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# TEACHING MATHEMATICS TO STUDENTS WITH LEARNING DISABILITIES



# Teaching Mathematics To Students With Learning Disabilities

**Marjorie Montague,Asha K. Jitendra**



## **Teaching Mathematics To Students With Learning Disabilities:**

**Teaching Mathematics to Students with Learning Disabilities** Nancy S. Bley, Carol A. Thornton, 1995     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 Ronald S. Horowitz, 1990     **Teaching Mathematics to All Children** Benny F.

Tucker, Ann H. Singleton, Terry L. Weaver, 2002 With the composition of today s classroom in mind this book approaches teaching and planning elementary mathematics by using methods that accommodate the diverse learning needs of any student having difficulties with basic math concepts The authors use personal experience and research that supports a complete set of developmental concepts and skills to outline the effective development of mathematical concepts and skills It stresses lesson planning that will result in learning understanding and retaining important concepts and skills NCTM s Curriculum and Evaluation Standards for School Mathematics are integrated into every chapter Other topics include Diversity in the Classroom Lesson Design Creating Lessons That Meet the Needs of a Diverse Classroom Mathematics Learning in Early Childhood Whole Numbers and Numeration Fractions Decimals and Percents Measurement and Geometry

*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 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

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**Teaching Mathematics to Students with Learning Disabilities** Nina S. Chuang,1995      **Teaching Mathematics to Students with Learning Disabilities** Lisa L. Widerholt,1998

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