

**CENTER
FOR
TEACHING/LEARNING
OF
MATHEMATICS**

LIST OF PUBLICATIONS 2026

Mathematics For All
754 Old Connecticut Path
Framingham, MA 01701
(508) 877 4089 (T): (508) 494 4608 (C)
(508) 235 7200 (F)
www.mathematicsforall.org

Center for Teaching/Learning of Mathematics

Programs and Services

CT/LM has developed programs and materials to assist teachers, parents, therapists, and diagnosticians to help children and adults with their learning difficulties in mathematics. We conduct regular **workshops, seminars, and lectures** on topics such as: How children learn mathematics, why learning problems occur, diagnosis, and remediation of learning problems in mathematics.

1. How does one learn mathematics? This workshop focuses on psychology and processes of learning mathematics—concepts, skills, and procedures. Participants study the role of factors such as: Cognitive development, language, mathematics learning personality, pre-requisite skills, and conceptual models of learning mathematics. They learn to understand how key mathematics milestones such as number conceptualization, place value, fractions, integers, algebraic thinking, and spatial sense are achieved. They learn strategies to teach their students more effectively.

2. What are the nature and causes of learning problems in mathematics? This workshop focuses on understanding the nature and causes of learning problems in mathematics. We examine existing research on diagnosis, remedial and instructional techniques dealing with these problems. Participants become familiar with diagnostic and assessment instruments for learning problems in mathematics. They learn strategies for working more effectively with children and adults with learning problems in mathematics.

3. Content workshops. These workshops are for teachers and parents on teaching mathematics milestone concepts and procedures. For example, they address questions such as: **How to teach arithmetic facts easily? How to teach fractions to students more effectively? How to develop the concepts of algebra easily?** In these workshops, we use a new approach called **Vertical Acceleration**. In this approach, we begin with a simple concept from arithmetic and take it to the algebraic level.

We offer **individual diagnosis and tutoring services** for children and adults to help them with their mathematics learning difficulties and learning problems, in general, and dyscalculia, in particular. We provide:

1. Consultation with and training for parents and teachers to help their children cope with and overcome their anxieties and difficulties in learning mathematics.
2. Consultation services to schools and individual classroom teachers to help them evaluate their mathematics programs and help design new programs or supplement existing ones in order to minimize the incidence of learning problems in mathematics.
3. Assistance for the **adult student** who is returning to college and has anxiety about his/her mathematics.
4. Assistance in test preparation (**SSAT, SAT, GRE, MCAS**, etc.)
5. Extensive array of mathematics publications to help teachers and parents to understand how children learn mathematics, why learning problems occur and how to help them learn mathematics better.

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Current Publications

Dyslexia and Mathematics Language Difficulties	\$20.00
Dyscalculia	\$20.00
Guide for an Effective Mathematics Lesson	\$20.00
Games and Their Uses: The Number War Game	\$20.00
How to Teach Arithmetic Facts Easily and Effectively	\$20.00
How to Teach Fractions Effectively	\$20.00
How to Teach Number to Young Children	\$20.00
How To Teach Subtraction Effectively	\$15.00
Literacy & Numeracy: Comprehension and Understanding	\$15.00
Math Education at Its Best: Potsdam Model	\$20.00
The Questioning Process: A Basis for Effective Teaching (print)	\$15.00
The Questioning Process: A Basis for Effective Teaching (eBook)	\$15.00
How to Teach Number Effectively and Easily (eBook)	\$15.00
Sight Fact Cards	\$25.00
Visual Cluster Cards	\$24.00

DVDS

How Children Learn: Numeracy	\$30.00
(One-hour long video interviewing Professor Mahesh Sharma on his ideas about how children learn mathematics)	
Teaching Place Value Effectively	\$30.00

Numeracy DVDs

(Complete set of six for \$150.00 and individual for \$30.00)

