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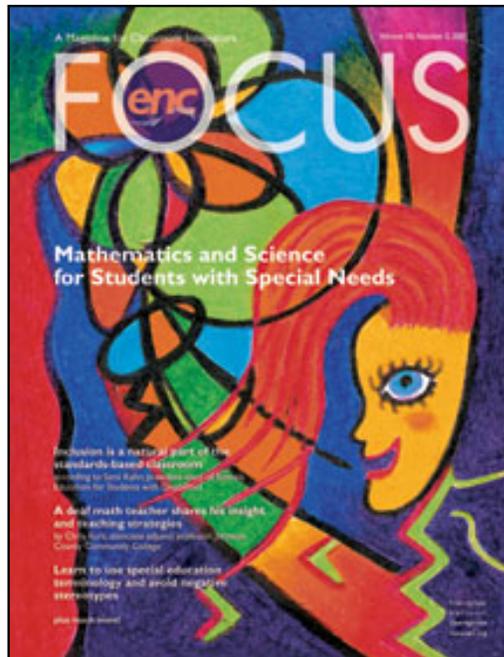
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Mathematics and Science for Students with Special Needs

More than 13 percent of all students have disabilities, and they are spending more time in regular education classrooms. This issue shares the successes of teachers who have taught in inclusive classrooms, as well as insights from teachers with disabilities. For teachers new to special education, terminology and etiquette are explored.

Welcome to the electronic version of the *ENC Focus* issue on the topic **Mathematics and Science for Students with Special Needs**.



This page provides access to the full text of articles in the print version of the magazine, plus several bonus articles published online only. Some articles have been enhanced for this electronic version, and the list of theme articles has been organized by content rather than reflecting the layout of the print version.

This electronic version has other benefits. The [Focus Online Discussion Area](#) allows in-depth exploration of topics, sharing of classroom experiences, and opportunities to interact with article authors. Live links are provided for all web sites mentioned. [Focus on the Collection](#) links to complete catalog records of resources selected from ENC's vast collection.

Update: Around the Clearinghouse and the Nation

This section features educational news, editorials, essays, classroom stories, and columns on topics of interest to classroom innovators.

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Editorial
[Struggling to Understand](#)
by Annette Thorson

ENC Partners
[Teachers in the Capital](#)

by Melanie Shreffler

Imagine what teachers could do given the chance to inform our nation's government.

ENC in Action
[Education Headlines Bring the News to Your Desktop](#)

by Laura K. Brendon

An inside look at ENC's web-based news service for mathematics and science teachers.

Focus on Mathematics and Science for Students with Special Needs

Students with disabilities have the same needs as other students--to be taught well. But including students with special needs in math and science classrooms can be challenging. In this issue, read stories from teachers who have successfully adjusted their practice to accommodate students with special needs, review special education terminology, and find strategies you can use to improve the learning of all students.

[Including All Students in Hands-On Learning](#)

by Sami Kahn

The president-elect of the national organization Science Education for Students with Disabilities provides advice on how general education teachers can make the standards-based classroom work for every child.

[How Can a Student with a Disability Be a Scientist?](#)

by Laureen Summers

Old barriers are finally coming down as new adaptations bring the excitement of hands-on science to every student.

[Self-Confidence and Math Success Go Hand in Hand](#)

by Brad Posnanski

In New York, low achievers and students with special needs thrive in an integrated math classroom.

[Disability Language and Etiquette](#)

by Karen Ozmun

Tips on language and behavior preserve the dignity of people with disabilities and avoid perpetuating negative stereotypes and negative attitudes.

[Clearing the Hurdles of Inclusion](#)

by Sandy Merritt

One teacher shares her experiences with three students with special needs and offers strategies for implementing inclusion.

This article originally appeared in *Educational Leadership* 59(3). ASCD

members can access this article online by visiting www.ascd.org; non-members may purchase the article from the ASCD web site for a small fee.

[Making Math and Science Accessible for Students Who Are Deaf and Hard-of-Hearing](#)

by Chris Kurz

A deaf math teacher shares ways to improve the inclusive classroom environment for students who are deaf and hard-of-hearing.

[Learning in Our Green Classroom](#)

by Mary Nied Phillips

A school garden in Texas educates students of all ages and abilities by allowing them to do what comes naturally--observe living things and ask questions about them.

[Strategies that Benefit All Students](#)

by Christyna M. Laubach

Explicit directions and lots of personal attention are the order of the day in this Massachusetts classroom.

[Special Education Terms and Terminology](#)

by Jennifer Gonya

It can be difficult to decipher the terms and acronyms used by special education professionals. Here's help.

[Problems of the Week Engage Students with Special Needs](#)

by Annie Fetter

The anonymity of the Internet allows students with special needs to be judged by their work alone, without regard to their disabilities.

[Seeing the Learner in Every Student](#)

by Arlene Jurewicz Leighton

A special education consultant from Maine has learned to look beyond any disability to find the strengths in each student.



Get even more from this issue of Focus with these additional articles, available only online!

[Disabilities: Where on the Web?](#)

by Stephen Sulkes

A pediatrician who serves children with developmental disabilities provides a list of web sites useful for educators.

[Wheelchairs in a Salt Marsh](#)

by Libby Cohen, Nancy Lightbody, Sharon Locke, Samantha Langley-Turnbaugh, and Kim Washburn

A summer program in Maine brings students with special needs together with scientists and teachers to explore Earth system science.

Focus on the Collection

ENC content experts have chosen materials from the ENC Collection about

teaching students with special needs in the inclusive classroom.

Turning Special Needs into Special Opportunities

by Carol Damian and Terese Herrera, ENC Instructional Resources

ENC's mathematics and science content specialists explain their process for choosing materials for this section.

Selected Resources are featured in the following categories:

- **Meeting Special Needs in Math/Science Classroom**
- **Helping Children Understand Disabilities**
- **Teaching Strategies for Inclusive Classrooms**
- **Special Learning Tools and Manipulatives**
- **Science Instruction for ALL Learners**
- **Mathematics Instruction for ALL Learners**
- **Additional Resources**

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