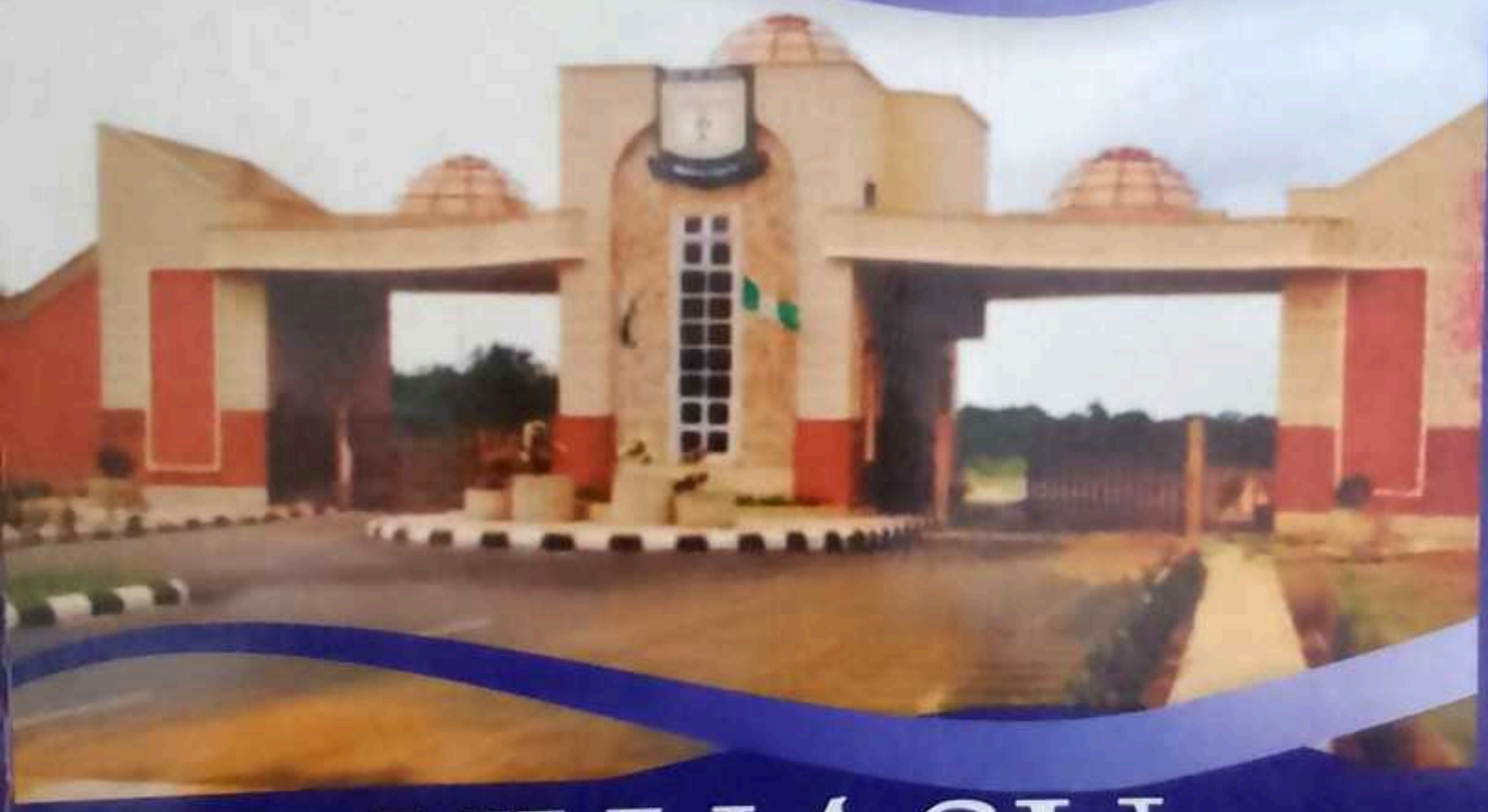
KWARA STATE UNIVERSITY

KWASU

Skills & Integrity

The University for Community Development

ISSN: 2384-6801



KWASU INTERNATIONAL JOURNAL OF EDUCATION (KIJE)

Published by the College of Education,
Kwara State University, Malete.

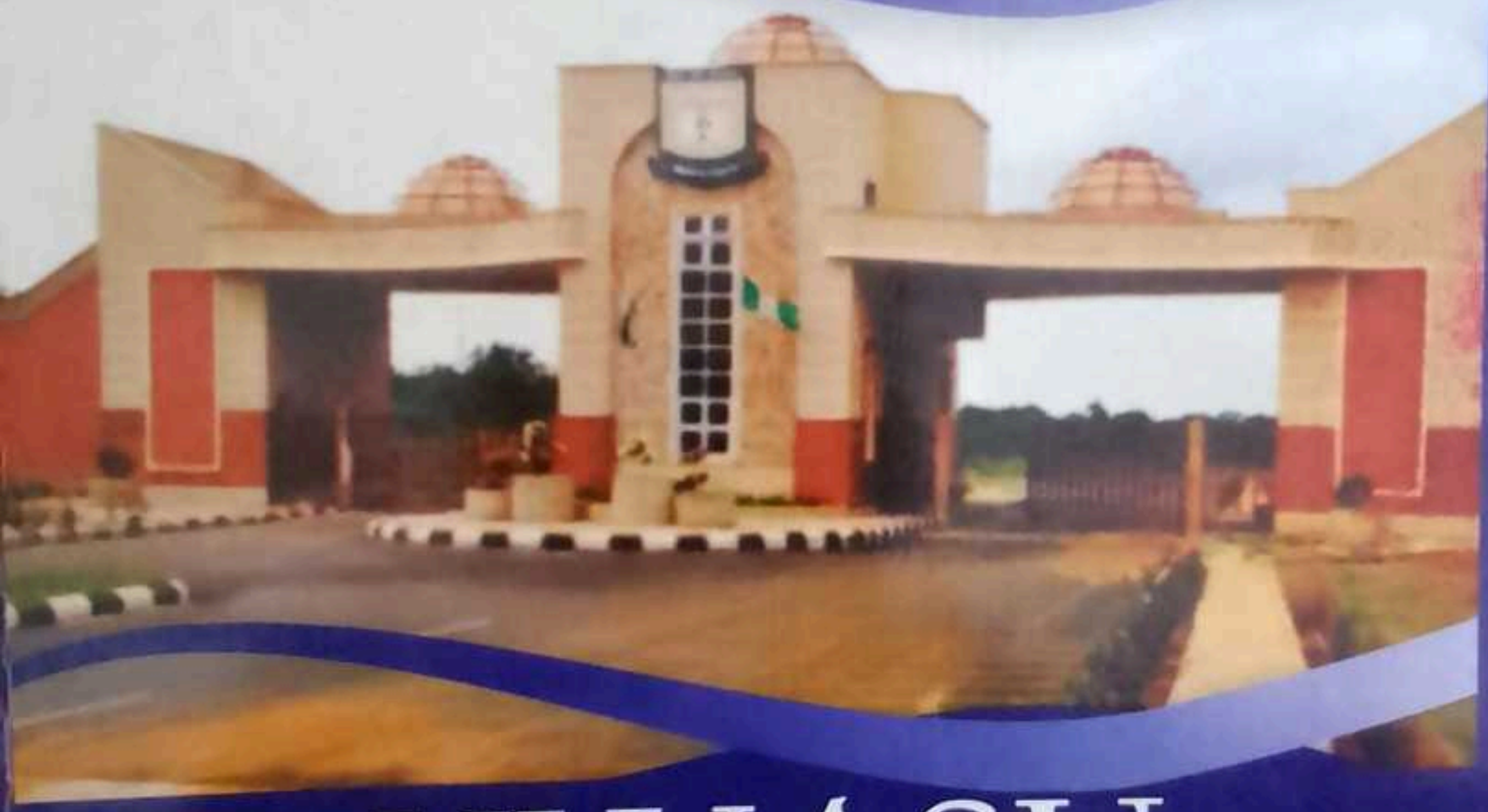
KWARA STATE UNIVERSITY

KWASU

Skills & Integrity

The University for Community Development

ISSN: 2384-6801



KWASU INTERNATIONAL JOURNAL OF EDUCATION (KIJE)

Published by the College of Education,
Kwara State University, Malete.

ADESOKAN A.

