

The purpose of this study was to investigate the effects of self-instructional training on math learning disabled children's inattentive behavior and math achievement. A multiple-baseline design across individuals was employed in this study. Three five-grade subjects participated in this study. They were taught through self-instruction to decrease their inattentive behavior and to enhance their math achievement. The data collected were analyzed by using visual analysis and .Cubar. statistic. The results of this study were as follows: 1. The self-instructional training succeeded in facilitating the math learning disabled children's scores of self-instructional training, times of inattentive behavior, and scores of math achievement. 2. The self-instructional training had maintenance effects in the math learning disabled children's scores of self-instructional training and times of inattentive behavior; but 3. When math learning disabled children's times of inattentive behavior were decreased, scores of math achievement were increased.