

ZMATH 1997c.01685

Baroody, Arthur J.

Self-Invented Addition Strategies by Children with Mental Retardation.

Am. J. Ment. Retard. 101, No. 1, 72-89 (1996).

An experimental group (n=13) and a control group (n=15) of children with mental retardation were both shown a basic concrete counting procedure. Over six months, the experimental group was given regular opportunities to practice computing sums. Many of them invented calculational short cuts. Results suggest that children with mental retardation can invent, transfer, and retain strategies for learning tasks. (ERIC)

Classification: F36