

Teaching Strategies for Students with Learning Disabilities in Mathematics

Rarely is there a single cause for a learning disability. Often there is a constellation of causes operating together that result in a child's learning difficulties. Mathematics is a complex process requiring visual and cognitive perception abilities, comprehension ability, and adequate prior knowledge. This article addresses students' learning difficulties in mathematics and provides some suggested activities that have been proven to work with students with learning disabilities.

Learning Disabled (LD) is the largest category of special education. LD is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities, especially in academic settings.

More than one half of all students in the public education system who are eligible for special education services are learning disabled (Geary, 1999). Since 1976, the number of students identified with LD has more than doubled; there are 3 boys for every 1 girl challenged by LD (Garten, 1998). The National Council of Teachers of Mathematics (NCTM, 2000) specifically identified "Equity" as their first principle for school mathematics. They feel educators need to have high expectations and strong support for all students and that accommodating differences to help everyone learn mathematics is critical. The NCTM has taken a prominent stand that as educators we must take an "equity for all students" approach to teaching mathematics. All students, including special needs or even second language learners, have the right to learn math and feel confident in their ability to do math (Furner, Yahya, and Duffy, 2005). Teachers must see to it that "mathematics can and will be learned by all students" (NCTM, 2000, p. 13).

Math learning difficulties are common, significant, and worthy of serious instructional attention in both regular and special education classes. Students may respond to repeated failure with withdrawal of effort, anxiety, lowered self-esteem, and avoidance behaviors. In addition, significant math deficits can have serious

consequences on the management of everyday life as well as on job prospects and promotion opportunities.

Math learning problems range from mild to severe and manifest themselves in a variety of ways. Most common are difficulties with efficient recall of basic arithmetic facts and with reliability in written computation. When these problems are accompanied by a strong conceptual grasp of mathematical and spatial relations, it is important not to bog the student down by focusing only on remedial computation. While important in working with these students, such efforts should not deny a full math education to otherwise capable students.

Too frequently and too readily, individuals with dyslexia who have difficulty with mathematics are misdiagnosed as having dyscalculia - literally trouble with calculating, a neurologically based disability (Wright, 1996). True dyscalculia is rare. We know that for individuals with dyslexia, learning mathematical concepts and vocabulary, as well as the ability to use mathematical symbols, can be impeded by problems similar to those that interfere with the acquisition of written language. Additionally, we know that the learning of mathematical concepts, more than learning in any other content area, is tied closely to the teacher's or academic therapist's knowledge of mathematics and to the manner in which these concepts are taught. Therefore, there are individuals with dyslexia who will exhibit problems in mathematics, not because of their dyslexia or dyscalculia, but because their instructors are inadequately prepared in mathematical principles and/or in how to teach them.

Language disabilities, even subtle ones, can interfere with math learning. In particular, many LD

Teaching Mathematics To Students With Learning Disabilities

Shawnee R. Rasmussen



Teaching Mathematics To Students With Learning Disabilities:

Teaching Mathematics to Students with Learning Disabilities Nancy S. Bley, 2019 Teaching Mathematics to Students with Learning Disabilities is a professional resource for teachers at the elementary and middle school levels who teach students with learning disabilities Now in its fourth edition this resource has been written with the belief that though they learn differently most students with learning disabilities can master important mathematical concepts and skills can apply them in their day to day lives and will use them to advantage in their future careers This belief has evolved out of our personal experiences with students having learning disabilities that affect mathematics learning and achievement and has molded the way in which our ideas for mathematics instruction have been developed and refined **Teaching Mathematics to Middle School Students with Learning Difficulties** Marjorie Montague, Asha K. Jitendra, 2018-03-05 A highly practical resource for special educators and classroom teachers this book provides specific instructional guidance illustrated with vignettes examples and sample lesson plans Every chapter is grounded in research and addresses the nuts and bolts of teaching math to students who are not adequately prepared for the challenging middle school curriculum Presented are a range of methods for helping struggling learners build their understanding of foundational concepts master basic skills and develop self directed problem solving strategies While focusing on classroom instruction the book also includes guidelines for developing high quality middle school mathematics programs and evaluating their effectiveness Effective Strategies for Teaching Mathematics to Students with Learning Disabilities at the Elementary, Secondary, and Post-secondary Levels Jacqueline Lopushonsky, Northeastern Illinois University. Department of Special Education, 1991 **Teaching Mathematics to Students With Learning Disabilities** Francis Obudo, 2008 The purpose of this study was to review and synthesize available literature to draw a comprehensive picture of what is necessary to teach mathematics to students with learning disabilities A systematic search was conducted through 5 computerized databases Academic Search Complete ERIC Education Research Complete and Primary Search The descriptors used were teaching mathematics to students with learning disabilities and effective mathematics instruction and learning disabilities Only documents that were available in full text from the databases were included The next step in the selection process involved a search through the reference list of the obtained articles This review of literature found that there are four important factors in determining success in mathematics for students with learning disabilities LD They are teacher training teacher attitudes perceptions use of effective strategies use of assistive technologies and the application of an effective curriculum Studies indicated that teachers are inadequately prepared to teach students with learning disabilities especially in math The use of effective strategies is especially important to students with LD Use of strategies is even more important than using drill and practice and mediated instruction strategies The curriculum s that most students with LD are exposed to are ineffective because little emphasis is put on the everyday application of mathematics in their lives A comprehensive approach that addresses teacher deficiencies and closes the gap

