

ABSTRACT

This action research study was designed to investigate how a regular and special education co-teaching approach to math instruction impacted the math achievement of elementary students with learning disabilities. Students were taught in an inclusive setting using both the regular and special education material.

The study was conducted with learning support students and regular education students. All students received instruction from the regular education teacher, the special education teacher, and the special education classroom paraprofessional. Each student used the regular education and the special education curricular materials. Throughout the course of this study increased academic achievement was recorded in all areas for both the regular and special education populations. An increase in the frequency and quality of participation was also noted for special education students.