1. **Teaching arithmetic facts,**
2. **Teaching place value,**
3. **Teaching multiplication,**
4. **Teaching fractions,**
5. **Teaching decimals and percents, and**
6. **Professional development: teachers' questions**

Most children have difficulty in mathematics when they have not mastered the key mathematics milestones in mathematics. The key milestones for elementary grades are: Number conceptualization and arithmetic facts (addition and multiplication), place value, fractions and its correlates—decimal, percent, ratio and proportion. These videos and DVDs present strategies for teaching these key mathematics milestone concepts. They apply Prof. Sharma's approach to teaching numeracy. These were videotaped in actual classrooms in the UK.

Please add **20% of the total for postage and handling** with your order:

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The Math Notebook (TMN)

Articles published in TMN address issues related to mathematics learning problems, diagnosis, remediation, and techniques for improving mathematics instruction. Professor Sharma translates related research from various academic disciplines (such as: Math Education including mathematics learning problems; Impact of language development and reading skills, dyslexia on learning numeracy and dyscalculia and other learning problems in mathematics; Cognitive and neuropsychological development and mathematics learning; and role of technology on mathematics learning) and converts into practical and workable strategies geared towards the classroom teacher, parents and special needs teachers/tutors. Topics covered range from K through College mathematics instruction.

The Math Notebook is no longer published. Professor Sharma, now, publishes a blog. However, the same intentions and approach are used in the contents of the articles published on the blog: www.mathlanguage.wordpress.com and other resources on CT/LM's website: www.mathematicsforall.org.

Selected Back Issues of The Math Notebook:

- Children's Understanding of the Concept of Proportion – Part 1 and 2 (double)
- A Topical Disease in Mathematics: Mathophobia (single)
- Pattern Recognition and Its Application to Math (double)
- Mathematics Problems of the Junior and Senior High School Students (double)
- Mathematically Gifted and Talented Students (double)
- Types of Math Anxiety (double)
- Memory and Mathematics Learning (double)
- Problems in Algebra - Part 1 and Part 2 (special)
- Reversal Problems in Mathematics and Their Remediation (double)
- How to Take a Child from Concrete to Abstract (double)
- Levels of Knowing Mathematics (double)
- Division: How to Teach It (double)
- Soroban: Instruction Through Concrete Learning (double)
- Mathematics Culture (double)
- Mathematics Learning Personality (double)
- Common Causes of Math Anxiety and Some Instructional Strategies (double)
- On Training Teachers and Teaching Math (double)
- Will the Newest "New Math" Get Johnny's Scores Up? (double)
- Dyslexia, Dyscalculia and Some Remedial Perspectives for Mathematics Learning Problems (special)
- Place Value Concept: How Children Learn It and How to Teach It (special)
- Cuisenaire Rods and Mathematics Teaching (special)
- Authentic Assessment in Mathematics (special)
- Estimation: How to Teach It?

FOCUS on Learning Problems in Mathematics

FOCUS has been an interdisciplinary journal. For the last thirty years, the objective of FOCUS was to make available the current research, methods of identification, diagnosis and remediation of learning problems in mathematics. It published original articles from fields of education, psychology, mathematics, and medicine having the potential for impact on classroom or clinical practice. Specifically, topics include reports of research on processes, techniques, tools and procedures useful for addressing problems in mathematics teaching and learning: descriptions of methodologies for conducting, and reporting and interpreting the results of various types of research, research-based discussions of promising techniques or novel programs; and scholarly works such as literature-reviews, philosophical statement or critiques. The publications in Focus have real contribution in the field of mathematics education, learning problems in mathematics and how to help children and adults in dealing with their mathematics difficulties.

