Table G. Student Characteristic: Mathematics

Symbol represents accommodations that can be considered as use of Assistive Technology

<table>
<thead>
<tr>
<th>Accommodation Category</th>
<th>Consider the following accommodations for use in instruction with students who have a specific learning disability in the area of mathematics*</th>
</tr>
</thead>
</table>
| **Presentation**       | • Graph paper to help line up numerals for computation  
                          • Number lines on desk/floor/wall  
                          • Turn lined notebook paper landscape for columns (e.g. division)  
                          • Mnemonic devices, rhymes, choral responses and songs to aid memory  
                          • “Finger Multiplication” / patterns to learn facts  
                          • Visual cues to steps in problem-solving  
                          • Manipulatives and hands-on experiences  
                          • Graphics and models  
                          • Role play story problems  
                          • Calculation devices (talking calculator; enlarged keys, abacus)  
                          • Fold paper/use mask sheet/electronic masking to reveal only one problem/answer response at a time  
                          • Reduce number of practice problems assigned  
                          • Provide sample problems for reference |
| **Response**           | • Calculation devices  
                          • Visual organizers  
                          • Graphic organizers  
                          • Math tables and formulas  
                          • Manipulatives  
                          • Abacus  
                          • Lattices for multiplication  
                          • Individual dry erase boards |

*For additional information see CDE Specific Learning Disabilities website: http://www.cde.state.co.us/cdesped/SD-SLD.asp