MATH SKILLS

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 accomodate 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*

MATH SKILLS

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, 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: _____ 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 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)
    - ■ Writes 3 ■ Form is as indicated in directions ■ Form is correct in other aspects (e.g. legible, not reversed)
    - ■ Writes 4 ■ Form is as indicated in directions ■ Form is correct in other aspects (e.g. legible, not reversed)
    - ■ Writes 5 ■ 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 ■ 10

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: 6 ■ 7 ■ 8 ■ 9 ■ 10

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.

MATH SKILLS

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 accomodate 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, 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: _____ *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 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
- ■ Writes numbers in reasonable amount of time

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

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

MATH SKILLS

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 accomodate 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, 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: _____ *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

MATH SKILLS

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 accomodate 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.)

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: _____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 16 (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 17 (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 18 (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 19 (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 20 (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

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 recommended 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

418.3 21—30: WRITING NUMBERS

This skill is designed to accomodate 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

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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, 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: _____ 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 other 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 other 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 other 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

MATH SKILLS

I. MATH CONCEPTS

420.1 31–40: WRITING NUMBERS

This skill is designed to accomodate 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, 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: _____ *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 31 (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 32 (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 33 (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 34 (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 35 (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 36 (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 37 (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 38 (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 39 (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 40 (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

420.2 1–50: ROTE COUNTING

Client is asked: "Count for me." Client must rote count without using visual or auditory cues.
- Rote counts: 1–41 ■ 1–42 ■ 1–43 ■ 1–44 ■ 1–45 ■ 1–46 ■ 1–47 ■ 1–48 ■ 1–49 ■ 1–50

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

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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 accomodate 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 other 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 other 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 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 other 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 other 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 other 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 other 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

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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 accomodate 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 other 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 other 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 other 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 other 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

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51–60: WRITING NUMBERS (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 accomodate 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) ■ 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 other aspects (e.g. legible, not reversed) ■ Spacing between digits is appropriate ■ Size of digits is reasonably uniform

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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 other 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 other 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 other 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 other 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 other 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 other 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 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

424.1 1–80: ROTE COUNTING

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

424.2 71–80: 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. seventy-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: 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.
- ■ Verbally identifies: 71 ■ 72 ■ 73 ■ 74 ■ 75 ■ 76 ■ 77 ■ 78 ■ 79 ■ 80

424.3 71–80: WRITING NUMBERS

This skill is designed to accomodate 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

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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 accomodate 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:

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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 other aspects (e.g. legible, not reversed) ■ Spacing between digits is appropriate ■ Size of digits is reasonably uniform
    - 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 other aspects (e.g. legible, not reversed) ■ Spacing between digits is appropriate ■ Size of digits is reasonably uniform
    - Writes 87 (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 88 (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 89 (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 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 *(e.g. ninety-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: 91 ■ 92 ■ 93 ■ 94 ■ 95 ■ 96 ■ 97 ■ 98 ■ 99 ■ 100

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: 91 ■ 92 ■ 93 ■ 94 ■ 95 ■ 96 ■ 97 ■ 98 ■ 99 ■ 100

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427.1 91–100: WRITING NUMBERS

This skill is designed to accomodate 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, 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: _____ *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 91 (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 92 (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 93 (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 94 (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 95 (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 96 (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 97 (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 98 (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 99 (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 100 (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

427.2 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 format 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*

MATH SKILLS

I. MATH CONCEPTS

SINGLE DIGIT ADDITION (Cont.)