Selected back issues of Focus:

Volume 3, Numbers 2 & 3: Educational Psychology and Mathematical Knowledge

Volume 4, Numbers 3 & 4: Fingermath: Pedagogical Implications for Classroom Use

Volume 5, Number 2: Remedial and Instructional Prescriptions for the Learning-Disabled Student in Mathematics

Volume 5, Numbers 3 & 4: Mathematics Learning Problems and Difficulties of the Post-Secondary Students

Volume 6, Number 3: Education of Mathematically Gifted and Talented Children

Volume 6, Number 4: Brain, Mathematics and Learning Disability

Volume 7, Number 1: Learning Achievement: Implications for Mathematics and Learning Disability

Volume 7, Numbers 3 & 4: Using Errors as Springboards for the Learning of Mathematics

Volume 8, Numbers 3 & 4: Dyscalculia

Volume 9, Numbers 1 & 2: Computers, Diagnosis and Teaching (Part One and Two)

Volume 11, Numbers 1 & 2: Visualization and Mathematics Education

Volume 11, 3 (1989): Research on Children's Conceptions of Fractions

Volume 12, Numbers 3 & 4: What Can Mathematics Educators Learn from Second Language Instruction?

Volume 13, Number 1: Students' Understanding of the Relationship between Fractions and Decimals

Volume 14, Number 1: The Psychological Analysis of Multiple Procedures

Volume 15, Numbers 2 & 3: Vygotskian Psychology and Mathematics Education

Volume 17, Number 2: Perspective on Mathematics for Students with Disabilities

Volume 18, Numbers 1-3: Gender and Mathematics: Multiple Voices

Volume 18, Number 4: The Challenge of Russian Mathematics Education: Does It Still Exist?

Volume 19, Number 1: Components of Imagery and Mathematical Understanding

Volume 19, Number 2: Problem-Solution Relationship Instruction: A Method for Enhancing Students' Comprehension of Word Problems

Volume 19, Number 3: Clinical Assessment in Mathematics: Learning the Craft

Volume 20, Numbers 2 & 3: Elements of Geometry in the Learning of Mathematics

Volume 22, Numbers 3 & 4: Using Technology for the Teaching and Learning of Mathematics

Volume 23, Numbers 2 & 3: Language Issues in the Learning of Mathematics

Volume 28, Number 3 & 4: Concept Mapping in Mathematics

Index of articles in *Focus on Learning Problems in Mathematics* from Volume 1 to 30 available on request.

Individual issue	\$15.00
Double issue	\$20.00
Each Volume (four issues)	\$40.00
Whole set of 30 volumes	\$300.00
Math Notebook: Single issue (\$5.00); Double issue (\$10.00); Special issue (\$8.00)	

Mahesh C. Sharma

Professor Mahesh Sharma is the founder and President of the Center for Teaching/Learning of Mathematics, Inc. of Framingham, Massachusetts and Berkshire Mathematics in England.

Berkshire Mathematics facilitates his work in the UK and Europe.

He is the former President and Professor of Mathematics Education at Cambridge College where he taught mathematics and mathematics education for more than thirty-five years to undergraduate and graduate students. He is internationally known for his groundbreaking work in mathematics learning problems and education, particularly dyscalculia and other specific learning disabilities in mathematics.

He is an author, teacher and teacher-trainer, researcher, consultant to public and private schools, as well as a public lecturer. He was the Chief Editor and Publisher of *Focus on Learning Problems in Mathematics*, an international, interdisciplinary research mathematics journal with readership in more than 90 countries, and the Editor of *The Math Notebook*, a practical source of information for parents and teachers devoted to improving teaching and learning for all children.

He provides direct services of evaluation and tutoring for children as well as adults who have learning disabilities such as dyscalculia or face difficulties in learning mathematics. Professor Sharma works with teachers and school administrators to design strategies to improve mathematics curriculum and instruction for all.

He offers a webinar on mathematics education on every Tuesday at 8:00 AM UEST. For more information, please visit the website: www.mathematicsforall.org.

He publishes a blog (www.mathlanguage.wordpress.com) on topics related to mathematics education, mathematics learning problems, and on mathematics instruction, remediation, and intervention.

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