Kwasu International Journal of Education (KIJE)

ISSN NO: 2384-6801

Volume 2. No. 1 January, 2014

A PUBLICATION OF COLLEGE OF EDUCATION, KWARA STATE UNIVERSITY, MALETE, NIGERIA.

ADESOKAN A.

Kwasu International Journal of Education (KIJE)

ISSN NO: 2384-6801

Volume 2. No. 1 January, 2014

A PUBLICATION OF COLLEGE OF EDUCATION, KWARA STATE UNIVERSITY, MALETE, NIGERIA.

KWASU INTERNATIONAL JOURNAL OF EDUCATION (KI...

Published by the

College of Education,

Kwara State University, Malete, P.M.B. 1530, Ilorin, Nigeria.

EDITORIAL BOARD

Pro. M.B. Gambari	Editor - in - Chief and Provost, College of Education, KWASU
Dr. J.O. Olukotun	Managing Editor
Dr. Abubakar, Laro Ibrahim	Associate Editor and Secretary
Dr. S.O. Afolabi	Associate Editor and Assistant Secretary
Prof. Olaniyi Bojuwoye	Associate Editor
Prof. F.R. Sulaiman	Associate Editor
Dr. R.O. Ajayi	Associate Editor
Dr. O.K.Olaniyi	Associate Editor
Dr. M. O. Ibeun	Associate Editor
Dr. B.T. Ajayi	Associate Editor
Mr. B.A. Alege	Associate Editor
Mrs. H.O. Salah	Associate Editor
Dr. Olubukola, C. Dada	Associate Editor And Treasurer

Printed at:-

Lawanson Printing Production, Ilorin

Tel: 08065696597, 07054077113

E-mail: olalawal8080@gmail.com

Kwasu International Journal of Education (KIJE)

Consulting Editors

PROF. OLAIYA AINA
Department of Early Childhood Education,
California State University, Los Angeles, USA

PROF. MARIO, E. CASTANEDA
Department of Early Childhood Education,
California State University, Los Angeles, USA

DR. OGBONNAYA UGORJI I
Department of Mathematics, Science and Technology Education,
Tshwane University of Technology, South Africa.

PROF. OLU IJADUOLA
Department of Educational Management,
Tai Solarin University of Education, Ijebu - Ode.

PROF. N. B. OYEDEJI
Department of Educational foundations, University of Ilorin.

PROF. D. O. DUROSARO
Department of Educational Management, University of Ilorin.

PROF. J.A. ADEMOKOYA
Department of special Education, University of Ibadan.

PROF. B.O. OGUNDELE
Department of Human Kinetics, University of Ibadan.

PROF. P. FAYOSE
Department of Computer, library and Information Sciences,
Kwara State University, Malete.

All correspondence to:
Editor- in- Chief
College of Education,
Kwara State University, Malete.

FROM THE DESK OF THE EDITOR IN CHIIEF, KWASU INTERNATIONAL JOURNAL OF EDUCATION (KIJE).

KWASU international journal of education (KIJE) is an international and interdisciplinary journal that publishes scholarly articles, research based findings and position papers with relevance to education . It is expected that this journal would provide the platform where scholars in education and its allied disciplines all over the world would make contributions to knowledge, practice and policy formation that would impact on quality education and society at large.

The articles in this edition of the journal focus on issues and trends in the general education of learners across all level of education. Some of the area covered by the contributors include perceptions and utilization of professionals to resolve issues in education and allied disciplines, influence of laboratory activities in the academic performance of students, teacher preparation toward early childhood training, task analysis toward enhancement of student performance, health benefits of physical activities and exercise, demographic determinants of students susceptibility to peer victimization, use of ICT tools for effective teaching among others.

I like to thanks all the contributors for making the publication of this edition a reality. I also wish to commend particularly the efforts of the Editorial Board of this edition of the journal. This journal is the brainchild of the College of Education, Kwara State University, Malete, Nigeria.

To all our contributors and all lover of advancement, I look forward to your continued patronage please.

Professor Muhammed, Baba Gambari
Editor -In-Chief

KWASU INTERNATIONAL JOURNAL OF EDUCATION (KIJE)

Calls for papers

The Editorial Board of Kwasu Journal of Education (KIJE) invites articles from scholars for consideration and publication in her Journals which will be published once in a year, Prospective contributors to this Journal are encouraged to focus more on empirical based research studies.