between research and practice is necessary to address the problems faced by students with LD Well trained teachers will have the knowledge and skills to employ effective strategies use assistive technologies and have positive attitudes towards their students The implementation of an effective mathematics curriculum that is relevant to students lives and emphasizes problem solving will help students with learning disabilities acquire the mathematics skills necessary for them to be successful

Teaching Mathematics to Students with Learning Disabilities Ronald S. Horowitz,1990

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Teaching Math to Students with Learning Disabilities John F. Cawley,Anne Hayes,Teresa E. Foley,2008 Title Page 1 Dedication 2 About the Authors 3 Table of Contents 4 Introduction 10 Purposes of Mathematics 10 Perspective 11 The What and When of Mathematics Programming 12 A Primary Purpose 13 A Basic Understanding for Teachers 15 Section 1 Problem Solving Precedes Computation 19 Framework for Alternative Representations 20 Utilizing Alternative Representations in Problem Solving 26 What is a Problem 27 Information Processing in Word Problem Activities 30 Word Problems and Conjunctive Disjunctive Relationship 31 Selecting the Best Question for a Word Problem 34 Word Problems Using Cloze Procedure 35 Views of Mathematics 38 Problem Solving Precedes Computation 39 Semantics 41 Active and Passive Problem Solving 45 Problem to Match the Question 46 Information Sets to Complete a Problem Activity 46 Display Activities for Problem Creation 46 Developing Vocabulary 47 Teaching Vocabulary 49 Instruction in Vocabulary 50 Syntax 53 The Elements of a Word Problem 54 Classifying Word Problems by Mathematical Constructs 56 Section 2 Developing Word Problems for Diagnostic Feedback 59 Problem Solving Cognition and Language Complexity 59 Word Problem Solving Activities 60 Problem Characteristics 62 Direct Word Problems 63 Indirect Word Problems 65 Two Step Problems 67 Word Problems Made From Nonsense Words 68 Problem Formats 69 Script display picture format 69 Write format 72 Story format 73 Sentence format 74 Nominal Numbers 76 Organizing Quantitative Information 77 Section 3 Connections to Other Subjects 79 Arithmetic Activities and Word Problems Related to Community Concerns 79 Addition 79 Subtraction 80 Multiplication 81 Division 83 Quantitative and Qualitative Distractors 84 Contiguity and Non Contiguity 85 Definite and Indefinite Quantifiers 86 Word Problems to Address Emotions 86 Formula Types of Word Problems 88 Machines and formulas 88 Work and simple machines 89 Effort and resistance 93 Pre Algebra Thinking 94 Extended Problem Activities 94 Related Problems 95 Solving a Problem 95 Being a Problem Solver 95 Long Term Problem Solving 96 Executive Processes 99 Summary 101 Section 4 Arithmetic Computation 102 Preparing to Compute 105 Patterns 105 Pattern Traits Identify a Pattern and Original Learning 106 Pattern Traits Identify a Pattern and Intradimensional Shift 107 Pattern Traits Identify a Pattern and Extradimensional Shift 107 Pattern Traits Copy a Pattern and Extradimensional Shift 108 Pattern Traits Extend a Pattern and Extradimensional

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Effective Strategies for Teaching Math to Students with Learning Disabilities Paulette Morein, Henry G. Bruckman, State University College at Buffalo. Department of Exceptional Education, 1996 Buffalo State College Master s project in Exceptional Education 1996

