

REFLECTING AT THE M.I.R.R.O.R: TEACHING STUDENTS WITH LEARNING DISABILITIES IN MATHEMATICS

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The awareness of students with special needs is getting more and more central in educational decision making. Students with learning disabilities are a significant group within this population because they share some qualities which may contribute to their society. The definition of learning disabilities refers to students that show a gap of almost 2 years between their actual ability and their potential. Most of them have an average and even more intelligence quotient and one of the most problematic subjects is mathematics. Mathematics is a very unique subject matter because of its special language, its inquiry systems and its rigid and step by step concepts and principles construction. Students who are diagnosed having dyslexia or ADHD or writing difficulties suffer much from mathematics demands. Some of these learning disabilities are due to psychological aspects and also to teaching disabilities.

I developed, tried and evaluate a humanistic model for teaching mathematics to students with learning disabilities at grade 7 -12. The model is based on mutual reflection between the coach and the student. The components of the model are in initials: M.I.R.R.O.R:
M- for Mathematics; I- for Interaction; R- for Relevance; R for Realistic; O-for Openness; R- for Respecting; The rational for this model us base on psychological-educational theory of Dewey(1933), Piaget(1969) and Rogers (1963).

The poster will show graphically the M.I.R.R.O.R model. In the middle of the poster there will be a mirror, student and teacher with connections to the 6 phases in the margins of the poster: Mathematics; Interaction; Relevance; Realistic; Openness; Respecting - with examples for each phase and explanations

Dewey, J., 1933, How we think, Boston: D.C. Health & Co.

Piaget, J., 1969, Psychology of Intelligence. Totowa, N.Y. Littlefield
Adams.

Rogers, C. R., 1963, Learning to be free. Journal of reading, 36, 3