

Effect of Cognitive Strategies in Improving Comprehension of Students with Mathematical Disability

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ABSTRACT The present study's objective was to ascertain the impact of cognitive intervention strategy on the numerical ability of the students with mathematical disability. Sample consisted of 80 third grade students with 40 in experimental and 40 in control group. Schema based strategy instruction was used to help the students to find, organize, plan and solve the problem. GLAD (Grade Level Assessment Device) was used to assess the impact of cognitive intervention. The pretest score were same for the experimental and control group. A significant difference was found in the post GLAD test score of experimental and control group. From the results of the study it can be concluded that cognitive intervention has positive impact on the numerical abilities of students with mathematical disability.