

## Resources

- Allsopp, D. H. (1999). Using modeling, manipulatives, and mnemonics with eighth-grade math students. *Teaching Exceptional Children*, 32(2), 74-81.
- Beattie, J. R., & Enright, B.E. (1993). Problem solving: Verify the plan with action. *Teaching Exceptional Children*, 25(2), 60-1.
- Berlin, D. F., & White, A. L. (1994). The Berlin-White integrated science and mathematics model. *School Science and Mathematics*, 94(1), 2-4.
- Carpenter, T. P. & Levi, L. (2000). *Developing conceptions of algebraic reasoning in the primary grades* (National Center for Improving Student Learning & Achievement in Mathematics & Science (NCISLA) Rep. No. 00-2). Madison, WI: NCISLA.
- Carroll, W. M. (1994). Using worked examples as an instructional support in the algebra classroom. *Journal of Educational Psychology*, 86(3), 360-367.
- Chisko, A. M. (1985). Developmental math: Problem solving and survival. *Mathematics Teacher*, 78(8), 592-596.
- Cuoco, A. A., Goldenberg, P. E., & Mark, J. (1995). Technology and the mathematics curriculum: Some new initiatives. *The Mathematics Teacher*, 88(3), 236-240.
- Dunn, L., & Hubachek, C. (1995). Sci-math. *Educational Programs That Work* [on-line]. Available: <http://www.ed.gov/pubs/EPTW/eptw6/eptw6h.html>
- Gable, R. A., Evans, S. S., & Evans, W. H. (1993). It's not over until you examine your answer. *Teaching Exceptional Children*, 25(2), 61-2.
- Hutchinson, N. L. (1993). Effects of cognitive strategy instruction on algebra problem solving of adolescents with learning disabilities. *Learning Disability Quarterly*, 16, 34-63.
- Issacs, A., & Carroll, W. (1999). Strategies for basic-facts instruction. *Teaching Children Mathematics*, 5(9), 508-516.
- Jintendra, A. & Ping Xin, Y. (1997). Mathematical word-problem-solving instruction for students with mild disabilities and students at risk for math failure: A research synthesis. *The Journal of Special Education*, 30(4), 412-438.

- Jones, E. D., & Wilson, R. (1997). Mathematics instruction for secondary students with learning disabilities. *Journal of Learning Disabilities, 30*(2), 151-163.
- Jordan, L., Miller, M. D., Mercer, C.D. (1998) The Effects of Concrete to Semiconcrete to Abstract Instruction in the Acquisition and Retention of Fraction Concepts and Skill. *Learning Disabilities, 9*, 115-122.
- Kitz, W. R. & Thorpe, H. W. (1995). A comparison of the effectiveness of videodisc and traditional algebra instruction for college-age students with learning disabilities. *Remedial and Special Education, 16*(5), 295-306.
- Lappan, G., Fey, J. T., Fitzgerald, W. F., Friel, S. N. & Phillips, E. D. (2002). *Special needs*. Retrieved August 24, 2004, from Michigan State University, Connected Mathematics Project Website: <http://www.mth.msu.edu/cmp/TeachingCMP/SpecialNeeds.htm>
- Maccini, P., & Hughes, C. A. (2000). Effects of a problem-solving strategy on introductory algebra performance of secondary students with learning disabilities. *Learning Disabilities Research & Practice, 15*(1), 10-21.
- Maccini, P., McNaughton, D., & Ruhl, K. (1999). Algebra instruction for students with learning disabilities: Implications from a research review. *Learning Disabilities Quarterly, 22*(2), 113-126.
- Marsh, L. G., & Cooke, L. C. (1996). The effects of using manipulatives in teaching math problem solving to students with learning disabilities. *Learning Disabilities Research and Practice, 11*(1), 58-65.
- Mercer, C. D., & Miller, S. P. (1992). Teaching students with learning problems in math to acquire, understand, and apply basic math facts. *Remedial and Special Education, 13*(3), 19-35.
- Miller, S. P., Butler, F. M., & Lee, K. (1998). Validated practices for teaching 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., & Dillon, A. S. (1992). CSA: Acquiring and retaining math skills. *Intervention in School and Clinic, 28*, 105-100.
- Montague, M., Warger, C., & Morgan, T. H. (2000). Solve it! Strategy instruction to improve mathematical problem solving. *Learning Disabilities Research & Practice, 12*(2), 110-116.
- Montague, M. (1997). Cognitive strategy instruction in mathematics for students with learning disabilities. *Journal of Learning Disabilities, 30*(2), 164-178.

- Moore, N., Ferrell, A., Souders, J., & Todd, C. (1995). Attainment of algebra I skills: Cord applied mathematics 1 and 2. *Educational Programs That Work* [on-line]. Available:  
<http://www.ed.gov/pubs/EPTW/eptw6/eptw6a.html>
- National Center For Improving Student Learning and Achievement in Mathematics and Science (2000). *Developing Conceptions of Algebraic Reasoning In the Primary Grades*. Madison, WI: Carpenter, T. P. & Levi, L. Retrieved from: [www.wcer.wisc.edu/ncisla](http://www.wcer.wisc.edu/ncisla)
- National Research Council. (2001). *Adding It Up: Helping Children Learn Mathematics* Washington, DC: National Academy Press.
- Ohanian, S. (1997). Math that measures up. *The American School Board Journal*, 25-27.
- Rivera, D. M., & Bryant, B. R. (1992). Mathematics instruction for students with special needs. *Intervention and School Clinic*, 28(2), 71-86.
- Schoen, H. L. (1993). *Assessment issues from a mathematics education perspective* (Report No. SE053466). Columbus, OH: ERIC Clearinghouse for Science, Mathematics, and Environmental Education. (ERIC Document Reproduction Service No. ED 359 047)
- Snyder, M., & Bambara, L. (1997). Teaching secondary students with learning disabilities to self-manage classroom survival skills. *Journal of Learning Disabilities*, 30(5), 534-544.
- Thomas, P.G., & Rickhuss, M.G. (1992). An experiment in the use of computer algebra in the classroom. *Education & Computing*, 8, 255-263.
- Thornton, C., & Langrall, C. (1997). Mathematics instruction for elementary students with learning disabilities. *Journal of Learning Disabilities*, 30(2), 142-150.
- Tonack, D. (1992). *Math Vantage* [on-line]. Available:  
<http://www.nde.state.ne.us/NMSI/mathvantage/>
- Van Luit, J. E. H., & Schopman, E. A. M. (2000). Improving early numeracy of young children with special educational needs. *Remedial and Special Education*, 21(1), 27-40.
- White, P. A., Porter, A. C., Gamoran, A., & Smithson, J. (1997). Upgrading High School Mathematics: A Look at Three Transition Courses. *NASSP Bulletin*, 81(586), 72-83.

- Witzel, B. (2001). *Multisensory algebra through CRA for middle school students with learning disabilities*. Dissertation Abstracts International, University of Florida, Gainesville.
- Witzel, B.S., Mercer, C.D., & Miller, D. (2003). Teaching algebra to students with learning difficulties: An investigation of an explicit instruction model. *Learning Disabilities Research & Practice*, 18(2), 121-131.
- Witzel, B.S. (2005). Using CRA to teach algebra to students with math difficulties in inclusive settings. *Learning Disabilities: A Contemporary Journal*, 3(2), 49-60.
- Xin, Y. P., & Jitendra, A. K. (1999). The effects of instruction in solving mathematical word problems for students with learning problems: A meta-analysis. *Journal of Special Education*, 32(4), 19p.