Problem Statement
In my research, I wanted to focus on improving Learning Disabled students’ understanding of mathematical concepts in the inclusion classroom. During mathematic lessons, I have noticed that regular education students can understand the concepts taught in the class. Students with learning disabilities struggle to understand the concepts because they required more time to process the information. For example, instructional information needs to be facilitated in details synthesizing the concepts so learning disabled students can understand them better.

In the inclusion classroom, it is vital that the methods of instruction must meet the needs of all individual students regardless of their learning styles and abilities. Even though there are two teachers in an inclusion classroom, it is challenging to be able to accommodate individuals at all levels. For example, small steps of instruction may not be challenging enough for the fast learning students. This scenario causes conflict because it may lead to potential disruptiveness which aggravates the gap of learning between regular and disabled students. I was interested to research different methods of instruction that will eliminate this gap between these two types of learners. With this in mind, if a mutual accommodation can be obtained for these two types of students, the inclusion classroom environment will become successful.