

**ZMATH 2015d.00184**

**Lewis, Katherine E.**

**Difference not deficit: reconceptualizing mathematical learning disabilities.**

J. Res. Math. Educ. 45, No. 3, 351-396 (2014).

Summary: Mathematical learning disability (MLD) research often conflates low achievement with disabilities and focuses exclusively on deficits of students with MLDs. In this study, the author adopts an alternative approach using a response-to-intervention MLD classification model to identify the resources students draw on rather than the skills they lack. The intervention model involved videotaped one-on-one fraction tutoring sessions implemented with students with low mathematics achievement. This article presents case studies of two students who did not benefit from the tutoring sessions. Detailed diagnostic analyses of the sessions revealed that the students understood mathematical representations in atypical ways and that this directly contributed to the persistent difficulties they experienced. Implications for screening and remediation approaches are discussed.

*Classification:* C40 D70

*Keywords:* learning disabilities; response to intervention; educational resources; educational research; educational diagnosis; mathematical aptitude; disability identification; educational practices; dyscalculia; fractions  
<http://www.nctm.org/Publications/journal-for-research-in-mathematics-education/2014/Vol45/Issue3/Difference-Not-Deficit-Reconceptualizing-Mathematical-Learning-Disabilities/>