

Research-Based Practice: Taped Problems

References:

McCallum, E., Skinner, C. H., & Hutchins, H. (2004). The taped-problems intervention: Increasing division fact fluency using a low-tech self-managed time-delay intervention. *Journal of Applied School Psychology, 20*, 129 – 147.

McCallum, E., Skinner, C. H., Turner, H., & Saecker, L. (2006). The taped-problems intervention: Increasing multiplication fact fluency using a low-tech, class-wide, time-delay intervention. *School Psychology Review, 35*, 419 – 434.

Description: Students are provided with a worksheet containing a variety of math fact problems. A tape recorder (or voice file) is started that reads the problem, provides a short period of time to respond, and provides the correct answer. This provides a paced format for students to quickly respond to a fact problem (during the pause on the recording). They know if they have the correct answer when the answer is provided after the pause.