

SEND and Maths Working Group

Helen Thouless, Esmeralda Zerafa &
Fiona Richards

Long-term Aims

To promote connections between researchers

Raise awareness of topic

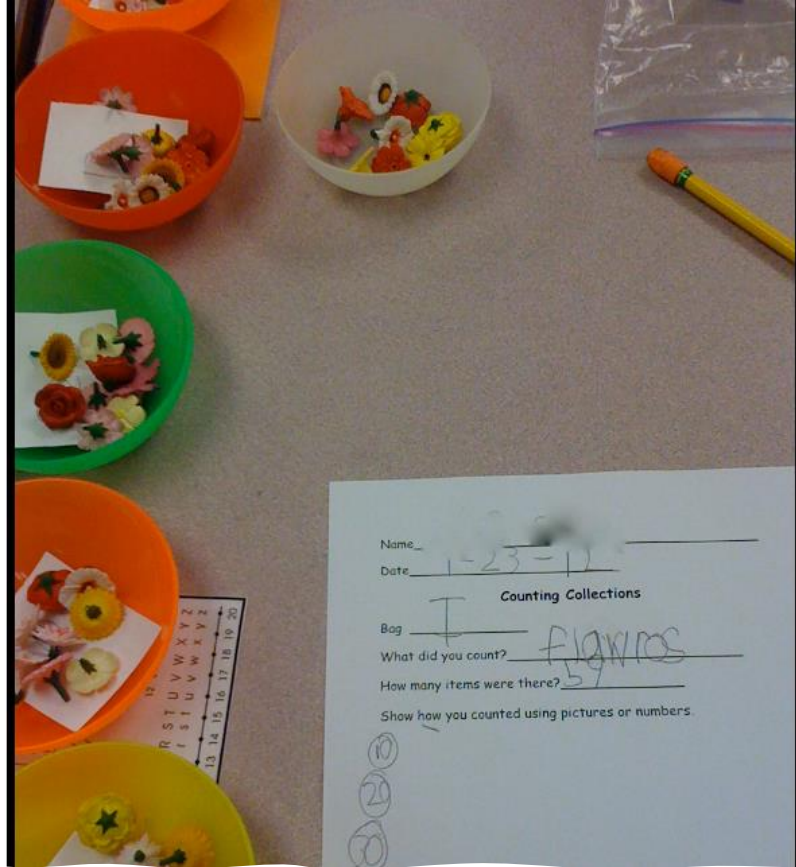
Bridging the gap between theory and practice

Bridge gap between fields of mathematics education, psychology and special education

Introductions

Helen Thouless

- Number patterns with children with language delays
- Place value understanding of children with dyslexia
 - Counting
 - Teaching place value through Counting Collections
- Introducing pattern to nursery children with autism
- Co-editing book on special education and mathematics with Yan Ping Xin and Ron Tzur





Introductions

Esmeralda Zerafa

- Research carried out in Malta
- Intervention strategies for children with dyscalculia
- Investigating the profiles of both children with MLD only and both MLD and RD
- Intervention strategies for children with MLD – a pedagogical model developed based on Vygotsky's theories (More Knowledgeable Other Driven Strategies, Learner-Driven Strategies and Tools-Assisted Strategies).

Add one tenth

(e) $4.254 \rightarrow 4.264$

(f) $2.9 \rightarrow 2.9$

Take away one hundred

(g) $583 \rightarrow 400$

(h) $30\,000 \rightarrow 309$

2

Add ten

(a) $3597 \rightarrow 3607$

(b) $0.15 \rightarrow 0.25$

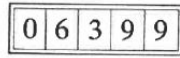
Add one hundred

(c) $21\,534 \rightarrow 21\,600$

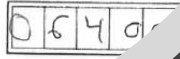
(d) $19\,930 \rightarrow 20\,000$

3

This meter counts the people going into a football stand:



