Reducing the Disparities in Math Performance and Confidence among Students with Learning Disabilities: An Analysis of the JUMP Math Online Tutoring Program

ldanr • Learning Disabilities Association of Niagara Region

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Introduction

The Learning Disabilities Association of Niagara (LDANR) is a non-profit organization dedicated to improving and enhancing the lives of individuals with learning disabilities. As a regional chapter of the Learning Disabilities Association of Ontario (LDAO), the LDANR works with school boards and agencies within the Niagara Region to help carry out this mission (Standard, 2009). The LDANR also offers many programs for community members including one-one-one literacy programs, social-emotional skills programs, and as of recently, the JUMP Math one-on-one numeracy program.

JUMP Math is a non-profit organization which has developed an individualized math program. With permission from JUMP Math, and through a generous grant from the Ontario Trillium Foundation (OTF), the LDANR was able to offer the JUMP Math program to its students. The LDANR specifically utilizes the JUMP Math Teacher Resources to provide one-on-one numeracy tutoring for children in Grades one through eight who have mathematic capabilities one year or more behind grade level. This program uses explicit mathematical instruction and repeated practice to help minimize differences in learning capabilities (Preciado-Babb, et al., 2018). This program focuses on developing a safe environment for students to enhance their understanding of mathematics which fosters an inclination towards mathematical learning (Solomon, et al., 2019). By providing one-on-one, individualized sessions, the program also aims to reduce mathematical anxiety which allows students to feel confident about their knowledge and understanding of mathematics (Bryce, 2016).

Although typically this program, and all other programs hosted by the LDANR, are offered in-person, the progression of the COVID-19 pandemic placed immense limitations on the ability to run programs as usual. The LDANR was forced to pivot their programs and chose to

provide services to students with learning disabilities virtually instead. Through the use of the videoconferencing platform Microsoft Teams, the LDANR was able to run the program similarly to how in-person programs were run. Although offering the programs online is more effective at serving students with LDs than offering no program at all, the LDANR was hesitant as researchers have displayed concern towards participation from students with learning disabilities as online learning continues to increase (Deshler, et al., 2012). Studies have demonstrated that organizations are unclear about different strategies that are effective within online environments (Straub, & Vasquez, 2015). For instance, face to face instruction allows for multiple opportunities for feedback but it is unclear how to create the same level of feedback in asynchronous, online environments. Furthermore, students may experience less socialization, changes in instructor response time, and have difficulties without the hands-on component of learning (Adnan, &Anwar, 2020). Thus, this report will focus on examining the effectiveness of the LDANR's JUMP Math program to increase math confidence, reduce math anxiety, and improve mathematics competency in an online learning environment both qualitatively and quantitatively.

Methods

As a result of the COVID-19 pandemic, the children met with their tutors one-on-one using Microsoft Teams. These one-hour sessions were completed two times per week for a duration of eight weeks. The LDANR offered 20 program spots during the Fall 2020 season to increase mathematical competency and confidence through repeated practice, explicit instruction, and goal setting.

The first three sessions were dedicated to the pre-assessment (described below), which allowed the tutors to plan what mathematical concepts would be focused on throughout the

program. Once the assessment was completed, the tutors delivered lessons using the proprietary JUMP Math teacher resources for approximately 10 sessions. These lesson plans are categorized into four areas: patterning and algebra, application, operations, and number sense. Although the JUMP Math program plans do not map directly onto the 5 strands in the Ontario Mathematics Curriculum (Ontario, 2020), the JUMP Math curriculum *does* explicitly state whether the lesson plan represents a required skill or required knowledge based on the Ontario Curriculum. The sessions also included approximately 10 minutes of mental math practice at the beginning of the session, which helps build computational fluency (O'Loughlin, 2007), and included approximately 15 to 20 minutes of activities at the end to reinforce the concepts learned during the lesson. The last three sessions approximately were reserved for a post-assessment which is also described below.

