



FIDELITY CHECKLIST AND REFLECTION TOOL: Teaching Math to Students with Significant Cognitive Disabilities

PURPOSE: This self-check will help you determine where your team is currently performing in regards to teaching mathematics to students with significant cognitive disabilities.

INSTRUCTIONS: Complete the [Beyond Time and Money: Teaching Mathematics training](#), and then complete this document to get the baseline for your team. As you move forward in your practice, use the Fidelity Checklist and Reflection Tool and the [Guide to Implementation](#) as tools to increase your team’s fidelity in implementing the practices associated with teaching mathematics to students with significant cognitive disabilities. Follow up with another team-assessment with the Fidelity Checklist and Reflection Tool every three months, to document your progress.

In the course of your regular job performance, how often would you say you observe the following?

Date: _____

Teaching Math to Students with Significant Cognitive Disabilities	Not ever or rarely observed (0)	Occasionally observed (1)	Frequently observed (2)	Observed all the time (3)
1. All students with significant cognitive disabilities have math goals/objectives on their Individualized Education Programs (IEPs), aligned with general education math Texas Essential Knowledge and Skills (TEKS).				
2. All students with significant cognitive disabilities are included in a general education math class, with supplementary aids and services that enable their authentic participation and learning.				
3. The teacher develops instructional plans that reflect the order in which students develop conceptual math understanding.				
4. Real life or virtual manipulatives are used with all students with significant cognitive disabilities.				
5. Teacher shows proficiency in using math manipulatives in teaching math.				
6. Visual supports such as graphic organizers are used to overcome executive function and memory challenges.				
7. Team members embed mathematics learning across the school day such as counting the # of students in a line, using money or a debit card to pay for lunch, or passing out papers 1 for each student.				
8. Math instruction includes opportunities to work on real life problems such as measuring, counting, purchasing, cooking, using science tools and equipment.				
9. Occupational therapists and speech language pathologists are involved in developing instructional support plans for students with significant cognitive disabilities to accommodate their challenges with communication, language, and visual-motor skills.				
10. Students are actively involved in activities to teach the meaning of time.				
11. Instructional technology and assistive technology are used to accommodate learning challenges presented by students’ disabilities.				
12. Teachers show proficiency in embedding students’ individualized learning objectives into general education math instruction.				
Add up all points above to determine your current fidelity score:				

Comments/Discussion: What active steps can you take to increase your fidelity moving forward?

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3. The teacher develops instructional plans that reflect the order in which students develop conceptual math understanding.
4. Real life or virtual manipulatives are used with all students with significant cognitive disabilities.
5. Teacher shows proficiency in using math manipulatives in teaching math.
6. Visual supports such as graphic organizers are used to overcome executive function and memory challenges.
7. Team members embed mathematics learning across the school day such as counting the # of students in a line, using money or a debit card to pay for lunch, or passing out papers 1 for each student.
8. Math instruction includes opportunities to work on real life problems such as measuring, counting, purchasing, cooking, using science tools and equipment.
9. Occupational therapists and speech language pathologists are involved in developing instructional support plans for students with significant cognitive disabilities to accommodate their challenges with communication, language, and visual-motor skills.
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