Guidelines for manuscripts

1. Manuscripts submitted for publication should be 15 pages maximum, including references, using Times New Roman, 12.Font. Articles must be typewritten, double spaced on one side only and on A4 paper. Author's name, contact address, email telephone number(s), and a brief bibliographical note should be typed on a separate sheet and attached to the article.
2. Articles should be preceded by an abstract of not more than 200 words
3. Figures, tables and drawings should be clearly drawn and the positions marked in the text. Pictures where applicable should be very few black and white glossy print
4. Quoted passages of more than three lines should be extracted. Shorter quotations should be enclosed in double inverted commence.
5. Footnotes are not permitted. The Journal follows the author/ date system of station, by which reference is made in the text by citing the authors surname and date of publication. Generally, authors are expected to follow the American psychological Associations writing style.
6. All works sighted in the text must be listed under references in alphabetical order of author's surnames.
7. The editorial board reserves the right to accept or reject manuscripts after peer review
8. An author of a published work will receive one copy of the Journal free.
9. An author is to submit a self-addressed A4 size envelope with postage stamp for mailing the Journal.
10. Article must be submitted in three hard copies and one electronic copy [in Microsoft word]

NB

Submit the article to Prof. M.B. Gambari (Editor in chief) or Dr. Abubakar, Laro Ibrahim (Associate Editor and Secretary to the Editorial board) or Dr. Stephen, O. Afolabi (Associate Editor and Asst. Secretary).

TABLE OF CONTENTS

AUTHORS & TITLE OF PAPER	PAGES
Perception and Utilization of Sports Psychologist by Sports Associations in Kwara State, Nigeria. **Prof. Gambari, M.B., Dr. Abubakar, Laro Ibrahim and Dr. Ibrahim, Olarewaju Tajudeen**	1-5
Effectiveness of Direct Instruction and Task Analysis Enhancing Mathematics Disabilities in Selected Secondary Schools in Moro LGA . Ilorin **Olubukola, C.Dada. Ph.D, And Adedayo Adesokan**	6-13
Towards Enhancing Academic Staff Morals In Colleges of Education in South -Western Nigeria **Olorisade, G.O., Ph.D.**	14-20
Emotional Intelligence as Correlates of Academic Performance of Secondary School Students in Moro Local Government Area of Kwara State, Nigeria **Saadu, Usman Tunde and Olabisi Adedigba**	21-28
Schooling and Human Capital Development in Nigeria **Charles C. Nnajieto and Christiana I. Anyakoha**	29-35
Determinants of Parental Involvement in Childrens Homework in Ibadan Sub-Urban Schools **Temitayo Ogunsanwo**	36-48
Evaluation of Physical resources availability and Utilization for Universaql basic education Programme In kwara state. **Dr. Stephen, Olufemi Afolabi**	49-57
Managing The Health of The Nigerian School Age Child for Effective Academic Out-Put **Ajala, R.B and Oloyede, A.O**	58-66
Demographic Determinants of Students Susceptibility to Peer Victimization in Secondary Schools in Osun State, Nigeria **Ehindero, Serifat Adefunke**	67-75
Taxation for Economic Growth in Nigeria Implication for Education **Joel, aboyeji Aransiola**	76-84

EFFECTIVENESS OF DIRECT INSTRUCTION AND TASK ANALYSIS IN ENHANCING MATHEMATICS PERFORMANCE OF STUDENTS WITH LEARNING DISABILITIES IN SELECTED SECONDARY SCHOOLS IN MORO LGA ILORIN

ADEDAYO ADESOKAN
Department of Special Education, College of Education
Kwara State University, Malete Ilorin
Email: duduskydayo1@yahoo.com

OLUBUKOLA, C. DADA Ph.D
Department of Special Education, College of Education
Kwara State University, Malete Ilorin
Email: bukkyyemmi@yahoo.com

Abstract

The study investigated the effectiveness of direct instruction (DI) and task analysis (TA) in enhancing mathematics performance of students with learning disabilities in selected Secondary Schools in Moro LGA Ilorin. The study adopted pre-test post-test, quasi experimental research design, using 3 x 2 factorial matrix.Two instruments were used to select participants. Two hypotheses were tested at 0.05 level of significance. A total of 60 participants were used for the study. The data gathered were analyzed using analysis of covariance (ANCOVA). The result revealed significant difference in the Mathematics performance of participants exposed to DI and TA, as well as the control group [$F_{(2,53)} = 32.12$; $p < 0.05$, Eta Square = 0.548]. Also, there was no significant difference in TA (X = 9.95), and DI (X = 10.321).

