

Solve it! Teaching Mathematical Word Problem Solving to Students with ASD

Presented by: Peggy Schaefer Whitby, Ph.D., BCBA-D

Hosted by: UF Health/Jacksonville CARD, UF Health FDLRS – MDC

About the Presenter

Peggy Schaefer Whitby, Ph.D., BCBA-D is an associate professor at the University of Arkansas and the program coordinator for Inclusive Education and Clinical Programs. Dr. Whitby has worked in special education and applied behavior analysis for more than 20 years. She specializes in Autism Spectrum Disorder (ASD). Dr. Whitby's research interests are in providing support to children with ASD in school settings. This includes mathematical word problem solving, skill acquisition in academics, and sexuality education. She has multiple publications in peer-reviewed journals and book chapters on educating children with ASD and is the author of *Solve It!* Dr. Whitby is passionate about educational services for children with autism, as she believes this population has so much to offer yet is at great risk for not meeting their full potential unless proper educational supports are provided.

Training Description

Target Audience: Teachers, professionals, and parents/caregivers of students with ASD

The mathematical curriculum is one of the most difficult for many children. For children with autism, these difficulties are made more pronounced by language and executive functioning deficits. Children with autism deserve to be provided with the tools they need to be successful in applied problem solving. This workshop will introduce the *Solve It!* Problem solving routine, a strategy-instruction curriculum developed by Montague (1996) and adapted for children with autism by Shaefer Whitby (2018). The curriculum consists of teaching students seven cognitive strategies and three meta-cognitive strategies. *Solve It!* can also be an effective intervention as it capitalizes on the student's strengths, rote/procedural knowledge, and visual reasoning while supporting learning weaknesses, conceptual knowledge, and abstraction. Three case studies and work samples will assist participants in understanding the unique issues that children with autism may encounter while learning to solve word problems.

Training Objectives

Participants will be able to:

- Understand how to teach mathematical word problem solving using the *Solve It!* word problem strategy.
- Modify and assess the effectiveness of the *Solve It!* problem solving routine on mathematical word problem solving for students with autism.
- Extend instruction using procedural facilitation for those who do not readily acquire this strategy.
- Describe procedures and instruments appropriate for augmentative and alternative communication (AAC) assessment in non-verbal ASD.
- Identify strategies for using iPad or speech-generating device to teach symbol vocabulary and facilitate natural speech development.
- Describe the major steps of parent training for using an iPad or speech-generating device during family based AAC intervention.
- Know how to engage minimally verbal learners with ASD in generative language learning using AAC applications.

Date:

February 25, 2021
4:00 am – 6:00 pm

Location:

Online

Access information will be sent to registered participants

Registration Deadline:

February 23, 2021
Limited to first 300 participants

Registration:

[Register here](#)

Registration is mandatory.

For more information contact:

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