“INTENSIVE INTERVENTION FOR STUDENTS WITH MATHEMATICS DISABILITIES FOR EFFECTIVE PRACTICE”

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The increasing quantity of students with mathematics learning disability has prompted the conduct of researches among special education educators and researchers to develop and understand the necessity to address their problems with regard to mathematics, and identify effective instructional programming to foster their mathematical routine during the basic education years and into adulthood.

Researchers have prepared a different perspective for students with learning disabilities, including the following areas of neurological, developmental, and educational and neuropsychological.

This diversity help us develop a broader understanding of students’ learning needs and difficulties. A variety of approaches in Special education assessment practices are in the form of formal and non-formal assessments encompass norm-referenced, criterion-referenced, and non-standardized procedures, which is depending on the specific assessment question professionals seek to answer. Understanding and Identification of students’ mathematical knowledge and concepts must be examined in order to determine their strengths and weaknesses, curriculum based progress, and use of conceptual and cognitive strategies to arrive at mathematical solutions. Interventions for teaching mathematics curricula for students having mathematical disabilities had been identified in some research findings. An emergent interest in the constructivist approach in research studies have been grounded in behavioral theory and cognitive
psychology. Problem solving and technology are given priority even if it focuses on computational researches.

Areas which include math curricular skills require further study. Additionally, special educators have made a way of examining elementary and secondary curricula for the needs of adults with mathematical learning disability (LD) to determine ways to inculcate them with life skills instructions accordingly.

Special educators must be aware on the development and advancement on the field of mathematics as a discipline. Revision of the curriculum has been extensively since 1950’s, supplemental to the curriculum offered in mathematics workbook and the educational and instructional practices taught in advanced education courses. Mathematics specialist continues to develop better understanding on how children could learn mathematics hence this process is supported by the theoretical orientations and researches.

Many of the children nowadays always consider mathematics as their waterloo in the field of academic. Many of them could hardly grasp the concept that the teacher is teaching them. Mostly they are not interested with the subject specially those who had traumatic experience in the said subject for example are the children who always get low scores in seat works or exercises. Pupils who are low performing and low competence in grasping and analyzing the problems in math would give them low self-esteem.

On the other hand, children with learning disabilities especially in the field of mathematics also need extra intervention and focus to boosts their identity or personality and their attitude towards the subject. Still the beauty of giving interventions would account for the curriculum and how exercises are administered to children, the kind and nature of activities should be considered. Like changing standards for mathematics learning and basic mathematical literacy, moreover, behaviorist learning theories to
constructivist and social constructivist theories (see Rivera) provides the opportunity to develop and implement a hybrid model of mathematics instructions.

For an effective intervention in mathematics which is to be given to children with learning disabilities, the given six principles could be helpful. Stated on the article that explicit, didactic forms of instruction are some effective intervention for students with learning disabilities for which the information are directly shared by the teacher for them to learn.

Didactic learning could be followed. However, the pupils should always be given opportunity to discover the answers and solutions by themselves giving them freedom and letting them manipulate the instructional materials provided by the teacher. It could be acceptable that information should be given by the teacher and let find ways to solve problems.

References: