

Mathematics learning disability

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Mathematics Learning Disability

Math disabilities may start at nearly various stages of the scholastic development of the child. While little can be discovered about the neurobiological, as well as biological causes of the same problem, various scientists attribute them to the inadequacy of one or more of some five skill types. These inadequacies may exist independently of the other or may appear together. These can result in the ability of the child mathematics. These disabilities are as hereunder.

First, mathematics disability child has incomplete mastering of facts of numbers. Number facts comprise of basic computation such as ($4+5= 9$ or $6\times 4= 24$), which students require to put in memory in their earliest levels of elementary school. It is critical to remember these ideas since it permits a student to approach the most advanced thinking of mathematics without bogging down easy calculations.

Secondly, many students have computation weaknesses. Various students, despite a good understanding of concepts of mathematics, are not consistence at computing. They always make errors since they misread the signs and symbols or carry most numbers incorrectly, or might not write numerals in the correct column or clearly enough. The same learners always struggle, specifically in primary school, in which basic computation and correct answers are stressed. This makes them end up in the remedial lessons, even if they may be having top levels of ability of the greater level of mathematical thinking.

Furthermore, many learners have incomplete of getting the language of mathematics. These students might also face reading, speaking and writing difficulties. In mathematics, however, their problem of language is as a result <https://assignbuster.com/mathematics-learning-disability/>

of hard terminology, many of which they have never heard anywhere outside the mathematics classroom. These learners have difficulty in understanding verbal or written directions or explanations. They also find word problems particularly difficult to translate.

Lastly, a far commonly seen the problem and the most severe may be the inability of the individual to be able to visualize the ideas of math effectively. Learners who have the problem cannot judge the size in dissimilar items. This disorder disadvantages students since it needs the learners to rely on rote memorization of both written and spoken description of mathematical concepts, which are taken by people for granted. Many math problems require learners to use higher order mental cognition using skills of perception, for example, to find the shape that will result after rotating a complex three-dimensional object.

A teacher of mathematics teaching students with disabilities can use the link <http://www.youtube.com/teachers>, to teach mathematics. This site plays a video showing students how to grasp math concepts. It also helps the teacher to present the learning ideas competently, therefore, making the students understand the concepts well.

These students need extra assistance by using hands on manipulative and presentation of pictures of mathematical concepts. Hands on content make learners understand how the number symbols and abstract equations operate in various concrete levels, making the message be reached by all students. One of the effective discoveries for mathematics teaching, which can enhance performance of math by students with the disability, may be concrete representational abstract sequence of instruction. This is a three part instructional method with each part building on the previous teaching to <https://assignbuster.com/mathematics-learning-disability/>

facilitate student learning and retaining of the information. This also helps in dealing with the conceptual knowledge and skills of students with disabilities. This method sequence teaching incorporating the use of hands on manipulative in some concrete stage, which is followed by display and representation of pictures.

In conclusion, the educator needs to respect the individual differences in class. This will ensure that every student in class gets the concepts delivered. The students with this disability need to be encouraged to work hard especially in math.

References

<http://www.youtube.com/teachers>