Mathematical skills and confidence in mathematics were quantitatively assessed through one assessment which was administered to the students on the first and last evenings of the JUMP program. The assessment was modified from previous JUMP Math program seasons to better assess the students' mathematical capabilities and knowledge. Specifically, the previous assessment was quite lengthy and was originally designed so each child would start at the beginning and then work through as many assessment items as possible. The new assessment incorporated more colour and visuals and used simpler language, and also functioned as a levelled assessment, so students didn't need to work through items which they already understood. These enhancements created a more effective assessment for students with diagnosed or suspected learning disabilities (Randhawa, 2020).

The pre-assessment tool was used to establish a baseline level of students' mathematical understanding which helped the tutors deliver lesson plans and instruction. The pre-assessment

also provided a baseline level of confidence and knowledge in mathematics for each student prior to the start of the JUMP Math program. The post-assessment tool, which was the same assessment used for the pre-assessment, demonstrated the students' improvement in mathematical capabilities and confidence levels as a result of the JUMP Math program. Through quantitatively analyzing and comparing the pre-assessment results with the post-assessment results, it is possible to demonstrate improvements in the JUMP students' mathematical skills and confidence around mathematics. These results will ultimately demonstrate the effectiveness of the online JUMP Math program.

In addition to the assessments, digital surveys were administered using Qualtrics software to volunteer-tutors, facilitators, and child caregivers to receive feedback on the program's effectiveness and the transition to an online learning platform. Using these feedback surveys allowed for a mixed (i.e. qualitative and quantitative) exploration of program efficacy. The surveys administered to the volunteer-tutors and facilitators specifically, assessed the effectiveness of the initial program training and the implementation of the updated assessment. Some of these questions asked if the assessments were clear and straightforward to administer. These surveys evaluated whether the tutors and facilitators believed the program helped improve mathematical confidence and mathematical skills of their students by collecting data about their experiences. These questions were evaluated on a Likert scale from 1 to 5, where 1 indicated that they *strongly disagree* and 5 indicated that they *strongly agree* with the statements. Also, this survey welcomed suggestions towards improving the program and the program transition to an online learning environment for future improvements to the program.

The surveys administered to the caregivers asked them to evaluate their child's improvement in mathematical confidence and attitude over the duration of the program as well as

their thoughts on the new online environment. The caregiver surveys analyzed the program's adaptability to their child and capabilities of the volunteer-tutors and facilitators. Questions on this survey asked questions about the communication between the tutor and the student, how their child's attitude was throughout the program, and how they liked the online learning platform. Similarly, to the tutor and facilitator surveys, the questions were assessed on a Likert scale of 1 to 5. Additionally, the caregiver surveys welcomed suggestions and recommendations for improving the JUMP Math program.

Results

The following section discusses the results of the pre- and post-assessment data, as well as the survey data.

Assessment Results

In total, assessment data were collected from 20 participants between the ages of 8 and 13 years old. However, the data from 7 participants were removed from the present analysis due to missing pre- or post-assessment data in one or more sections of the assessment. Thus, data analysis was conducted with data from a total of 13 participants.

To analyze the data, the correct number of responses from the students in each level of the assessment was recorded. Next, the researcher omitted the value for any level which was not assessed in *both* the pre- and post-assessments. Additionally, the researcher recorded any instance where the student completed an extra, higher level in the post-assessment.

When examining the improvement across the four areas of the assessment, participants answered an average of 2 more questions correctly per level administered in the post-assessment compared to the pre-assessment. Table 1 below lists the average improvement of questions answered correctly for each of the four assessments. Due to the small sample size scope of the

project, inferential statistics could not be analyzed, but the descriptive statistics help indicate the efficacy of the program with the present participants.

Table 1

Average Increase of Number of Questions Answered Correctly Per Level In Each of the Four Assessments

Area of Assessment	Average Increase of Questions Answered Correctly Per Level
Patterning and Algebra	2
Number Sense	2
Operations	3
Application	1

It was also clear that participants were able to successfully complete more advanced levels of the assessment from the pre assessment to the post assessment. On average, there were about 4 students in each assessment level that completed one level higher in the post-assessment, with one student even completing an additional two levels on the Patterning and Algebra post assessment.

Survey Results

Overall, the results from both the caregiver and staff surveys illustrated positive and supportive feedback about the efficacy of an online program. This ultimately means that stakeholders thought the transition to online learning was successful and saw a marked increase in their student/child's confidence and ability. Since these questions were evaluated on a Likert scale of 1 to 5, where 1 represents that they *strongly disagree*, and 5 represents that they *strongly agree*, the mean values of the responses were used to evaluate the data.

In regard to the tutor and staff surveys, there were a total of seven Likert Scale statements assessing the program training, assessments, lesson plans environment, confidence and math skills of the students. The results are illustrated below in Figure 1. Out of these seven Likert Scale statements, three of them illustrated a mean response value depicting strong agreement. On the other hand, the remaining four statements illustrated a mean response value depicting agreement. Combined, these statements from the tutor and facilitator surveys displayed responses of *agree* or *strongly agree* illustrating a positive experience with the numeracy tutoring program and depicting the immense positive impact of the JUMP Math program on participating students (see Table 3 in Appendix A). Additionally, there was a question on the survey to assess if LDANR were to offer in-person and online sessions in the same program term, which session they would likely choose. The response consisted of 50% of the individuals choosing in-person tutoring, with the other 50% selecting online tutoring (see Table 5 in Appendix A).

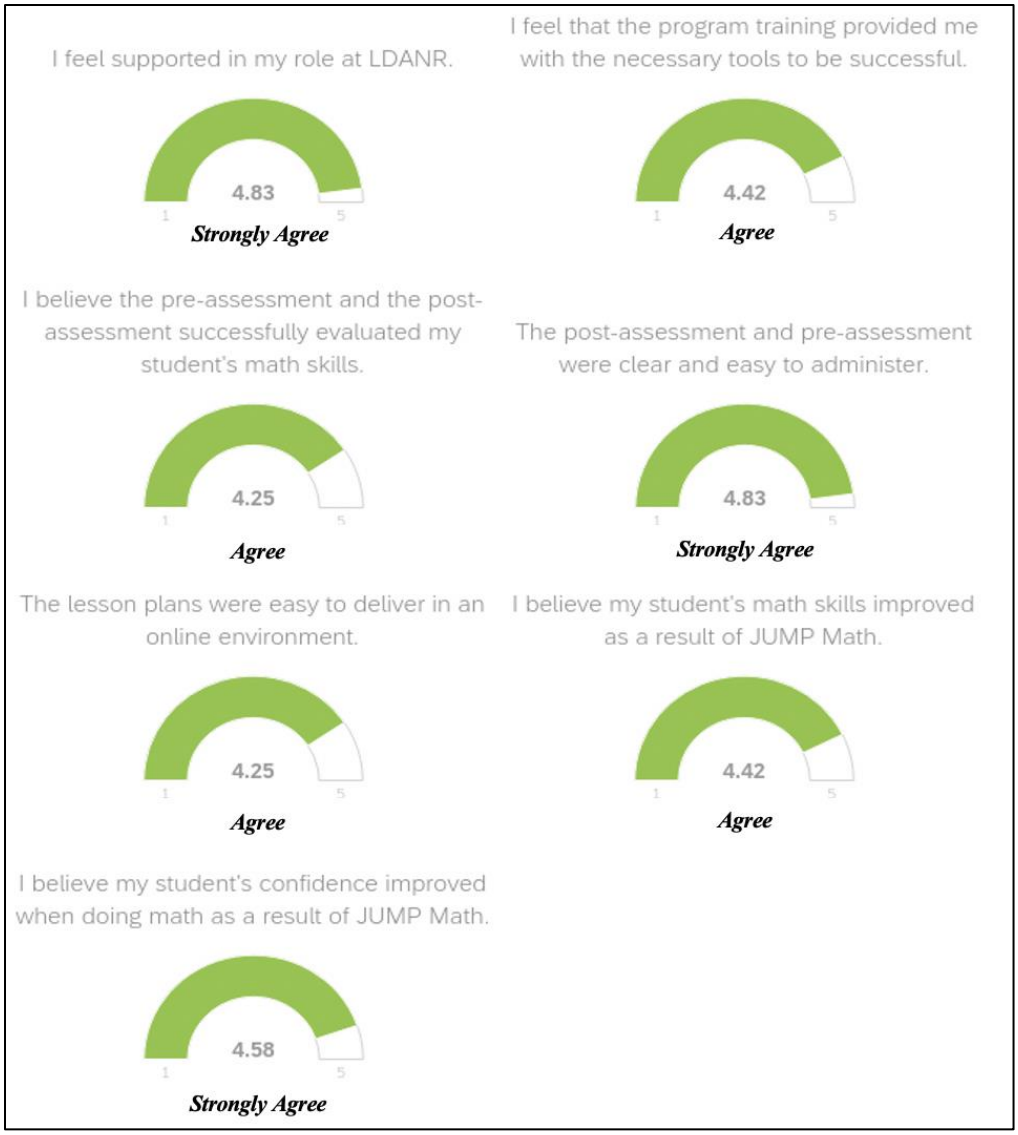

Figure 1. The staff and volunteer responses to the program survey were collected on a Likert scale. These images represent the mean values of the responses from 12 completed surveys. They were evaluated on a scale of 1-5, where 1 depicted that *they strongly disagree*, and 5 depicted they *strongly agree*.

In regards to the caregiver surveys, there were a total of 12 Likert Scale statements assessing the child's improvement, attitude environment, staff communication, and accessibility of the online format. The results are illustrated below in Figure 2. Out of these 12 statements, six of them illustrated a mean response depicting strong agreement. The remaining six statements illustrated a mean response depicting agreement (see Table 9 in Appendix B). Additionally, there was a Likert Scale statement for returning caregivers assessing if the online sessions were equally as effective as in-person sessions. The mean value was 4.33 illustrating an average response of *agree* (see Table 8 in Appendix B). Overall, these statements from the caregiver surveys display an immensely positive experience with the JUMP Math numeracy program as all responses represent association of *strongly agree* or *agree*.

