

**ZMATH 2012a.00249**

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**Disabilities in written expression.**

Teach. Child. Math. 18, No. 1, 46-54 (2011).

Summary: Regular education teachers may have received inadequate preparation to work with the variety of student disabilities encountered in the classroom, or they may have received limited training regarding the full range of learning disabilities and their effects on classroom performance. Along with problems in the area of math, students may also have learning disabilities involving writing or reasoning. Deficits in one or more of these language skill areas, along with poor math skills, may significantly inhibit a student's math performance. Students with disabilities need consistent, explicit instructions that visually and graphically depict math problems for them. Classroom activities can be part of an effective teaching strategy to help children whose math performance demonstrates a learning deficit. The purpose of this review is to examine the literature for teaching practices that general education teachers may use with students with disabilities in written expression to help those students communicate understanding regarding mathematical thinking. Three instructional practices are presented: (1) self-regulated writing rubrics; (2) warm-up activities; and (3) journaling activities to unblock reluctant writers. (Contains 7 figures.) (ERIC)

*Classification:* C92

*Keywords:* teacher effectiveness; learning activities; disabilities; regular and special education relationship; mathematics skills; language skills; teaching methods; writing skills; thinking skills; student needs; literature reviews

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