Based on the findings, the study recommended that DI and TA should be used jointly as a method by mathematics teachers in improving mathematics performance of students with learning disabilities.

Introduction

Most students lack necessary and adequate orientation about basic mathematics skills needed for ordinary computation (Lerner 2003). This has significantly contributed to poor mathematics performance among students without learning disabilities in schools as well as students with learning disabilities. Evidence indicated that many individuals with learning disabilities encounter major problems in learning mathematics, often the mathematics difficulties that emerge in elementary school continue through the secondary school years (Miller & Mercer, 1997; Shulevs, Manor, Auerbach, & Grodd-Tour, 1998) However, not all students with learning disabilities encounter difficulty in mathematics, students without learning disabilities also have

difficulty in learning mathematics and this has led to a high rate of poor performance in mathematics. It was believed that many students with learning disabilities have major problem in learning mathematics. Also, it was estimated that about 26 percent of students with learning disabilities receive assistance for solving problems in mathematics (Miller, Butler, & Lee, 1998; Rivera, 1997). They further state that, out of 26 percent of students with mathematics problems, 15 percent of them are female while the remaining 11 percent are male, that is females have more problem in mathematics than the male students.

Mathematics is a universal language and a symbolic language for all culture and civilization. Its language enables human beings to think about, record and communicate ideas concerning the elements and the relationship of quantity. (Lerner 2003). The scope of mathematics includes the operation of counting, measurement, arithmetic, calculation, geometry, and algebra as well as ability to think in quantitative term. Meanwhile, students in schools generally are expected to reach certain level of proficiency in order to cope with educational demands based on mathematics ability. The reasons for these mathematics disabilities are not farfetched, many parents term mathematics as a very difficult school subject, and this belief has been transferred from one generation to another. Besides, this experience has shown that the mathematics curriculum does not pay sufficient attention to learning differences among students. For students with learning disabilities, teachers teaching mathematics create wrong impressions and even use wrong method in teaching mathematics; these make students see mathematics as a very difficult school subject.

A large number of persons who cannot be classified as mentally retarded, deaf, blind, emotionally disturbed or cerebral palsied exist in our educational institutions ranging from primary school to higher institution (Ikujuni 2006). In spite of the fact that they do not possess any of the above conditions, they still have difficulty learning under ordinary school instruction. This category of persons is referred to as "children, youths, and adults with learning disabilities". They are those who show specific and severe learning problems despite normal efforts and therefore need specially designed teaching instruction that is tailored to meet their unique needs (Simmons, Kameanui, and Chard 1998).

Hammill (1990) gives an account of the definition preferred by the National Joint Committee on Learning Disabilities as follows: Learning disabilities is a generic term that refers to an heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematics abilities. These disorders are intrinsic to the individual and are presumed to be due to a dysfunction of the central nervous system. Though learning disabilities may occur concomitantly with other disability conditions such as sensory impairment, mental retardation, social & emotional disturbances, insufficient/ inappropriate instruction.

In helping students with learning disabilities to acquire basic skills in mathematics, to improve their mathematics ability, there is need to use effective strategies, because in teaching mathematics, effective strategy is necessary as well as building of a solid foundation of mathematics concepts and skills. This is important and advisable because poor teaching methods have been linked to poor performance in mathematics. Some, teachers in schools are not experienced in teaching mathematics. Such teachers do not possess the basic skills required for teaching the subject. Therefore, this study explored direct instruction and task analysis as

effective strategies for teaching mathematics to students with learning disabilities.
Direct instruction is a method of teaching mathematics that helps students achieve the mastery of mathematical skills through instruction that is explicit, carefully structured, and planned. It is a comprehensive system that integrates curriculum design with teaching techniques to produce instructional programs in mathematics (Carnine, 1997). The sequential nature of mathematics makes the direct instruction approach particularly adaptable to the content of mathematics (Lerner 2003). Engelmann and Brunner, 1995 opined that children who are taught mathematics, spelling and remedial reading using direct instruction method perform better in their academic result. Jeffrey (2001) reports that direct instruction helped learners to do better than those exposed to all other methods when tested in reading, arithmetic, spelling and language. Swanson, (1999) in Barry (2004) advocates direct instruction as a good method of teaching mathematics students with learning disabilities.