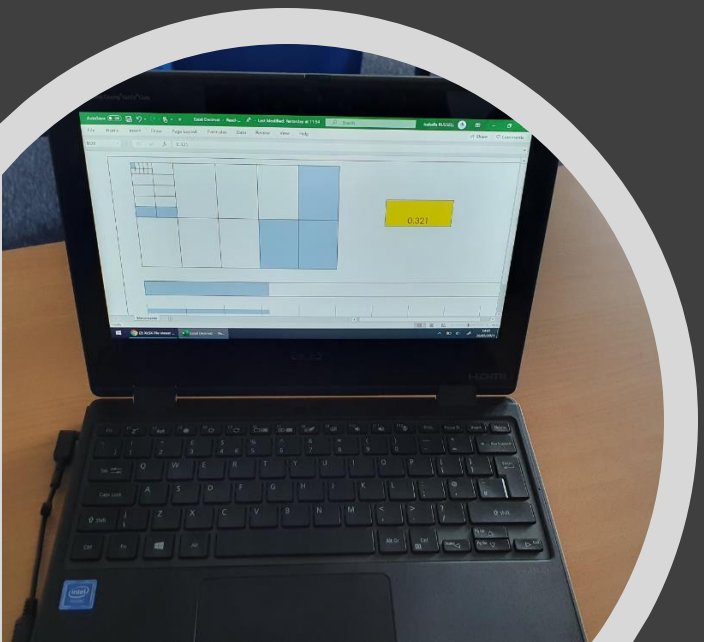
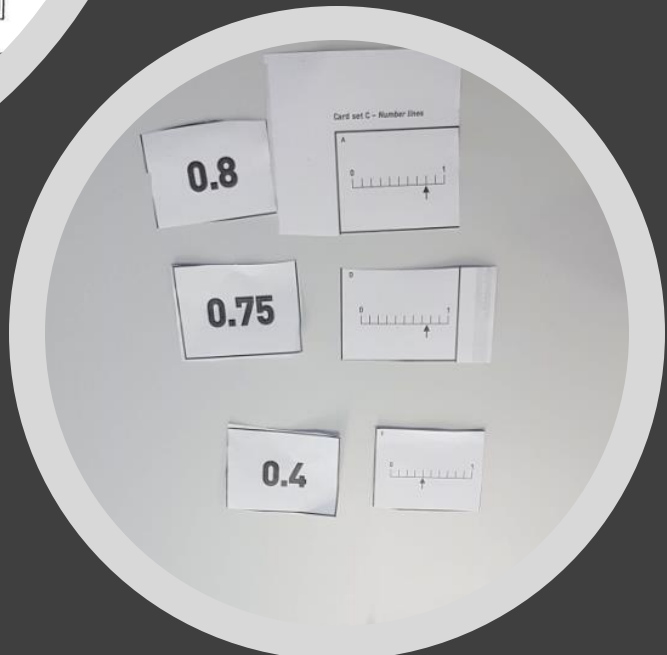
After one more person has gone in, it will read:



