

Inclusive Math Strategies for Students with Learning Disabilities

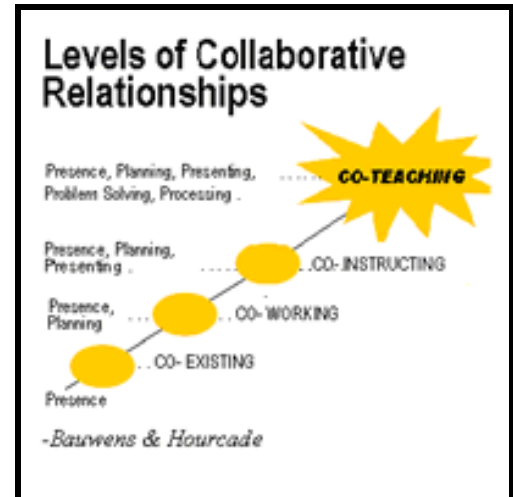
Marcia Knockleby & Lisa Conway, RCDSB

Context: How do we meet the needs of all learners in inclusive mathematics classrooms?

Link to the Padlet: <https://padlet.com/conwayl/xlxwfvqgl3a6>

Our Shared Beliefs:

- ★ Inclusion and Independence
- ★ UDL and DI
- ★ Collaborative Co-Teaching
- ★ Continuous Assessment and Responsive Intervention
- ★ Focus on Student Growth



<https://www.linkedin.com/pulse/co-teaching-sector-courses-mavarine-du-marie-bsc>

Universal Design of Learning

<https://drive.google.com/file/d/OB9e5F2kT--AYcVU4akhmNFhLWXVhekZCNHfVFMtVGdLVmhB/view?usp=sharing>

Make sure to do an environmental assessment of your learning space.

Developing Learning Profiles

“Meeting the needs of all students starts with knowing who your students are.”

- Elena Aguilar, Educator

[Learner Profile Template](#)

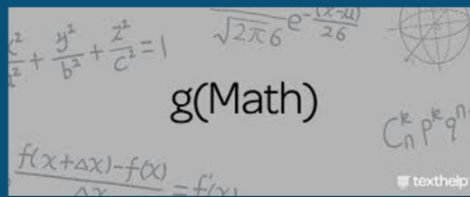
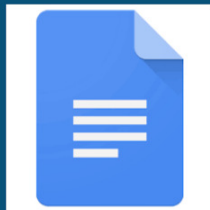
[Supporting Students with Learning Disabilities in Mathematics](#)

Technology “Learners are the driver: technology is the accelerator.” #InnovatorsMindset, George Couros

Tech Tool Box



Teach kids how to use the tools. Struggle to meet the needs so we tried something new. Worked together in the past, embraced collaborative co-teaching, move away from traditional models of SERT support designing flexible learning environments that address the variability of learners using a range of high-tech and low-tech solutions.



Make Thinking Visible by using non-permanent whiteboard surfaces, using manipulatives to build your solution, and technology to take pictures and make videos of students explaining their math thinking.

Guided Math - <https://guidedmath.wordpress.com/about/>

Why Guided Math?

- ★ Provides a framework for differentiation and scaffolding
- ★ Allows teachers to uncover and understand student thinking
- ★ Fosters self-confidence and active participation
- ★ Provides opportunities for immediate and continuous feedback
- ★ Fosters self-confidence and active participation

Logistics (Based on 60 Minute Math Block) [Guided Math Schedule & Planning Sheet](#)

1. Number Talk
2. 2 x 20 minute rotations:
 - ★ 2 separate teacher tables with guided tasks
 - ★ Math Games
 - ★ Technology (DreamBox /Solve Me
 - ★ Problem of the Day
3. Review of Learning/Debrief

How Do I Decide What to Teach

- ★ Learner and Class Profiles
- ★ Continuous Cycle of Assessment
- ★ Focus on the Big Ideas and Mathematical Processes

Map it Out- [Differentiating Mathematics Instruction](#)

Where Do I Find Math Materials?

- ★ <http://www.marilynburnsmathblog.com/>
- ★ <http://www.estimation180.com/>
- ★ <http://www.cast.org/our-work/about-udl.html#.We6eHVtSzDc>
- ★ Twitter #EdChat #MathChat #RCDSBMath
<https://twitter.com/search?q=%23MathChat&src=typd>
- ★ <http://www.edugains.ca/newsite/math/>
- ★ <https://www.facebook.com/MathFileFolderGames/>
- ★ <http://wodb.ca/>

Keys To Implementation

- ★ Identify and draw upon supports and resources
- ★ Build classroom community
- ★ Model and teach routines/ expectations
- ★ Hold students accountable
- ★ Reflect and Debrief
- ★ Keep it simple
- ★ Have fun!

Inclusive Math Strategies for Students with Learning Disabilities-Planning Document

