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**Geometry interventions for K–12 students with and without disabilities: a research synthesis.**

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Summary: Geometry instruction is an important yet often overlooked subject in current education research and practice. This study synthesized intervention studies focusing on instruction to improve geometry skills for K–12 students with and without disabilities. Thirty two studies met the inclusion criteria: being published in English-language peer-reviewed journals or dissertations between 1980 and 2015, using quantitative method, and targeting kindergarten through twelfth grade students in the United States. Five studies examined the effectiveness of new geometry curricula, sixteen studies investigated instructional strategies, and eleven studies explored educational technologies. Although a broad range of geometric subjects were covered for normal achieving students, most of the studies for students with special needs primarily focused on very basic geometry skills. Only one study was found about teaching geometry to kindergarteners. Limitations and directions for future research are discussed.

*Classification:* G10 C40 D20

*Keywords:* geometry; intervention; review; disabilities

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