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Hankes, Judith; Skoning, Stacey; Fast, Gerald; Mason-Williams, Loretta

Closing the math gap of Native American students identified as learning disabled.

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Summary: This article serves as an overview of activities and selected assessment findings of a three-year research study titled, Closing the mathematics achievement gap of Native American students identified as learning disabled project (CMAG project). Methods used were problem-based, consistent with those of cognitively guided instruction, and culturally relevant. Teachers who participated in the study taught students in special education and inclusive education classrooms at grade kindergarten through twelve. Findings of this study documented significant learning gains of the target students. Three classroom vignettes provide examples of project classrooms.

Classification: C90 D70 C40 D40

Keywords: achievement gap; Native American students; cognitively guided instruction; special education; inclusive education; learning disabilities