CASE REPORT

Processing Model of Problem Solving in Children with Autism Spectrum Disorder: Based on a Case Study of Learning Support for a Fourth Grader Girl with Autism Spectrum Disorder

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ABSTRACT

Children with autism spectrum disorder (ASD) have difficulty of mathematical learning. They show the achievement level appropriate for grade about four arithmetic operations in lower grades of elementary school. However, they become to have difficulty of mathematical learning, as problems in words gradually increase with grade progress. Processing of mathematical problems in words would be consisted of four processes; conversion process, integration process, making plan process, and executive process. It has been found that ASD has weakness in relating problem to knowledge of mathematics, namely–integration process. Purpose of this study was to verify the processing model of problem solving in ASD children. A new processing model of mathematical problems in words was proposed on the basis of a case study concerned to learning support for a fourth grader girl with ASD.

＜Key-words＞
autism spectrum disorder (ASD), mathematics, mathematical problems in words, problem solving,

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