Task analysis on the other hand, is a process of analyzing and articulating the kind of learning the teacher expects the learners to know how to perform. (Jonassen, Tessme, & Haannum, 1997). It is also the process of breaking down something which is to be learned into teachable units, the teachable units are then ordered into the most effective sequence to facilitate learning. Task analysis approaches have been used intuitively by teachers for teaching mathematics for many years. The reason for this is that the tasks and skills to be presented to student with learning disabilities need to be precisely analyzed and taught in small, incremental steps. Westwood (2006) opines that when teachers do modify tasks in this way children with learning disabilities experience greater success. Newhall (2008) opines that some basic strategies like task analysis can help students with learning disabilities become effective self-managers and improve their performance in any school subjects. He further explains that when teaching time telling to children with learning disabilities, there is need to use task analysis because it provides one illustration of a skill that many students do not develop intuitively, yet it is an essential element to developing effective time management

The importance of direct instruction and task analysis in teaching mathematics cannot be over emphasized, they make learning convenient and more meaningful to learners. Students with learning disabilities will have the opportunity to learn mathematics at their own pace or rate. traditional methods such as play way method of teaching mathematics have been held responsible for poor performance of learners in mathematics. A change of teaching methods is most desirable in schools to improve on the traditional methods used by classroom teachers. In order to key into this, this study focused on the effectiveness of direct instruction and task analysis in enhancing mathematics ability of students with learning disabilities. Direct instruction appears to be the most effective means of teaching students with learning disabilities according to Engleman and Brunner (1995).

Statement of the Problem

Students with learning disabilities exhibit problems in the areas of mathematics. They do not make progress in mathematics. This is compounded by inappropriate strategies used in teaching mathematics in most schools. General strategies of teaching mathematics to students with learning disabilities do not adequately help them with mathematics difficulties. Hence the need to adopt effective strategies to improve mathematics performance of students with learning

disabilities is necessary. Based on the observed problems, this study seeks to find out the effectiveness of direct instruction and task analysis in the enhancement of mathematics ability of students with learning disabilities.

The study objectives

The broad objective is to underscore the effectiveness of direct instruction and task analysis in enhancing mathematics performance of students with learning disabilities.

The specific objectives are:

1. to dispose the misconception that the traditional method of teaching mathematics can be used to teach mathematics to students with learning disabilities.
2. to establish the extent to which mathematics ability of students with learning disabilities could be improved using both direct instruction and task analysis.
3. to know whether gender has any effect on Mathematics performance of students with learning disabilities.

Hypotheses

HO 1: there is no significant difference in the enhancement of performance in mathematics between participants exposed to direct instruction, task analysis and the control group.

HO 2: there is no significant difference in the enhancement of performance mathematics between participants exposed to direct instruction and task analysis.

Methodology

Research Design

This study adopted a pre-test post- test, quasi experimental research design with 3 x 2 factorial matrixes.

Participants

The sample for the study comprised sixty (60) students who experienced poor performance in mathematics. They were selected from three secondary schools in Moro local government area in Kwara State. The participants were divided into three groups of twenty (20) participants in each school. The first school was group 1; second was group 2 while the last school was the control group. The sampling technique used in a multi stage approach. The first stage was the use of the entire population of SS2 students, while the second stage was the use of the screening instruments to select students that were having mathematics difficulties. The sampling technique however was purposive.

Instrumentation

The research instrument used in this study consists of the following:

(a) **Screening Instruments**

I. Teacher nomination

II. Academic records

III. The pupil rating scale revised (screening for learning disabilities).

Teacher nomination: - the mathematics teachers in the three schools picked thirty students with poor performance in Mathematics.

Student academic record: - students' academic records in mathematics were used. That is, the

past three terms academic record were considered.

The pupil rating scale revised: - this is another instrument used; the researcher used it to screen the students in order to know whether they have learning disabilities in mathematics.

