ 4 ■ 6 ■ Equal key
              ■ Display reads 12.
              ■ Writes 12 ■ In space provided on answer sheet
              ■ Reads problem and answer correctly when asked (e.g. says 58 minus 46 is 12)
      91 - 70 = 21
              ■ Enters: 9 ■ 1 ■ Subtraction key ■ 7 ■ 0 ■ Equal key
              ■ Display reads 21.
              ■ Writes 21 ■ In space provided on answer sheet
              ■ Reads problem and answer correctly when asked (e.g. says 91 minus 70 is 21)
      29 - 13 = 16
              ■ Enters: 29 ■ Subtraction key ■ 13 ■ Equal key
              Display reads 16.
              ■ Writes 16 ■ In space provided on answer sheet
              Reads problem and answer correctly when asked (e.g. says 29 minus 13 is 16)
      80 - 53 = 27
              ■ Enters: 80 ■ Subtraction key ■ 53 ■ Equal key

    Display reads 27.

              Writes 27
In space provided on answer sheet
              ■ Reads problem and answer correctly when asked (e.g. says 80 minus 53 is 27)
      76 - 44 = 32
              ■ Enters: 76 ■ Subtraction key ■ 44 ■ Equal key
              ■ Display reads 32.
              ■ Writes 32 ■ In space provided on answer sheet
              Reads problem and answer correctly when asked (e.g. says 76 minus 44 is 32)
      88 - 75 = 13
              ■ Enters: 88 ■ Subtraction key ■ 75 ■ Equal key
              ■ Display reads 13.
              ■ Writes 13 ■ In space provided on answer sheet
              ■ Reads problem and answer correctly when asked (e.g. says 88 minus 75 is 13)
      100 - 39 - 26 = 35
              ■ Enters: 100 ■ Subtraction key ■ 39 ■ Subtraction key
              Display reads 61.
              ■ Enters: 26 ■ Equal key
              Display reads 35.
              ■ Writes 35 ■ In space provided on answer sheet

    Reads problem and answer correctly when asked (e.g. says 100 minus 39 minus 26 is 35)

      100 - 27 - 72 = 1
              ■ Enters: 100 ■ Subtraction key ■ 27 ■ Subtraction key
              ■ Display reads 73.
              ■ Enters: 72 ■ Equal key
              Display reads 1.
              ■ Writes 1 ■ In space provided on answer sheet
              Reads problem and answer correctly when asked (e.g. says 100 minus 27 minus 72 is 1)
      Turns off calculator
```

436.1 USING HAND CALCULATOR: Multiplication

The computations in this skill are analyzed for calculators designed with algebraic entry logic (i.e. the problems are entered in the same order they are written). The multiplication problems selected for training are presented to client in written form (answers omitted). An entry is provided below for instructor to indicate if problems are to be presented in horizontal format as here, in vertical format, or if either format may be used. Client is provided with hand calculator and asked to compute the answer for each problem. If client also is to write answers, instructor provides writing instrument and answer sheet and asks client to write each answer in space provided on answer sheet.

Problems are to be presented: ____In horizontal format ____In vertical format ____In either format

- Client is asked: "Point to the multiplication key." (Points to multiplication key)
- Client is asked: "Point to the equal key." (Points to equal key)

I. MATH CONCEPTS

USING HAND CALCULATOR: Multiplication (Cont.) ■ Turns on calculator $8 \times 3 = 24$ ■ Enters: 8 ■ Multiplication key ■ 3 ■ Equal key ■ Display reads 24. ■ Writes 24 ■ In space provided on answer sheet ■ Reads problem and answer correctly when asked (e.g. says 8 times 3 is 24) $9 \times 4 = 36$ ■ Enters: 9 ■ Multiplication key ■ 4 ■ Equal key Display reads 36. ■ Writes 36 ■ In space provided on answer sheet Reads problem and answer correctly when asked (e.g. says 9 times 4 is 36) $15 \times 5 = 75$ ■ Enters: 1 ■ 5 ■ Multiplication key ■ 5 ■ Equal key ■ Display reads 75. ■ Writes 75 ■ In space provided on answer sheet ■ Reads problem and answer correctly when asked (e.g. says 15 times 5 is 75) $14 \times 6 = 84$ ■ Enters: 1 ■ 4 ■ Multiplication key ■ 6 ■ Equal key ■ Display reads 84. ■ Writes 84 ■ In space provided on answer sheet ■ Reads problem and answer correctly when asked (e.g. says 14 times 6 is 84) $13 \times 7 = 91$ ■ Enters: 13 ■ Multiplication key ■ 7 ■ Equal key Display reads 91. ■ Writes 91 ■ In space provided on answer sheet Reads problem and answer correctly when asked (e.g. says 13 times 7 is 91) $12 \times 8 = 96$ ■ Enters: 12 ■ Multiplication key ■ 8 ■ Equal key ■ Display reads 96. ■ Writes 96 ■ In space provided on answer sheet ■ Reads problem and answer correctly when asked (e.g. says 12 times 8 is 96) $11 \times 9 = 99$ ■ Enters: 11 ■ Multiplication key ■ 9 ■ Equal key Display reads 99. ■ Writes 99 ■ In space provided on answer sheet Reads problem and answer correctly when asked (e.g. says 11 times 9 is 99) $10 \times 10 = 100$ ■ Enters: 10 ■ Multiplication key ■ 10 ■ Equal key Display reads 100. ■ Writes 100 ■ In space provided on answer sheet ■ Reads problem and answer correctly when asked (e.g. says 10 times 10 is 100) $3 \times 5 \times 4 = 60$ ■ Enters: 3 ■ Multiplication key ■ 5 ■ Multiplication key Display reads 15. ■ Enters: 4 ■ Equal key Display reads 60. ■ Writes 60 ■ In space provided on answer sheet Reads problem and answer correctly when asked (e.g. says 3 times 5 times 4 is 60) $6 \times 8 \times 2 = 96$ ■ Enters: 6 ■ Multiplication key ■ 8 ■ Multiplication key Display reads 48. ■ Enters: 2 ■ Equal key Display reads 96. ■ Writes 96 ■ In space provided on answer sheet

Reads problem and answer correctly when asked (e.g. says 6 times 8 times 2 is 96)

Turns off calculator

I. MATH CONCEPTS

438.1 USING HAND CALCULATOR: Division

The computations in this skill are analyzed for calculators designed with algebraic entry logic (i.e. the problems are entered in the same order they are written). The division problems selected for training are presented to client in written form (answers omitted). An entry is provided below for instructor to indicate if problems are to be presented in horizontal format as here, in vertical format, or if either format may be used. Client is provided with hand calculator and asked to compute the answer for each problem. If client also is to write answers, instructor provides writing instrument and answer sheet and asks client to write each answer in space provided on answer sheet.

