

Music + Math = Unprecedented Proficiency

It may be the latest evidence of the Mozart effect. Students at Weaver Elementary School in Los Alamitos, Calif., are collecting recyclables and selling T-shirts to help fund a supplementary math program.

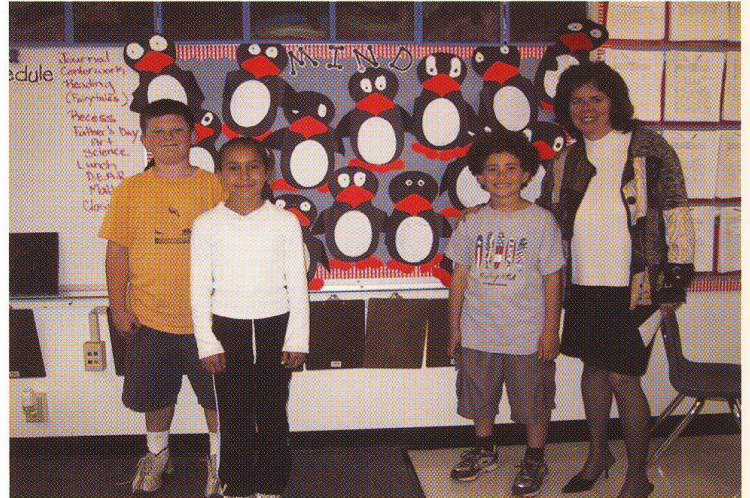
MIND Institute's ST Music + Math program spurred a new level of math motivation that yielded phenomenal gains in math proficiency scores at the elementary school. ST, or spatial temporal, is the ability to think visually and several steps ahead in patterns and pictures.

Before the program was implemented, the high-performing school hovered in the 78th percentile in math proficiency scores, says Principal Erin Kominsky. Since implementing MIND six years ago, scores have skyrocketed to the 99th percentile.

The program combines computer lab math activities and a piano lab. Each week, students participate in 45 minutes of standards-based spatial temporal math activities in computer lab. MIND teaches math visually, representing mathematical concepts like fractions with pictures before introducing formal algorithms, says Kominsky. The approach reinforces math concepts taught in the classroom and provides another method to help students master concepts. Each strand includes levels of difficulty, allowing students to progress at their own pace. And the real-time program provides instant data about students' performance, which allows teachers to track progress.

In weekly lessons in the piano lab, students are taught music theory mathematically and learn to play the piano based on symmetry, with the left hand mirroring the right. Lessons are designed to enhance students' thinking and reasoning skills.

Kominsky adds, "MIND has revolutionized how we teach math. It would be a great day when we could have this in every school for every child." www.mindinst.org



MIND OVER MATH A few Weaver Elementary School students and Principal Erin Kominsky celebrate the MIND Institute program, which helps students learn math using visual clues as well as by playing the piano.