(b) **Evaluation instrument:** - the evaluation instrument consists of a mathematics achievement test. This contained 20 items that were drawn from the contents of the treatment. Section A contained bio data information, while section B contained questions that were set based on the five topics to be taught by the researcher.

Procedure for Data Collection.

A good rapport was created with the academic staff and students in the first week, in order for the teacher and the students to know what the researcher intended doing. The researchers made use of direct instruction method in the first treatment group; they used task analysis method in the second treatment group and used traditional method in the control group. The researchers moved from one school to another for six weeks until the sampled schools were covered, teaching them some difficult topics in mathematics. The assistance of the mathematics teachers and the cooperation of the participants in all the selected schools were used in the collection of data.

Method of Data Analysis

The data gathered were analyzed using analysis of co-variance (ANCOVA), Estimated Marginal Means (EMM), and Scheffe's post hoc. ANCOVA was used because it partials out the initial difference at the post test level, EMM brings out the magnitude of performance in each of the group and Scheffe's post hoc sources where significant difference comes from.

Result

Testing the Null Hypotheses.

Hypothesis One:

There is no significant difference in the enhancement of performance in Mathematics between participants exposed to direct instruction, task analysis and the control group.

Table 1: Summary of Analysis of Covariance on Mathematics achievement test of the experimental groups and the control group.

Source	Type III sum of Square	Df	Mean Square	F	sig	Eta Square
Corrected Model	264.436	6	44.073	16.876	.000	.656
Intercept	486.825	1	486.825	186.410	.000	.779
Rescore	80.486	1	80.486	30.819	.000	.368
Treatment	167.755	2	83.877	32.117	.000	.548
Gender	8.781	1	8.781	3.362	.072	.060
Treatment	0.614	2	0.307	0.118	0.889	.004
Error	138.414	53	2.612			
Total	5209.000	60				
Corrected Total	402.850	59				

Table 1 indicated the result of the experimental groups and control group. The experimental groups were compared with the control group. Result of the findings in table 1 revealed that there is a significant difference in the Mathematics performance of the participants exposed to Direct Instruction, Task Analysis and the Control group; ($F_{2,59} = 32.12$; $p<0.05$, Eta Square = 0.548). This implied that the two treatments were effective in enhancing the Mathematics performance of the participants. Therefore, hypothesis one is rejected.

Hypothesis two:

There is no significant difference in enhancement of performance in Mathematics between participants exposed to task analysis and the control group.

Table 2: Summary of Scheffe's Post Hoc Pairwise Comparison on Mathematics achievement test of the task analysis and control group.

Group	Mean	Experimental 1	Experimental 11
Experimental 1 (Direct instruction)	10.321		
Experimental 11 (Task Analysis)	9.95	*	*
Control (Conventional method)	6.58		

Table 2 showed that there is no significant difference performance in Mathematics between participants exposed to direct instruction and task analysis. Therefore, hypothesis two is not rejected.

Discussion of Findings

It was observed that there was significant difference between two treatment groups and the control group as indicated in table 1. This indicated that two treatments were effective in enhancing Mathematics performance of the participants when compared with the control group. The result is in line with the study conducted by Engelmann and Brunner (1995) which found out those children who were taught Mathematics, Spelling, and Remedial Reading using direct instruction method performed better in their academic result. The finding conformed to the findings of Newhall (2008), who recorded success in the use of task analysis to improve mathematics performance of students with learning disabilities and hold that taking the time to teach students how to perform a task using task analysis method will help them develop valuable study skills that is required for managing their class work.

It was observed that there is no significant difference in the enhancement of mathematics performance of participants exposed to direct instruction and Task Analysis. It was observed that there was no significant difference between performances in mathematics of participants exposed to the two treatment groups as was stated in table 2. This showed that the two treatment groups were effective in enhancing performance of students with learning disabilities in Mathematics. This finding is in line with Newhall (2008) who revealed that children with learning disabilities perform closer to non-disabled children when treatment includes direct

instruction and task analysis. This however is in contrast with the finding of Jeffrey (2001) Engelman & Brunner (1995), who stated that direct instruction, appears to be the most effective means of teaching students with learning disabilities.