```
Problems are to be presented: _____In horizontal format _____ In vertical format _____In either format
       ■ Client is asked: "Point to the division key." (Points to division key)
       ■ Client is asked: "Point to the equal key." (Points to equal key)

    Turns on calculator

9 + 3 = 3
        ■ Enters: 9 ■ Division key ■ 3 ■ Equal key
       Display reads 3.
       ■ Writes 3 ■ In space provided on answer sheet
       Reads problem and answer correctly when asked (e.g. says 9 divided by 3 is 3)
8 + 4 = 2
       ■ Enters: 8 ■ Division key ■ 4 ■ Equal key
       Display reads 2.
       ■ Writes 2 ■ In space provided on answer sheet

    Reads problem and answer correctly when asked (e.g. says 8 divided by 4 is 2)

60 + 12 = 5
       ■ Enters: 6 ■ 0 ■ Division key ■ 1 ■ 2 ■ Equal key

    Display reads 5.

       ■ Writes 5 ■ In space provided on answer sheet

    Reads problem and answer correctly when asked (e.g. says 60 divided by 12 is 5)

75 + 15 = 5
       ■ Enters: 7 ■ 5 ■ Division key ■ 1 ■ 5 ■ Equal key

    Display reads 5.

        ■ Writes 5
■ In space provided on answer sheet
        Reads problem and answer correctly when asked (e.g. says 75 divided by 15 is 5)
96 \div 48 = 2
        ■ Enters: 96 ■ Division key ■ 48 ■ Equal key
        Display reads 2.
        Writes 2 In space provided on answer sheet
        ■ Reads problem and answer correctly when asked (e.g. says 96 divided by 48 is 2)
72 + 18 = 4
        ■ Enters: 72 ■ Division key ■ 18 ■ Equal key
        Display reads 4.
        ■ Writes 4 ■ In space provided on answer sheet

    Reads problem and answer correctly when asked (e.g. says 72 divided by 18 is 4)

100 \div 5 = 20
        ■ Enters: 100 ■ Division key ■ 5 ■ Equal key
        Display reads 20.
        ■ Writes 20 ■ In space provided on answer sheet

    Reads problem and answer correctly when asked (e.g. says 100 divided by 5 is 20)

100 + 10 = 10
        ■ Enters: 100 ■ Division key ■ 10 ■ Equal key

    Display reads 10.

        ■ Writes 10 ■ In space provided on answer sheet
        Reads problem and answer correctly when asked (e.g. says 100 divided by 10 is 10)
 99 \div 11 \div 3 = 3
        ■ Enters: 99 ■ Division key ■ 11 ■ Division key
        Display reads 9.
        ■ Enters: 3 ■ Equal key
        Display reads 3.
                    In space provided on answer sheet
        Reads problem and answer correctly when asked (e.g. says 99 divided by 11 divided by 3 is 3)
```

I. MATH CONCEPTS

USING HAND CALCULATOR: Division (Cont.)

84 + 4 + 7 = 3

■ Enters: 84 ■ Division key ■ 4 ■ Division key

■ Display reads 21.

■ Enters: 7 ■ Equal key

Display reads 3.

■ Writes 3 ■ In space provided on answer sheet

■ Reads problem and answer correctly when asked (e.g. says 84 divided by 4 divided by 7 is 3)

■ Turns off calculator