

SUPPORTING MATH LEARNING: INFORMATION AND RESOURCES FOR FAMILIES

Math is an important skill that all students need to be successful. The goal of the Oklahoma Math Achievement and Proficiency Act is to strengthen mathematics, ensure appropriate instructional support, and provide clear communication with families. This letter provides families with information and resources about difficulties students may have in mathematics.

A variety of factors, inside and outside of school, can influence a child's educational path and progress. It is important for families to share in the educational journey through constant communication and involvement. We encourage you to continue to highlight and celebrate your child's strengths and share difficulties if they occur.

What is the screening process?

Universal screening is a brief assessment and informs teachers of students who are on track and students who may need more targeted instruction. **Universal screening does not diagnose math disabilities, including dyscalculia.** Identifying risk for difficulties in mathematics as early as possible is critical to developing an appropriate instructional plan to best help your child be successful. Students performing below grade level may be at-risk for difficulties in mathematics; therefore, the students' progress in mathematics should be monitored to ensure the instruction and targeted interventions are meeting their needs.

What will the school do to help my child?

Students who demonstrate risk for difficulties in mathematics, including characteristics of dyscalculia, have an intervention plan called the Individualized Math Intervention Plan (IMIP). The IMIP identifies the mathematics area(s) in which your student is struggling, the instructional supports and intervention program that will be used, as well as suggestions for support at home. The school will monitor your child's progress and adjust instruction and interventions based on your child's current needs.

The school may also provide accommodations to support your child. Accommodations can be used for instruction and assessment and change the way students access information and demonstrate their knowledge, skills, and abilities, but they do not change academic standards or expectations. The following are examples of accommodations that may support the needs of a student that struggle with mathematics:

- Use of text-to-speech technology for appropriate activities
- Use of manipulatives
- Use of graphic organizers
- Oral testing or prompting
- Extended time on assignments or tests
- Provide copies of teacher's or peer's notes
- Pre-teach new, essential vocabulary when introducing content

How can our family collaborate with the school to support our child?

The Individualized Math Intervention Plan (IMIP) includes specific suggestions for how families can support their child. Ongoing conversations with the school about your child's progress should include the following information:

- A description of how your child is performing in math as compared to expectations.
- A clear outline of the intervention plan, including the program(s) being used, the teacher providing the intervention, how often your child receives the intervention, how long the intervention occurs, and how many other students are in the intervention group.
- Data that shows the progress your child is making as compared to the expected rate of progress.

- Any changes that have been made to the intervention plan and how they have affected your child's progress.

What are the next steps?

When students receive instructional supports, the school will also monitor their progress on a regular basis. This allows the school to see how your student is responding to instruction and to make any needed adjustments to their intervention plan. If a student is not responding to interventions by making expected progress after a reasonable amount of time, the school may recommend gathering additional data to determine if more support is needed. This could include an evaluation for special education services. However, it is important to remember that there are many reasons why a student may be struggling with beginning mathematics skills. **Not all students who are struggling with mathematics require special education services.**

What is dyscalculia?

Dyscalculia (dis-kal-KYOO-lee-uh) is a specific learning disability in mathematics. It affects a student's ability to understand numbers and develop math skills, such as counting, recognizing numbers, performing calculations (like addition and subtraction), and understanding concepts like place value and number patterns. These challenges are not due to lack of effort, poor instruction, or overall intelligence, but are related to how the student's brain processes mathematical information.

Not all students who have difficulty with these skills have dyscalculia. However, it is important that all students who are struggling with these essential mathematics skills receive targeted, explicit instruction in these areas as early as possible.

What resources can be used to learn more about dyscalculia?

Resources are available to learn more about difficulties in mathematics. The Oklahoma State Department of Education has provided the following resource:

- [Oklahoma Dyslexia Handbook](#)

Additional resources can be found from national groups.

- "What is Dyscalculia?" from the [Learning Disabilities Association of America](#)
- "Learning Disabilities" from the [National Institute of Child Health and Human Development](#)
- "Specific Learning Disabilities" from the [National Center for Learning Disabilities](#)