

# Enhancing A Primary Mathematics Curriculum On Counting And Computation For Children With Mild Intellectual Disabilities (Mid)

## Apsn Katong School Numeracy Project (Phase One) 2015

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### Abstract

The purpose of this study was to address the need to help the students (7-10 years) with mild intellectual disability in Katong School develop the number sense early on before the learning gap became greater in later years. A diagnostic assessment was conducted in order to analyze their understanding of the basics of the number system. Interventions were then carried out, targeting the specific weaknesses of the students

based on the items in the diagnostic instrument. The items were also used for a correlational analysis to facilitate the understanding of how the sample's performance in one item contributed to the success or failure in another in a learning trajectory. As part of a multi-prong approach to intervention, a parent survey was used to gather data on the experiences of the student and needs for collaborative support. Using a pre-/post-test repeated measures research design, a significant improvement was found with a standardized test instrument. The methodology, results and limitations are all discussed in this report.

*Keywords:* Intellectual disability, children, number sense, learning trajectory, repeated measures.