_____ **Instructor presents, verbally,** *each addition problem selected for training* **and asks client to state the answer** *to each problem. Instructor uses no visual aids for client, and client does no writing.*

_____ **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 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 format* _____*In vertical format* _____*In either format*

Client gives correct answer for problem

■ 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	■ 3 + 3 = 6	■ 4 + 4 = 8	■ 5 + 5 = 10	■ 6 + 7 = 13	■ 8 + 8 = 16
■ 1 + 5 = 6	■ 2 + 4 = 6	■ 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				

■ Writes each problem correctly　■ Using format indicated in directions
■ Writes each answer in correct place

428.1 SINGLE DIGIT SUBTRACTION

This skill is designed for use with any one of three 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 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*

_____ **Instructor presents, verbally,** *each subtraction problem selected for training* **and asks client to state the answer** *to each problem. Instructor uses no visual aids for client, and client does no writing.*

_____ **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 below 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 format* _____*In vertical format* _____*In either format*

Client gives correct answer for problem

■ 1 − 1 = 0	■ 4 − 2 = 2	■ 5 − 5 = 0	■ 7 − 1 = 6	■ 7 − 7 = 0	■ 8 − 6 = 2	■ 9 − 4 = 5
■ 2 − 1 = 1	■ 4 − 3 = 1	■ 6 − 1 = 5	■ 7 − 2 = 5	■ 8 − 1 = 7	■ 8 − 7 = 1	■ 9 − 5 = 4
■ 2 − 2 = 0	■ 4 − 4 = 0	■ 6 − 2 = 4	■ 7 − 3 = 4	■ 8 − 2 = 6	■ 8 − 8 = 0	■ 9 − 6 = 3
■ 3 − 1 = 2	■ 5 − 1 = 4	■ 6 − 3 = 3	■ 7 − 4 = 3	■ 8 − 3 = 5	■ 9 − 1 = 8	■ 9 − 7 = 2
■ 3 − 2 = 1	■ 5 − 2 = 3	■ 6 − 4 = 2	■ 7 − 5 = 2	■ 8 − 4 = 4	■ 9 − 2 = 7	■ 9 − 8 = 1
■ 3 − 3 = 0	■ 5 − 3 = 2	■ 6 − 5 = 1	■ 7 − 6 = 1	■ 8 − 5 = 3	■ 9 − 3 = 6	■ 9 − 9 = 0
■ 4 − 1 = 3	■ 5 − 4 = 1	■ 6 − 6 = 0				

■ Writes each problem correctly　■ Using format indicated in directions
■ Writes each answer in correct place

428.2 DOUBLE DIGIT ADDITION: Without Carrying

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 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*

_____ **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*

MATH SKILLS

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 format _____ In vertical format _____ In 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 ■ In correct place
- ■ 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)

MATH SKILLS

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 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 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*

_____ **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 below 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 format* _____ *In vertical format* _____ *In 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

MATH SKILLS

I. MATH CONCEPTS

DOUBLE DIGIT SUBTRACTION: Without Borrowing (Cont.)

- 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 format 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*

_____ 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 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 format*   _____ *In vertical format*   _____ *In 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 1 to the 5 of "tens" column ■ And 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 ■ And 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 ■ And 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
- 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 3 of "tens" column ■ And 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 to "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)

MATH SKILLS

I. MATH CONCEPTS

ADDITION: 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 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 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*

_____ **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 below 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 format* _____ *In vertical format* _____ *In 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)

MATH SKILLS

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 = 49
- ■ 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 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 = 28
- ■ 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 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 ■ 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 52 minus 35 is 17)

MATH SKILLS

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)

MATH SKILLS

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)

MATH SKILLS

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)

MATH SKILLS

I. MATH CONCEPTS

USING HAND CALCULATOR: Multiplication (Cont.)
- ■ Turns on calculator

8 x 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 x 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 x 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 x 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 x 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 x 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 x 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 x 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 x 5 x 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 x 8 x 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

MATH SKILLS

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 ÷ 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 ÷ 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 ÷ 11 ÷ 3 = 3
- ■ Enters: 99 ■ Division key ■ 11 ■ Division key
- ■ Display reads 9.
- ■ Enters: 3 ■ Equal key
- ■ Display reads 3.
- ■ Writes 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)

MATH SKILLS

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