Conclusion and Recommendations

Conclusion

On the basis of the findings in this study, it is concluded that the combination of direct instruction and task analysis are effective in the teaching of mathematics to students with learning disabilities. The two strategies are found to be effective in teaching mathematics concepts to students with learning disabilities. A combination of the two strategies would enhance better learning of mathematical concepts by students with learning disabilities than the use of one of the two methods namely direct instruction and task analysis.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. *Task analysis as a teaching strategy should be used by classroom teachers to break mathematics concepts into small components and teach them from single to complex.*
2. *The combination of task analysis and direct instruction should be used by the teacher since the two variables proved to enhance performance of students with learning disabilities and students without learning disabilities in Mathematics.*
3. *Teachers should be exposed to workshops and seminars on strategies for teaching mathematics (especially direct instruction and task analysis) to learners with learning disabilities as well as other non-disabled students in inclusive classroom.*

References

Barry, E.M., 2004. Learning Disability; Bridging the Gap Between Research and Classroom Practice Reason Education, New Jersey Inc., Upper Saddle River,.

Carnine, D. 1997, Instructional design in Mathematics for Students with learning disabilities. Journal of learning disabilities, 30(2), 134-141.

Engelman,S., and Bruner, E.C. 1995. Direct Instruction Reading. Worthington. OH: Sra Macmilan/Mc Graw-Hill

Fennema, E, Carpenter, T.P., Jacobs, V.R., Franke, M.L., & Levis, L.W.C. 1998. A longitudinal study of gender differences in young children's mathematical thinking educational resaecher, 27, 6-11.

Fennema, E, 1974. Mathematics learning and the sexes: A review, journal for Research in mathematics education. 5,126-139.

.Hammil, D.d. 1990. On defining learning disabilities: An Emerging consensus. Journal of learning disabilities, 23, 74-84.

Ikujuni ,2006. Supportive and Referral Service for Persons with Learning Disabilities, journal of learning disabilities in Nigeria Vol. 1, 2006. Published by centre for learning disabilities & Audiology Jos.

Jeffery, R.J., 2001. Principles fork the prevention and intervention of reading difficulties

learning disabilities research & practice, 16, 85-95.
Jonassen, B., Tessme, C O., & Hannum, G. 1997. Task Analysis procedures in Mathematics Instruction of achievers and under achiever. School science and mathematics, 73,578-584.
Leder, G.C. 1992. Mathematics and gender: changing perspectives. In D.A Grows (Ed),handbook of research on mathematics teaching and learning (PP.597-622) New York; Macmillan.
Lere, M.M. 2006. The learning Disabled child 7 the family: focus on parental Responsibilities. Journal of learning disabilities in Nigeria. Vol. 1, 2006 by centre for learning disabilities and Audiology jos..
Lerner, J.W. 2003. Learning disabilities: Theories, Diagnosis, and Teaching Strategies, North Eastern Illnois University Houghton Mifflin Company Bookley Street. Boston. New York, Eight edition.
Miller, S., Butler, F., & Lee, K. 1998. Validated practices for Treading mathematics to students with learning disabilities. A review of the literature. Focus on exceptional children, 31(1), 1-24.
Miller, S.P & Mercer, C.D.1997. Teaching Students with Learning Problems in Mathematics to acquire, understand and apply basis Maths facts. Remedial & Special education.
Newhall, P.W. 2008. Teaching Time Management to Students with learning disabilities. Adapted from study skills: Research-Based Teaching strategies. Prides Crossing, M.A: Landmark school, 28-31.
Shulev, R., Manor, O., Auerbach, J., & Grodd-Tour, B. 1998. Persistence of developmental dyscalculia; What counts: The journal of pediatrics, 133(3) 358-362.
Simmons, D.C., Kameanui, E.J., & Chard, S.A. 1998. A focus on curriculum Design: When children fail focus on Exceptional Children, 28(7), 1-16.
Swanson, H.L. 1999. Reading Comprehension & Working Memory in Skilled Readers: Is the phonological loop more important than the executive system? Journal of experimental child psychology, 72, 1-31.
Tiedemann, J. 2000. Parent's gender stereotypes and teachers' beliefs as predictor of children's concept of their mathematics ability in elementary school. Journal of educational psychology, 92(1), 141-151.
Underhill R.G., & Hedders, J.W. 1990. Diagnosing Mathematics Difficulties. Columbus, OH: Charles.
Westwood, P. 2006. Commonsense Methods for children with Special educational needs (5th ed.) New York; Rutledge Falmer.