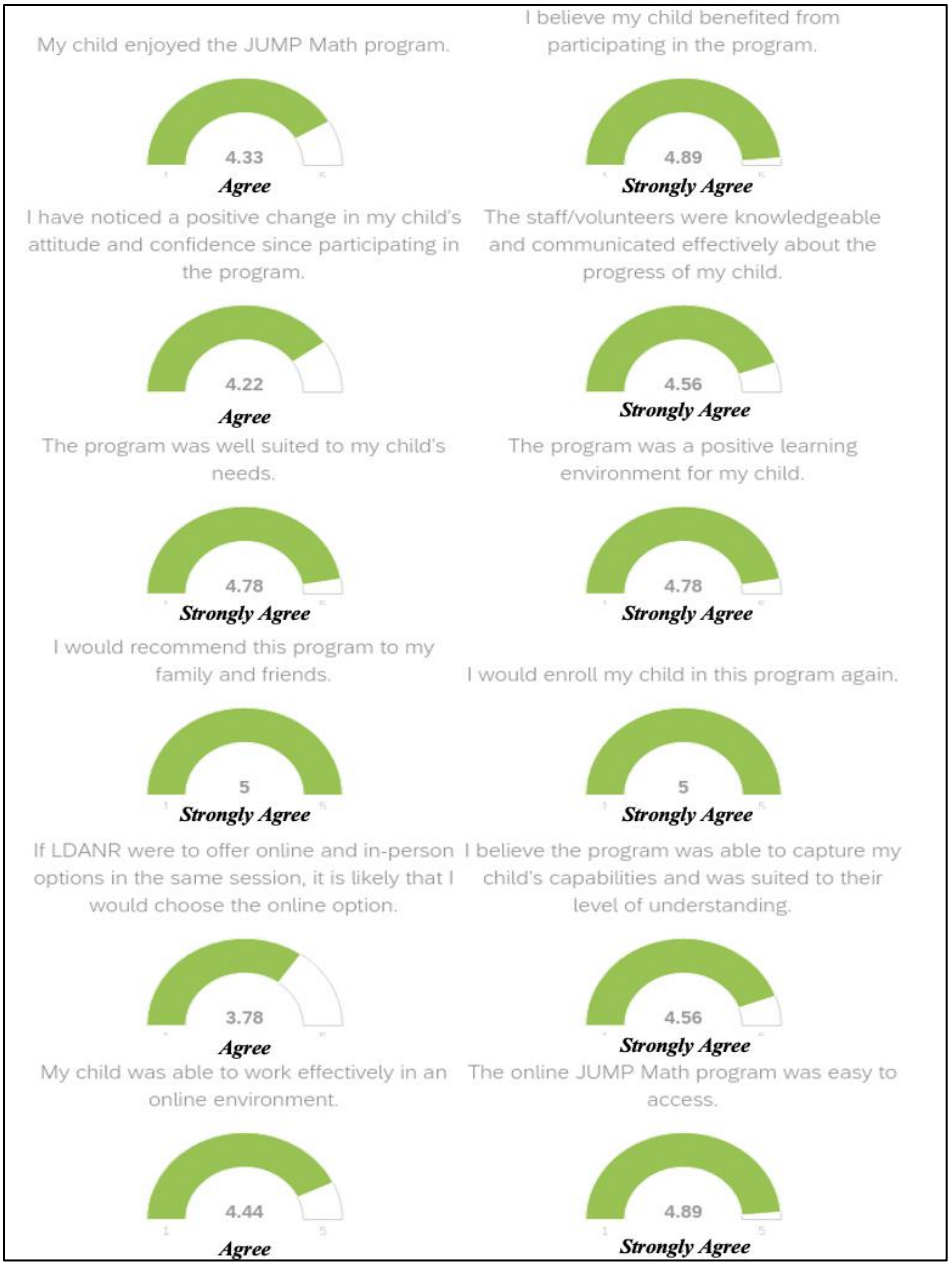

Figure 2. The caregiver survey responses were collected on a Likert scale. These images represent the mean values of the responses from nine completed surveys. These were evaluated on a scale of 1 to 5, where 1 illustrates that they *strongly disagree*, and 5 illustrates they *strongly agree*.

Discussion

As a result of the COVID-19 pandemic, the JUMP Math program transitioned from in-person sessions to online sessions via Microsoft Teams. The literature discusses how difficult this transition can be for an organization and its students as learning mathematics online can create difficulties with focus and attention of the participating children (Means et al., 2009). On the other hand, it has also been shown that some children work better with an online learning platform as they are more comfortable in the proximity of their family and can reduce disparities in access to the program depending on their location (Kestel, 2014). The overall student improvement from the pre-assessment to the post-assessment demonstrate the efficacy of the JUMP Math program in an online environment. As well, the present tutor and staff, and caregiver surveys, concur with the positive literature, illustrating the highly positive impact of the JUMP Math program on its participants despite the transition to an online learning platform.

Firstly, the quantitative results from the students' assessment data help illustrate the efficacy of the JUMP Math program. With students answering, on average, 2 more questions correct on the post assessment than the pre assessment, it was obvious that they had a better understanding of the various areas of assessment. More specifically, students had a heightened knowledge in the areas of patterning and algebra, number sense, operations, and application. The area of greatest improvement for students was in the area of operations with an average increase of 3 additional correct questions while the area of least improvement was in applications with an average of one additional question answered correctly. Despite the challenges associated with transitioning the program online, it was clear that the students still benefited from the program.

Another result which speaks to the JUMP Math Program's ability to increase mathematical competence is that many students were able to advance to a higher level of the

assessment during the post-assessment. The volunteer tutors were instructed to continue working onto the next assessment level with their student only if they were able to correctly answer over half of the questions in the level correct. This means that the students were able to correctly answer more questions than in the pre-assessment speaking to their improved mathematical understanding. The higher levels completed also speaks to the program's capacity to build confidence and help build persistence. Specifically, it is typically very difficult for students with learning disabilities to stay focused (Koenig & Rudney, 2020) during assessment and they may experience higher levels of test anxiety which make it difficult to complete assessments in the allotted amount of time (Holzer et al., 2009). Our findings help demonstrate the ability of the JUMP Math program to help reduce external variables (attention-difficulties, test anxiety etc.) and in turn help them successfully complete assessments. Although there may be a slight memory effect as the pre and post assessments were the same, the results still help show the ability of JUMP Math to increase confidence as the increase was not consistent amongst all students and all levels.