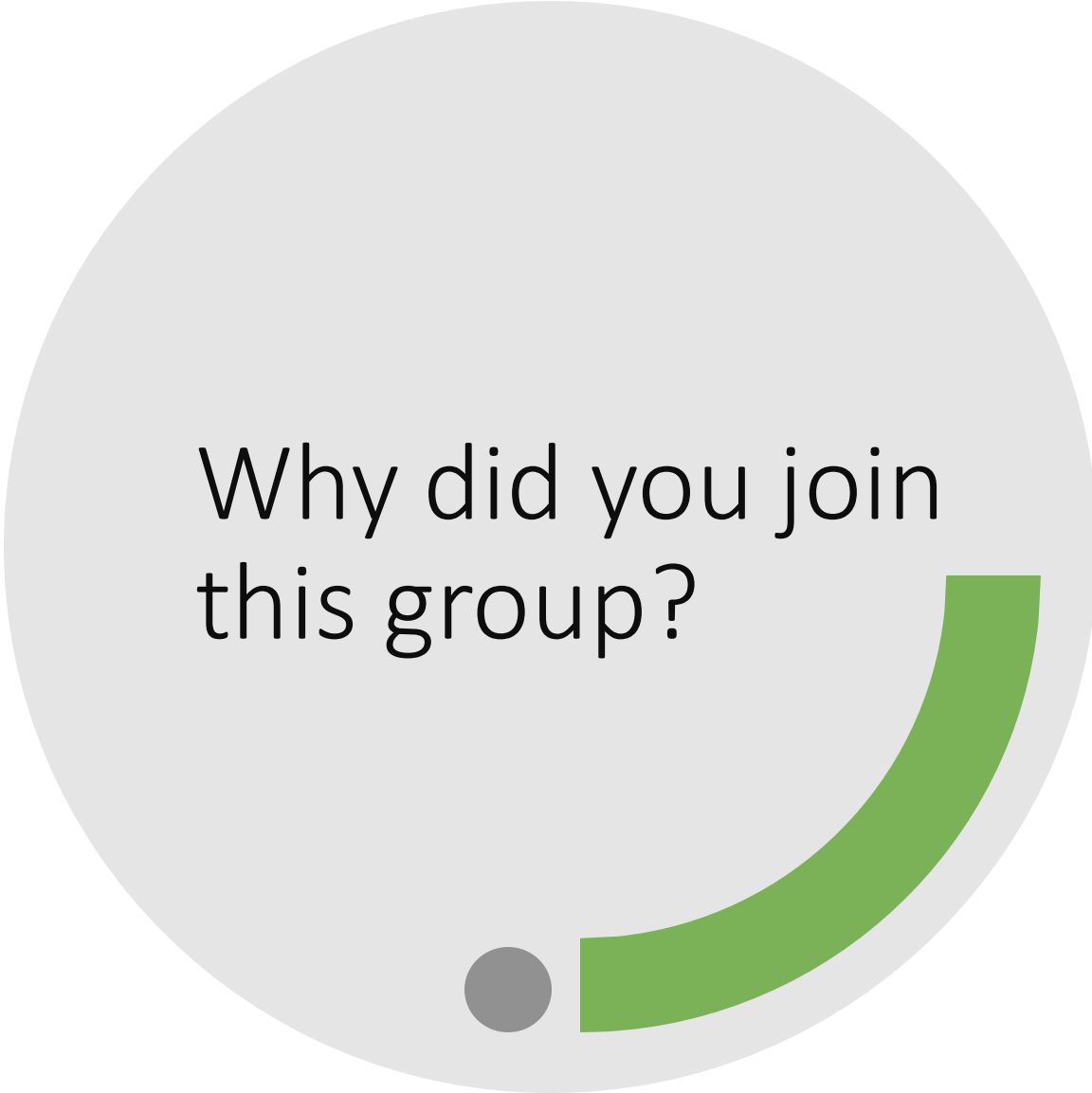
Introductions

Fiona Richards

- Teaching secondary maths in a small rural school with a history of underperformance and a higher than average number of SEND students
- PhD student. My research project is working with a group of 11-12 year-olds learning about place value



- Click to add text



Why did you join
this group?

What do you understand
by the term SEND?



What differences are there between mathematics learning difficulty and mathematics learning disabilities?

- Does this make a difference to our practice?
- If so, how?

What is missing in the field?

Where should we go with this working group?

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- Mathematics Learning Difficulties
 - Umbrella term includes SEMH, autism, Down Syndrome, dyscalculia, etc.
- Outcome: Supporting class teachers
 - Supporting maths knowledge of teachers/ support staff will improve confidence
- Do some research: Find out what teachers and support staff say they actually need.
- Action: Informally ask teachers and support staff what they wish they knew about teaching maths to children with maths learning difficulties. Informal Needs Analysis
- Dissemination:
 - Communicate with DfE about findings
 - Raise the profile of mathematics learning difficulties
 - Culture of its ok not to be good at maths is harmful

