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Clyde L. Greeno* (greenomathsense.org), The MALEI Mathematics Institute, P.O. Box 54845, Tulsa, OK 74154. *Needed Reforms for Class-Instruction of Under-Prepared, Math-Anxious Students: Revelations from Casework with Clinical Instruction.*

Genuine clinical instruction is a form of private alternative education, perhaps leading to course-credit through CLEP examinations. That option mostly serves students who are under-prepared for courses in which they might be placed, and/or are moderate-to-severe victims MLD (Mathematics-Learning Distress: anxiety, fear, phobia et al).

A clinical course typically covers the same topics as some corresponding class-course. It might be conducted fully apart from class-instruction, or in tandem with it. But a clinic that also is dedicated to instructological research further gleans a flow of particular classroom-useful insights about how such students can be better served through developmental or introductory college class-courses.

Such particulars have been found to whorl around one pervasive and critical principle. The road for improving the effectiveness of class-courses for such students lies through enabling them to make personal common sense of each mathematical topic that they encounter. This paper itemizes some particulars that can be incorporated into class-instruction (without substantially re-structuring the curricular program). Further, it proposes a nationwide program of compiling such particulars, on the internet, for easy access by class instructors. (Received September 27, 2005)