The results from the caregiver surveys illustrated the ability of the JUMP Math program to reduce math anxiety and improve the confidence of the children participating. On average there was agreement that their child enjoyed the program, had a positive change in attitude and confidence, and was able to work effectively in an online environment. On average there was strong agreement that their child benefitted from participating in the program, the staff/volunteers were knowledgeable and had effective communication, the program suited their child's needs, and that the learning environment was positive. Also, there was strong agreement that they would recommend the program to family/friends, they would enroll their child again,

the online program was easy to access, and the program was able to capture their child's capabilities and was suited to their level of understanding.

Additionally, the caregiver surveys welcomed any general suggestions for future program sessions and allowed them to comment on their child's overall experience in the program. Some of the suggestions included spending more time with instructors via videoconferencing or email so the parents could stay informed about their child's progress (see Table 10 in Appendix B). The caregivers also mentioned that this increased face time with the tutor would allow them to build a rapport with the family. There was also feedback to continue online sessions even after in-person sessions can be safely resumed. The different articles of feedback received were highly positive as caregivers mentioned how much they love the JUMP Math program and how it has made a drastic improvement in their child's confidence and math skills (see Table 11 in Appendix B). One caregiver even stated that at the beginning of the program, they had to engage their child to participate, however, after a few sessions had passed, their child was actively engaged and excited for their sessions!

For the tutor and staff surveys, on average there was agreement that the program training provided them with the necessary tools to be successful, they believed the pre-assessment and post-assessment successfully evaluated their student's math skills, the lesson plans were easy to deliver in an online environment, and that their student's math skills improved as a result of the JUMP Math program. Additionally, on average there was strong agreement that they felt supported in their role at LDANR, the post-assessment and pre-assessment were clear and easy to administer, and they believe their student's confidence improved when doing math as a result of the JUMP Math program. The tutor and staff surveys welcomed any general suggestions for future programs as well (see Table 7 in Appendix A). These suggestions included making the

program more online-friendly by including more online games or activities instead of the hands-on activities as these were difficult to complete over the videoconferencing platform. Additionally, the tutors and staff mentioned that some of the aspects that made the greatest difference in their student's math skills and confidence included the one-on-one assistance, progress tracking, proud moments self-reflection chart, and being able to work through the questions at the student's pace (see Table 6 in Appendix A).

On the caregiver surveys, the lowest mean response occurred as a result of the Likert statements questioning if LDANR were to offer online and in-person options in the same session, it is likely that they would choose the online option. When analyzing the results, a little over half the responses indicated that they strongly agree to select the online option. In regard to the tutor and staff surveys, as half of the individuals responded that if LDANR were to offer in-person and online sessions in the same program term, they would likely to choose the online session with the other half selecting in-person sessions. Thus, for future JUMP Math program sessions, it could be beneficial to offer both online and in person options to reduce the disparities in access to the program and to make the program more easily accessible for staff and volunteer-tutors.

This firstly demonstrates the efficacy of the online JUMP program this Fall season and demonstrates how it would be beneficial to continue online sessions even when it is safe to resume in-person sessions for the JUMP Math program. The data from the caregivers and tutors highlighted the effectiveness of online learning and stated that it made an immense improvement in their child or student's confidence and math skills. Additionally, to improve student engagement and participation in an online environment, it is essential to incorporate activities and games that can be played online. The use of gamification such as incorporating leaderboards, points and time limits has been shown to drastically improve engagement of students (Antonaci,

Klemke, & Specht, 2019). Therefore, in order to make the JUMP Math program more online-friendly, incorporating these games in addition to the hands-on lesson-based activities can improve engagement and participation.

Conclusion

Through a quantitative and qualitative analysis of the digital surveys and differences between the pre-assessment and post-assessment, the JUMP Math program has illustrated its positive impact on improving confidence and ability, in the participating children. Despite the online transition of the JUMP Math program as a result of the COVID-19 pandemic, this evaluation demonstrates the program's capabilities to improve the students' math skills in addition to increasing engagement and confidence. The recommendations to continue online sessions alongside in-person sessions will aid in reducing any disparities in access to the program as a result of geographical location and improving the program even further. The JUMP Math program has benefitted numerous children with learning disabilities by providing essential support increasing the confidence and math skills of a vulnerable population. Overall, numeracy tutoring with JUMP Math resources evidently improves math confidence and math skills of children with learning disabilities, thus narrowing the gap present in student performances leading to further academic and socio-emotional success. In conclusion, the JUMP Math program and resources have evidently demonstrated an immensely positive impact on the students' math skills and confidence, while reducing math anxiety in children with learning disabilities.

