

# CO-TEACHING BY MATHEMATICS AND SPECIAL EDUCATION PRE-SERVICE TEACHERS IN INCLUSIVE SEVENTH GRADE MATHEMATICS CLASSES

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Special learning strategies have been used to teach mathematics to students with learning disabilities (LD) in resource rooms or self-contained special education classes (Swan, 1998). In recent years there has been a trend to include students with LD in general education classes, providing them with in-class support. Research shows that children who receive in-class support are more accepted by peers and have higher self-perceptions of mathematics competence than those in self-contained classes (Wiener & Tardif, 2004). However, no inclusion program can succeed without changing teachers' attitudes and adapting programs of student-teachers' education (Baker & Zigmond, 1990).

Teacher training in Beit Berl College takes place in P.D.S\*, a program involving: children's learning, pre-service teachers' training, in-service teachers' professional development and research. In our project, mathematics and special education student-teachers (ST), cooperated to build and teach a unit in mathematics for seventh grade inclusive classes. The learning unit was originally adapted by the special education ST for children with LD, but was used for the whole class. The planning sessions, the co-teaching experience of the mathematics and special education ST and the reflective process were all videotaped. The seventh graders' performance was assessed as part of a more general test. In our presentation we will show some examples of the study unit and scenes from the videotape showing the collaboration of pre-service teachers, cooperating teachers and college faculty. We will discuss the contribution of the project to all those who were involved, including the project's effect on the achievement of students with LD.

## References:

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