Effect of teaching attention to the mathematic performance of the students with Dyscalculia in the third and fourth grade of elementary school

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Abstract

This research is accomplished with the aim to distinguish the effect of teaching attention to the mathematic performance of the students with Dyscalculia in the third and fourth grade of elementary school during the academic year of 2008 and 2009. Indeed, the main method of this probe was semi practical; meanwhile, it was containing all the students with Dyscalculia in the third and fourth grade of elementary school in Tehran province. The researcher in this thesis primarily has referred to the centers of Learning Disorder no 1 and 2 in Tehran province and by random has chosen a group of 15 individuals who were suffering from disorder of learning mathematic. The group thereof, during 10 sessions were under interference of attention in group. Basically, Iran K-Math test is used to provide information, and then to analysis the given, the descriptive statistics method and presumption statistics method (attached T) are used. The consequences alluded that on the one hand, teaching attention has increased mathematic performance of the students with Dyscalculia; on the other hand, has enhanced the containing levels, the performance levels and practical levels of mathematic performance and with regard to the affect of educating- therapeutic interference, it is immensely suggested to the whole psychologists, psychiatrist, consultants, teachers and parents and all the travails related.

Keywords: effect, dyscalculia, Lerner’s educating- therapeutic interference, learning mathematic

Introduction

One of the main problems of teachers in schools is teaching the students whose progress is not proportional with their intelligence level and potential capabilities (DersSimonian.H,2000, Garnett, 1998, Lun congeli. cornoldi 8 tellarini. 1998). The main study problem of these students is apparent in different fields such as writing, reading and mathematics. Particular incompetence in learning, are latent disorders which usually affects people with a high natural intelligence and disables them in performing their potential capabilities (Lerner. 1997, Geary. Hamson & Hoard. 2000). Mathematics as a symbolic language for all cultures and civilizations which enables human to think about the elements and their quantitative relationship and finally record and express them. Therefore, if a kid is not capable of learning these activities, he/she probably has a deficiency and we should help him/her within the required areas (Nelson, 1998. Kamman 8 wong 1993). From the particular deficiencies in learning we could mention the special deficiencies in learning mathematics which is defined by Kaplan and Sadok as “incapability in doing
mathematical skills considering the intelligence level, calendar age and educational level which are measured by standard tests’ (Lester, & Kehle 2003). Generally, mathematical capability requires many capabilities and expertise which concentration and care are among them. On the other hand, one of the most common problems among children is lack of care. Thus, this important factor should get a larger attention of the administrators (Nelson and Israel, 1998). Opportune and fast detection of the students with a disorder in mathematics prevents it from further progress because the student's problem in mathematics could be extended into other educational fields leading to emotional and behavior problems which is added to the learning problem of students and increases its complexity (Seyf Naraghi and NAderi, 2006, Landevel, & Butterworth. 2003). Therefore, such educational interventions in providing the basis for study progress, improvement in school performance of the students with special incompetence in learning mathematics and improving self confidence, improving the viewpoint regarding these people, helping rehabilitation and promoting the mental health level could be necessary.

Experimental:

This research is semi-experimental. The populations of this research are all the students with incompetence in learning mathematics in third and fourth grades of Tehran province (60 students) studying in 87-88 study year. In order to select the research samples, the simple random sampling method was employed. To do so, the author referred initially to 1 and 2 centers of disorders in learning and selected 15 students with mathematical learning disorders in third and fourth grades who had a weak performance in mathematics randomly. In order to collect the data, the IRAN KIMAT recognition exam was used which was developed by Kernoli, NAchiman and Prichet in 1976.

Iran Kimat exam:

The exam starts with a question which is a good start point for examining and considering the past and information of student should not be simpler or more difficult than his/her intelligence level. This should be a way that student could start the exam with success. Then, we will ask other questions.

Results:

The results showed that training the care enhances the mathematical performance of students with particular incompetence in learning mathematics. In other words, Lerner educational-remedial intervention can influence the incompetence in learning mathematics of the students of thied and fourth grades in 88-89 study years in Tehran city.

It could be interpreted that since mathematical performance is a recognition activity, it should probably be improved upon care mechanisms. Therefore, it seems that care training could be a good predication of improvement in mathematical performance. This also comes to mind that care training has helped to leading to the selective care which is necessary for improvement. It also seems that care training has helped the separation of required data from unnecessary data for the students under this project. Therefore, care training is a thinkable predictive for promotion of performance level of students with incompetence in learning mathematics. In order to distinguish the remedial effect, it is suggested that by doing exams with reasonable intervals, the strength and weak points in the students with incompetence in learning mathematics could be detected. Therefore, investigating the strength and weaknesses and also evaluation of improvement in students with incompetence in learning mathematics is suggested during this exam.

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