Teaching Mathematics to Students with Learning Disabilities and Studying that Instruction Using a Single Subject Design Approach Ani Derderian, 2013 The primary purpose of this study was to examine a largely unexplored area of teaching strategies for students with mathematical learning disabilities The second goal of this study was to find whether the concrete representational abstract multisensory teaching map thinking strategy would increase mathematical achievement in students with mathematical learning disabilities The sample of this study was three students with mathematical learning disabilities from Amman Jordan Students were evaluated with 152 multiplication and division problems This research involved the completion of a single subject design which entails collecting numeric scores through tests Next the data was prepared and organized for graphical analysis In this research a graphical statistical analysis was implemented to address the research question The analysis procedure described trends in data However the researcher used descriptive analysis such as measures of variability the spread of the scores the relative ranking of the scores The results were presented in a graph and in a detailed discussion to address the research question Additional qualitative research was implemented with the three students The researcher conducted the interviews and eight open ended questions were used for coding The researcher then independently recorded the responses with the clarified themes Four themes or

categories of open ended responses were identified i e difficulties number organization memorization language skill levels The researcher recorded the data via a variety of methods interviews observation field notes etc coding and categorizing using a variety of clustering and classification schemes attaching concepts to the categories and writing an understanding However the results suggest that more research might be focused a to replicate the study on different mathematical concepts and different subject areas b arrange workshops for teachers and parents to increase their teaching effectiveness level c apply more tools such as case studies interviews and self assessment methods to assess the effectiveness level of mathematics teaching and learning strategies d engage students with mathematical learning disabilities and consider their images on the mathematics curriculum s effectiveness

Teaching Mathematics Meaningfully David H. Allsopp, David Allsopp, Maggie M. Kyger, LouAnn H. Lovin, 2007 Making mathematics concepts understandable is a challenge for any teacher a challenge that s more complex when a classroom includes students with learning difficulties With this highly practical resource educators will have just what they need to teach mathematics with confidence research based strategies that really work with students who have learning disabilities ADHD or mild cognitive disabilities This urgently needed guidebook helps teachers Understand why students struggle Teachers will discover how the common learning characteristics of students with learning difficulties create barriers to understanding mathematics Review the Big Ideas Are teachers focusing on the right things A helpful primer on major NCTM endorsed mathematical concepts and processes helps them be sure Directly address students learning barriers With the lesson plans practical strategies photocopiable information gathering forms and online strategies in action teachers will have concrete ways to help students grasp mathematical concepts improve their proficiency and generalize knowledge in multiple contexts Check their own strengths and needs Educators will reflect critically on their current practices with a thought provoking questionnaire With this timely book filled with invaluable ideas and strategies adaptable for grades K 12 educators will know just what to teach and how to teach it to students with learning difficulties

Problem Solving Strategies for Teaching Mathematics to Students with Learning Disabilities Waianela Boiser, 2004

Strategies to Teach Mathematics to Students with Learning Disabilities Erica Kubus, 2001

Teaching Mathematics to Secondary Students with Learning Disabilities Krista Henderson, 2020

Teaching Secondary Mathematics to Students with Learning Disabilities Shawnee R. Rasmussen, 1999 This paper focuses on effective instruction and curriculum for teaching mathematics to students with learning disabilities Page 4

Teaching Mathematics to Middle School Students with Learning Difficulties Marjorie Montague, Asha K. Jitendra, 2006-06-24 A highly practical resource for special educators and classroom teachers this book provides specific instructional guidance illustrated with vignettes examples and sample lesson plans Every chapter is grounded in research and addresses the nuts and bolts of teaching math to students who are not adequately prepared for the challenging middle school curriculum Presented are a range of methods for helping struggling learners build their understanding of foundational concepts master basic skills and

develop self directed problem solving strategies While focusing on classroom instruction the book also includes guidelines for developing high quality middle school mathematics programs and evaluating their effectiveness Teaching Elementary Mathematics to Struggling Learners Bradley S. Witzel, Mary E. Little, 2015-12-29 Packed with effective instructional strategies this book explores why certain K 5 students struggle with math and provides a framework for helping these learners succeed The authors present empirically validated practices for supporting students with disabilities and others experiencing difficulties in specific areas of math including problem solving early numeracy whole number operations fractions geometry and algebra Concrete examples easy to implement lesson planning ideas and connections to state standards in particular the Common Core standards enhance the book s utility Also provided is invaluable guidance on planning and delivering multi tiered instruction and intervention **Effective Methods of Teaching Mathematics to Secondary Students with Learning Disabilities** Marcie P. Byrd, Virginia State University. Department of Mathematics, 2009 **Count Me In! K-5** Judith Storeygard, Judy Storeygard, 2012-04-17 Between the pressure to meet standards and the overwhelming number of different learning needs that students have planning lessons has become more complex Judy Storeygard provides proven approaches to understanding the behaviors of children with special needs and effectively teaching all students

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