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Appendix A

Table 3: *Tutor & Staff Survey Responses*

#	Question	1		2		3		4		5		Total
1	My child enjoyed the JUMP Math program.	0.00%	0	0.00%	0	11.11%	1	44.44%	4	44.44%	4	9
2	I have noticed a positive change in my child's attitude and confidence since participating in the program.	0.00%	0	0.00%	0	11.11%	1	55.56%	5	33.33%	3	9
3	The staff/volunteers were knowledgeable and communicated effectively about the progress of my child.	0.00%	0	0.00%	0	0.00%	0	44.44%	4	55.56%	5	9
4	The program was well suited to my child's needs.	0.00%	0	0.00%	0	0.00%	0	22.22%	2	77.78%	7	9
5	The program was a positive learning environment for my child.	0.00%	0	0.00%	0	0.00%	0	22.22%	2	77.78%	7	9
6	I believe my child benefited from participating in the program.	0.00%	0	0.00%	0	0.00%	0	11.11%	1	88.89%	8	9
7	I would enroll my child in this program again.	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	9	9
8	My child was able to work effectively in an online environment.	0.00%	0	11.11%	1	0.00%	0	22.22%	2	66.67%	6	9
9	The online JUMP Math program was easy to access.	0.00%	0	0.00%	0	0.00%	0	11.11%	1	88.89%	8	9
10	If LDANR were to offer online and in-person options in the same session, it is likely that I would choose the online option.	22.22%	2	0.00%	0	11.11%	1	11.11%	1	55.56%	5	9
11	I believe the program was able to capture my child's capabilities and was suited to their level of understanding.	0.00%	0	0.00%	0	11.11%	1	22.22%	2	66.67%	6	9
12	I would recommend this program to my family and friends.	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	9	9

Table 4: *Returning Facilitators or Tutors*

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I found the newly designed assessment easier to deliver than the assessment used in previous years	3.00	4.00	3.67	0.47	0.22	3

Table 5: *In-person or Online for Tutors/Staff*

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If LDANR were to offer in-person and online sessions in the same program term, I would be likely to choose:	1.00	2.00	1.50	0.50	0.25	12

#	Answer	%	Count
1	In-person tutoring	50.00%	6
2	Online tutoring	50.00%	6
	Total	100%	12

Table 6: *Tutor/Staff Effective Aspects of JUMP Math*

What aspects of JUMP Math did you find to be the most effective in improving math skills and/or confidence in your student?
progress tracking and proud moments
The one-on-one aspect is definitely really beneficial for the student, the lessons can be tailored to what the student needs improvement on and with activities that they find the most engaging. As well as the structure of each lesson with mental math, a lesson and math game at the end.
Proud moments at the end of each session. Flash cards (setting and meeting goals).
Lesson plans
The one to one individual assistance for the kids is highly effective.
The practice questions were simple to ask and work through with a student.
Playing fun math games and quiz really helped my student gain confidence in math and she is now enjoying studying math a lot
The lessons were easy to follow.
being able to work at their own pace, using manipulatives to go from concrete to abstract math, having a tutor only focusing on each student's needs.
The PowerPoints were very nice and visual based, and also the various worksheets and activities boosted my students confidence and made math more fun.
Having my student pick a proud moment every session has helped keep her excited and motivated in our lessons
Regular engagement of the student in math content.

