

Brief Introduction to paper-
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To date, few studies have examined the mathematical learning of children with CP (e.g., Adams & Cook, 2014; Jenks, Lieshout, & Moor, 2012; Van Rooijen, Verhoeven, & Steenbergen, 2015). These studies have uncovered severe disparities in children's problem-solving skills and measurement reasoning when compared to typically developing children (Jenks et al., 2012). Measurement is a special challenge for children with CP due to the traditional use of manipulatives for tactile reasoning (Adams & Cook, 2014). Children with CP may not be able to touch or grasp rulers, unit cubes, or other items needed during hands-on activities.