



### FastBridge Math Interventions for Remote Learning

Selected FastBridge math interventions can be used to provide small-group and individual lessons for students via an online format. Some require slight modifications from the school-based format and others do not. The following math interventions can be used for remote sessions.

Domain	Intervention Name	Modifications
Number Sense	Rote Counting: Let's Count!	None
	Skip Counting: Let's Skip Count!	
	Reading Number Symbols: 3-step labeling procedures	None
	Reading Number Symbols: Incremental Rehearsal	None
	Reading Number Symbols: Constant Time Delay	None
Whole Number Operations	Basic Facts Addition: Incremental Rehearsal	Teacher presents cards to student one at a time
	Basic Facts Addition: Constant Time Delay	Teacher presents cards to student one at a time
	Basic Facts Subtraction: Incremental Rehearsal	Teacher presents cards to student one at a time
	Basic Facts Subtraction: Constant Time Delay	Teacher presents cards to student one at a time
	Basic Facts Multiplication: Incremental Rehearsal	Teacher presents cards to student one at a time
	Basic Facts Multiplication: Constant Time Delay	Teacher presents cards to student one at a time
	Basic Facts Division: Incremental Rehearsal	Teacher presents cards to student one at a time
	Basic Facts Division: Constant Time Delay	Teacher presents cards to student one at a time
Measurement	Basic Money Constant Time Delay	Teacher presents cards to student one at a time
	Basic Money Incremental Rehearsal	Teacher presents cards to student one at a time
Geometry	Shape Identification Constant Time Delay	Teacher presents cards to student one at a time
	Shape Identification Incremental Rehearsal	Teacher presents cards to student one at a time



## FastBridge Math Interventions for Remote Learning (cont'd.)

1. **Equipment.** Make sure that all teachers and students who will be assigned to complete the intervention have an internet-connected computer or tablet with audio and video capabilities.
2. **Lesson procedures.** Follow these steps to provide the lesson for students.
  - a. Prior to the first lesson, download and review the small-group intervention materials, which are found in Lesson 4 for each FastBridge intervention.
  - b. Open the presentation slides or other teacher materials and maximize their size on your computer screen.
  - c. Open your internet browser window to the scheduled videoconference session.
  - d. Before sharing your screen, talk to the student(s) and explain that you'll be doing lessons like you do in school but together via the computer. Take time to connect with the student before launching the lesson.
  - e. If there are lesson materials that the students need to see, the teacher should share **ONLY** the window with the lesson materials. Keep the other window with the videoconference screen open so you can also see the student(s) during the lesson.
  - f. It is best if both the student(s) and teacher wear a headset during all lessons to reduce ambient noise and feedback.
3. **Equipment practice.** Teachers need to practice to make certain that all audio and video works as intended. The teacher should practice the lesson steps with a family member or colleague remotely before doing so with students, particularly the complex video conferencing part of the lesson delivery.
4. **Lesson schedule.** Create a schedule for intervention lessons and share it with the student(s) and family.
  - a. It might be necessary to adjust lesson times in relation to the student's and family schedule.
  - b. If appropriate, let the student(s) and family know how to contact you when they will not be able to attend a scheduled lesson.
5. **Family directions.** If appropriate for your distance education program, distribute the attached family directions form or create a local form with the directions to distribute to the families.

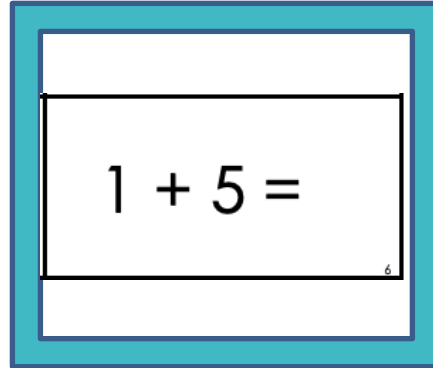
## FastBridge Math Interventions for Remote Learning (cont'd.)

The teacher's view during lessons will be something like one of these depictions.

A. Teaching with two monitors, or one monitor and a tablet, looks something like this:

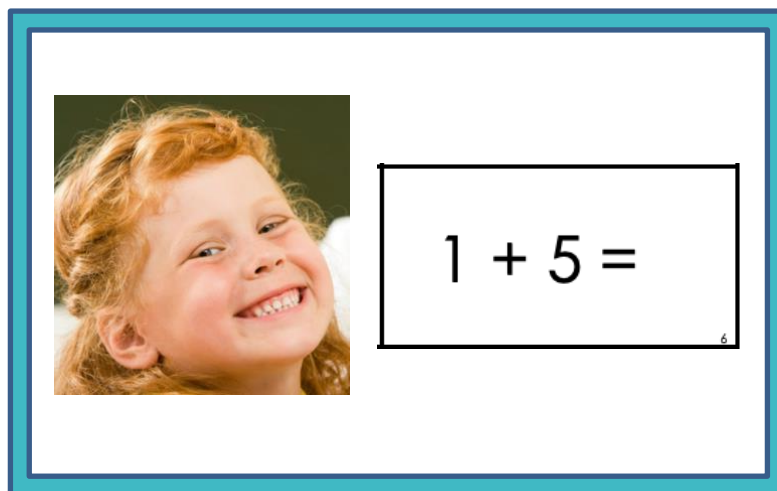


Teacher sees and hears the student through this monitor



Teacher presents lesson content through this monitor or device

B. Teaching with one monitor, and two windows open side-by-side, looks something like this:





## Family Instructions for Remote FastBridge Math Interventions

Thank you for assisting your child to participate in the following lessons. In order to conduct this intervention, your child and your child's teacher will need to log in at the days and times listed below.

- \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

Your child will need to use a computer or tablet device with both audio and video available. Once your child and the teacher are both online, the teacher will begin the lesson.

The specific lessons that your child will attend are:

- \_\_\_\_\_
- \_\_\_\_\_

The lessons will be conducted using a video conference link. Here is the link for your child's sessions:

- \_\_\_\_\_

1. On the date assigned for your child, have your child log in to a computer or tablet device and open an internet browser.
2. Open the link for the videoconference session that your child's teacher sent.
  - a. If you have questions about access to the videoconference link, contact your child's teacher or school contact person. FastBridge cannot answer questions related to these links.
3. Confirm that the audio and video connections on your child's computer or tablet are working.
4. Your child's teacher will provide specific directions for the lesson once your child is connected.
5. Once your child has completed the lesson, no additional steps are needed.
6. If you have questions, contact your child's teacher or the staff person who sent these directions.