

Achieving Fluency: Special Education and Mathematics



NATIONAL COUNCIL OF
TEACHERS OF MATHEMATICS

Achieving Fluency: Special Education and Mathematics

From using assessments effectively to organizing curriculum to more efficiently develop computational fluency to the conceptual development with all students of algebraic, geometric, measurement, and data analysis and probability topics, this book will become a handbook for all teachers (general, inclusion, or special educators) and administrators (school based or central office) interested in helping all students learn mathematics.

Patricia Baltzley

*Director, Mathematics Pre-K–12, Baltimore County Public Schools,
Baltimore, Maryland*

This book is an “all in one,” giving both general and special educators a condensed, concise best-practices manual for mathematics instruction. The book addresses content and pedagogical knowledge, as well as an overall understanding of the teaching and learning process for mathematics instruction, including planning, teaching, assessing, and responding to students’ needs.

Heather C. Dyer

*Math Support Teacher, Running Brook Elementary School,
Columbia, Maryland*

The future of RTI (response to intervention) depends on serious substantive dialogue between mathematics education and special education. . . . This volume . . . is an excellent venue for introducing concepts from mathematics education to special educators, and it goes all the way up through algebra and geometry and probability and statistics—areas that the special education area has long neglected.

Russell Gersten

*Director, Instructional Research Group/Professor Emeritus,
University of Oregon College of Education, Los Alamitos, California*

Aligned with mathematics standards and principles, this integrated synthesis of research, practice, policy, and standards promotes quality instruction by arming teachers with the knowledge, skills, and tools they need to foster mathematics proficiency. This book is a valuable resource for pre-K–8 educators, most of whom encounter students who struggle with mathematics.

Michèle M. M. Mazzocco

*Professor, Psychiatry and Behavioral Sciences, Johns Hopkins University School of
Medicine/Principal Investigator, Math Skills Development Project,
Kennedy Krieger Institute, Baltimore, Maryland*

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of what professionals think . . .

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