Math Problem Solving

**Strategy:** High-Preference Strategy

**Appropriate Grade Level:** 2 – 12

**Procedures/Steps:**

Strategy in which a student’s preferred math problems (ones that the student can easily complete) are given to him/her before the less preferred problems (ones the student knows how to complete but does not like to) to increase the completion of math assignments.

1. Determine the highest level of achievement for the student.
2. Determine the high-preference math problems for the student (this can be done by observing the student during math and notice what problems the student is doing and which they are skipping; or by asking the student).
3. Create a worksheet or flashcards with both high-preferred and low-preferred problems on it.
4. Make sure to give the student 2-3 high-preference problems before presenting them with low-preference problems.
5. Pick a comfortable place for the student to work and tell them to complete the problems as promptly as possible.
6. Once the student is complete, give them feedback about their work.

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<thead>
<tr>
<th>2 + 2=</th>
<th>2 + 3=</th>
<th>4 + 3=</th>
<th>22 + 17=</th>
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**Comments and/or tips:**

- Problems used for the worksheet or flashcards should be similar. For example; give the student preferred addition problems with non-preferred addition problems.
- In order to determine if this strategy was helpful to the student, teachers can time students on the task and collect frequency data and determine the task completion rate (formula for task completion rate: total number of problems correct divided by the time).
- Rate can be graphed for progress monitoring purposes.

**Source:**