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(Brown & Quinn,2006)

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(Riccomini, 2005)

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(Cawley J. et al,1997)   90   .

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5	%8.38	78	. 9999	55
3	%8.81	82	. 9999	66
1	%10.63	99	. 9999	77
7	%8.16	76		88
5	%8.38	78		99
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7.17	6.34	8.00		
2.74	2.86	2.38		
6.13	5.46	6.80		
2.69	2.98	2.21		
6.65	5.90	7.40		
2.76	2.94	2.36		

(5)

*0.020	5.518	38.064	1	38.064	
*0.001	11.416	78.75	1	78.75	
0.724	0.125	0.864	1	0.864	*
		6.898	136	938.171	
			139	1055.85	

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Common Errors in Mathematics, Its Patterns for Students
with Learning Disabilities in Mathematics

*Awneya Ata Sawalha ***

ABSTRACT

The aim of this study is to identify the most common mathematical errors and its patterns for students with learning disabilities in mathematics in resources room. The sample consists of 140 male and female students: 69 from 4th grade and 71 from 3rd grade. To achieve this goal the researcher prepared and applied a mathematical diagnostic test to the sample, and there was individual interviewes. And to answer the questions of this study averages, standard deviations and two ways ANCOVA were used.

The results showed there are common errors in fundamental concepts and algorithm and facts of addition, subtraction and multiplication. There is a statistically significant difference in common errors towards 3rd grade, and towards male sex, and there is no statistically significant difference in interaction between grade and sex.

Keywords: Common Mathematical Errors, Resources' Room, Student with Learning Disabilities in Mathematics.