The effect of using the numbered heads strategy on the development of some mathematical concepts and visual thinking skills in mathematics among the learnable sixth graders with mental disabilities

Study summary:

The current study aimed to: Demonstrate the effect of using the numbered heads strategy on developing some mathematical concepts and visual thinking skills in mathematics among sixth grade students with mental disabilities who are able to learn. The study sample consisted of (12) student in Sixth grade of primary school with a learning disability. They were divided into two groups (6 students of a control group) and (6 students of an experimental group). The study used the following tools: a list to determine visual thinking skills, a list of mathematical concepts, a teacher's guide, a student's handbook, a mathematical concept test, as well as a test of visual thinking skills. In the end, the study reached a set of results, the most important of which are:

1. There are statistically significant differences between the mean scores of the experimental and control groups in the post application of testing mathematical concepts for the benefit of the experimental group.
2. There are statistically significant differences between the mean scores of the experimental and control groups in the post application to test mathematical concepts for the benefit of the experimental group.
3. There are statistically significant differences between the mean scores of the experimental group in the pre and post applications to test visual thinking skills in favor of the post application.

4. There are statistically significant differences between the mean scores of the experimental and control groups in the post application of testing visual thinking skills in favor of the experimental group.

key words:

strategy Heads Numbered – Visual Thinking Skills – Mathematics Concepts – students with mental disabilities who are able to learn.