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**Advancing the National Mathematics Advisory Panel Recommendations**

*MIND Research Institute's ST Math Instructional Software and Research-Based Textbook Build Critical Foundations for Algebra*

**Santa Ana, CA, March 13, 2008**--MIND Research Institute's interactive mathematics software, textbooks and overall visual approach have demonstrated the efficacy in classrooms throughout the nation of many of the key findings released today from the National Mathematics Advisory Panel.

MIND has integrated its more than 30 years of breakthrough brain and learning research into its education programs, using a unique visual approach based on cognitive science that has engaged students of every level of academic and language proficiency. Standardized test results for these students have shown dramatic improvements in mathematics performance as a result of many of the characteristics also advocated by the findings of the Panel.

"The Panel has identified the necessary concepts and skills for success in algebra: place value, fractions, operations on rational numbers, symbolic notation, and selected key principles from measurement and geometry. MIND's tested approaches for primary schools have focused on student mastery of these same building blocks, with a particular emphasis on fractions and proportions," said MIND co-founder Matthew Peterson.

MIND's *ST Math™* courseware includes a supplemental grade-leveled software suite for Grades K to 5 and an intervention program for middle school students who are below grade level. Both programs are correlated to National Council of Teachers of Mathematics' and multiple state standards.

"Teachers using *ST Math* have told us time and time again that their math students who previously struggled or were simply uninterested in learning have become completely engaged with the game-like visuals, which has translated into dramatic increases in performance on achievement tests," stated Andrew Coulson, president of MIND's education division.

Some specific areas of synergy between MIND's educational tools and the Panel's findings include the following:

- Students connect facts, algorithms and concepts, and their learning is continuously and explicitly reinforced by visual models
- Students overcome math anxiety and gain confidence through immediate feedback on why each solution solves, or doesn't solve, a problem
- Students learn fractions, a crucial building block for learning algebra, through visual representations that build on their innate visual reasoning ability, and increase their skills at estimation
- Students are trained to make the transition from visual to accurate symbolic representations and back again with great facility and ease
- Problem sets are all designed to be worked out by hand, thereby decreasing reliance on calculators and increasing automaticity and estimation skills
- Students benefit from rigorous yet accessible learning tools that focus on coherence, and build sequentially upon mastery of each concept.

"We are pleased to see the emphasis the Panel placed on coherent progression of math learning," said Coulson. "MIND has resisted a broad focus on topics that are not considered critical, and we have a carefully engineered and sequenced instructional design based on mastering concepts and skills. We emphasize nine major topics critical to learning algebra and make explicit the interconnections among them."

MIND also offers an *Algebra Readiness* basal program for struggling middle school students that was adopted in California in fall 2007. *Algebra Readiness* will be available this spring in a national edition for all other states. Given the finding of the Panel that a strong foundation for algebra is the key to future success in school and work, it is more important than ever that schools have a tool that will re-engage older students and rebuild their mathematical understanding before they give up or drop out.

"I have closely followed the work of the Panel, and I was pleased to present to them last year the rationale and results of our work in applying instructional software to help solve the nation's math problem," said Dr. Peterson. "I'm impressed with their attention to high-quality research and particularly their attention to learning processes. MIND has demonstrated during the past two decades a new paradigm for how children can learn math, and how to create effective tools and training programs for teachers. It is very reinforcing to see how well we align with the Panel's recommendations."

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*MIND Research Institute is dedicated to education program excellence and cutting edge scientific research. The Institute has successfully transferred more than 30 years of breakthrough brain and learning research into applied education programs for K-12 students. MIND Research continually improves its programs through data mining over 50 million student sessions and 9 years of standardized math test results, and publishes its scientific and educational research. Standardized test results have shown remarkable increases for participating students. For more information, visit <http://www.mindresearch.net/>.*