



# GUIDE TO TEACHING MATH

## to Students with Significant Cognitive Disabilities

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### What can educators do to provide mathematics instruction for students with significant cognitive disabilities?

*This guide lists specific steps you can take to provide mathematics instruction for students with significant cognitive disabilities and complex access needs.*

- Become familiar with the alignment between the STAAR Alternate 2 and the Texas Essential Knowledge and Skills (TEKS).
- Identify the student's present levels of performance.
- Select age-appropriate goals and short-term objectives/benchmarks.
- Identify sensory and movement barriers to the student's participation in math instruction.
- Identify environmental or instructional barriers to the student's learning mathematics skills.
- Provide low- and/or high-tech tools to accommodate student or instructional barriers including real-life and interactive manipulatives. Make and/or acquire specialized materials for students with vision disabilities.
- Assure that students have a way to communicate using math vocabulary.
- Design systematic instructional support plans based on students' learning objectives and embed instruction into inclusive general education instructional contexts.
- Identify and take advantage of math learning opportunities across the school day.
- Evaluate the fidelity of instruction and supports. Adjust instruction and supports as necessary to reach fidelity.
- Identify functional contexts for teaching math skills to transition-age students (ages 18-21).

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This document was designed to accompany the [Beyond Time and Money: Teaching Mathematics training](#) from TX CAN.