Table 7: *Tutor/Staff General Suggestions*

Please provide any general suggestions that you may have for future program sessions.
Would prefer in person
I have no suggestions the program has been going very well!
NA
Change the sessions to be online friendly
I believe the program is being carried out in a wonderful way
Some lessons have exercises that require hands on/ in person activity. This wasn't a big issue, but it was a bit difficult to do some of the exercises! Volunteers would probably benefit from having some of the same math kit tools as the students (such as the counting chart) to make up their own examples/ show what the student is supposed to do.
Maybe having an online math game or quiz that everyone can participate can be helpful since when we are doing online sessions there are limits to the tools we can use for our games
N/A
The online training (2 days instead of 1) was not really necessary.
The online slides contained many games and activities that are only possible in person so perhaps more online based activities and changing the slides to accommodate would be nice but I understand it's a new territory for everyone.
A little more explanation about how to go through the lesson plans would definitely be an asset! However everything else has been amazing
I think that more tutoring subjects could be introduced. Like sciences and history and things like that.

Table 8: *In-person or Online for Caregivers*

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I found the online sessions to be equally as effective as the in-person program.	3.00	5.00	4.33	0.94	0.89	6

Table 9: *Caregiver Survey Responses*

#	Question	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	My child enjoyed the JUMP Math program.	3.00	5.00	4.33	0.67	0.44	9
2	I believe my child benefited from participating in the program.	4.00	5.00	4.89	0.31	0.10	9
3	I have noticed a positive change in my child's attitude and confidence since participating in the program.	3.00	5.00	4.22	0.63	0.40	9
4	The staff/volunteers were knowledgeable and communicated effectively about the progress of my child.	4.00	5.00	4.56	0.50	0.25	9
5	The program was well suited to my child's needs.	4.00	5.00	4.78	0.42	0.17	9
6	The program was a positive learning environment for my child.	4.00	5.00	4.78	0.42	0.17	9
7	I would recommend this program to my family and friends.	5.00	5.00	5.00	0.00	0.00	9
8	I would enroll my child in this program again.	5.00	5.00	5.00	0.00	0.00	9
9	My child was able to work effectively in an online environment.	2.00	5.00	4.44	0.96	0.91	9
10	The online JUMP Math program was easy to access.	4.00	5.00	4.89	0.31	0.10	9
11	If LDANR were to offer online and in-person options in the same session, it is likely that I would choose the online option.	1.00	5.00	3.78	1.62	2.62	9
12	I believe the program was able to capture my child's capabilities and was suited to their level of understanding.	3.00	5.00	4.56	0.68	0.47	9

Table 10: *Caregiver General Suggestions*

Please indicate any suggestions that you feel may be helpful in improving our programs.
Program is just amazing
a bit more time spent with instructors prior to the sessions learning the online shared options for instructors and students.
Continuing to offer online sessions even after Covid. It allowed for our family to access this program without the barriers of travel to locations.
Because the session is online and is just the tutor and the kid. I will really appreciate any feedback from the program through e-mail in order to know more about my child progress during the program.
Would love to get back to in person programming as soon as possible.
None
To continue to offer virtual sessions even when in person has been improved. We wouldn't have been able to access due to work schedules. This platform has allowed us to build our daughters math skills. It's so incredible how gaps are recognized, targeted and taught. So beyond happy with the confidence it has filled for my children.
keep providing program to families
Kids have some choice of what to do during session

Table 11: *Caregiver Share Your Story*

Please comment on your child's overall experience in our program and what you felt was significant.
Love this program and so does my daughter. I've noticed a big improvement and increased confidence. Our tutor is absolutely amazing
experience was good. Instructor was good.
My daughter loved the program. The tutor was kind, encouraging and knowledgable. It is incredible how quickly skill gaps are targetted and corrected. It has been such valuable learning and we are so grateful!
My son has changed lot in a positive way. Before I have to encourage him more in order to make sure that he will like to participate. Nowadays he is the one ready to start his sessions he is really exited about participate and meet his tutor Alexa.
Overall program experience in person has been great. Staff was always very friendly and kind. Online programming just a bit more challenging to keep my child focused. Technical difficulties often take up time and are distracting.
It has been a little challenging doing it online but I was very happy to be presented with this option rather than nothing. The instructor is doing a great job trying to keep my child engaged. I feel my child has learned some new skills and that math can be fun
It is such a positive experience. We have watched skills be targeted and taught. She has benefited so much from this one on one support. We fought for years with her school to help her.
Grateful to have this program to our disposal. My child likes online lessons and we see some improvement in her performance in school.
Great