

Enhancing Primary Mathematics Curriculum On Counting And Computation For Children With Mild Intellectual Disabilities

Apsn Katong School

Numeracy Project (Phase Two)

2016

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Abstract

In the scheme of continuous improvement on student and staff professional development, Phase 2 of the numeracy project was carried out to follow-up on the need to help the students (7-10 years) with mild intellectual disability in Katong School develop their foundation in number sense. A different diagnostic tool known as the Test of Early Mathematics Ability - 3 (TEMA-3) was used as the primary instrument to assess the number sense of the sample as the numeracy age measure was limited by one of the instruments used in Phase 1. Teaching by the learning trajectory for building number sense (i.e. the foundation of fact fluency) was explored with the concepts and skills assessed with TEMA-3. Interventions were then planned and implemented to remediate the specific weaknesses found in the sample. The same secondary tool - Basic Number Screening Test (BNST) from Phase 1 was administered in Phase 2 as well. The pre-/post-test repeated measures showed improvements for both instruments, but a significant difference was found only for the BNST. The methodology, results and limitations are all discussed in this report.

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