



Clear lines of communication in supporting learners with additional needs in mathematics

Matthew Harrison

Melbourne Graduate School of Education

Kate Tyndall

Travancore School





Schedule

1. Welcome and introductions
2. Why talk about communication at a MAV conference? (5 mins)
3. Thinking about the key stakeholders in our schools (5 mins)
4. **Activity:** What should be in a Mathematics ILP and who will be reading it? (5 mins)
5. Defining clear role descriptions & boundaries (5 mins)
6. **Activity:** Mapping the ILP chain of communication in your school (10 mins)
7. Case study: The chain of communication in a P-12 school (10 mins)
8. Examining Travancore School for guidance on bring stakeholders together (15 mins)
9. Questions



Introducing Matthew Harrison

My background:

- Teacher (F-12 & Tertiary) in Australia, the UK and South Korea
- Experience in both 'mainstream' and specialised SEN settings
- Lecturer & researcher @ the MGSE in autism and digital technologies
- Education app developer





Introducing Kate Tyndall

My background:

- Teacher (F-12) in Australia & UK
- Experience in 'mainstream'
- Experience within a specialist mental health facility, including inpatient and outpatient programs



Objectives for this session

- ✓ To discuss why clear communication is a key consideration in providing effective mathematics **intervention**
- ✓ To explore why ILPs **can** be an effective tool for getting the right information to all of the right people
- ✓ To consider who these **right people** may be in your school
- ✓ To see what this looks like in **action** through reviewing a case study



Why talk about communication at a MAV conference?

- **Brief table discussion:**

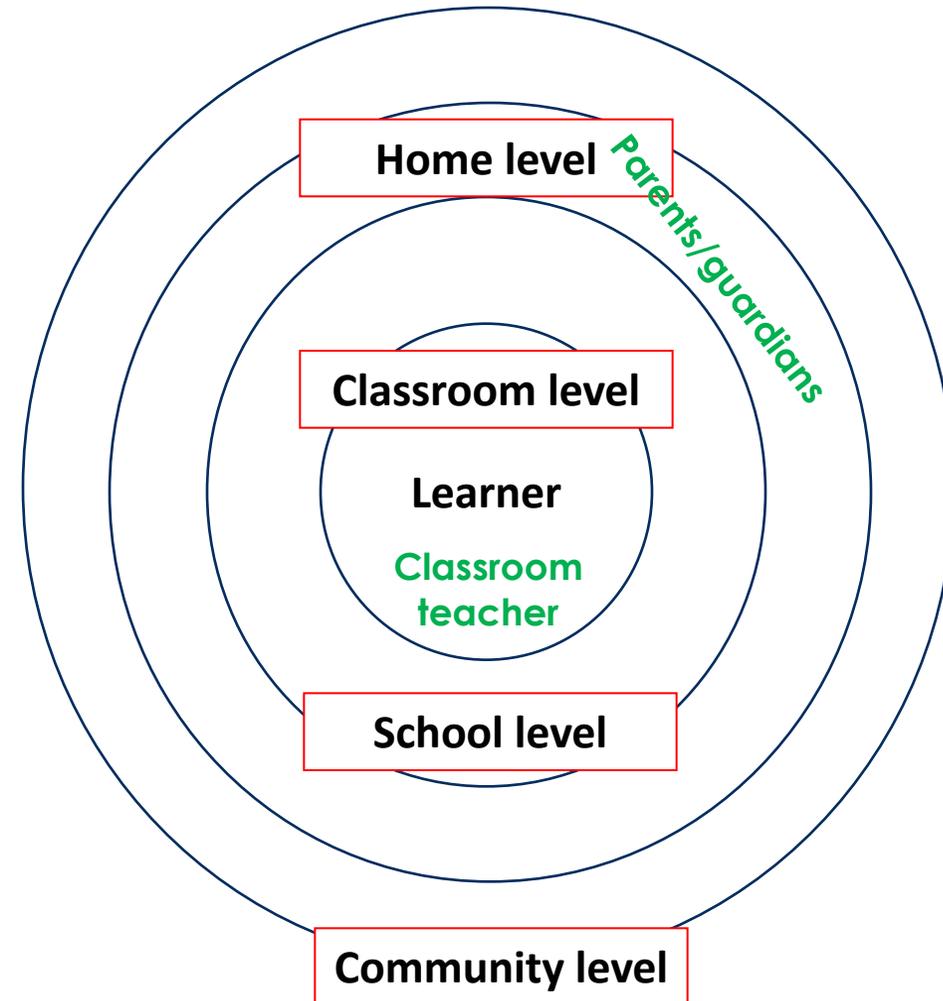
- ❓ Why talk about communication at a MAV conference, particularly for students with additional needs?
- ❓ What needs to be communicated?
- ❓ How well does your school communicate about learning?

Thinking about stakeholders in our schools

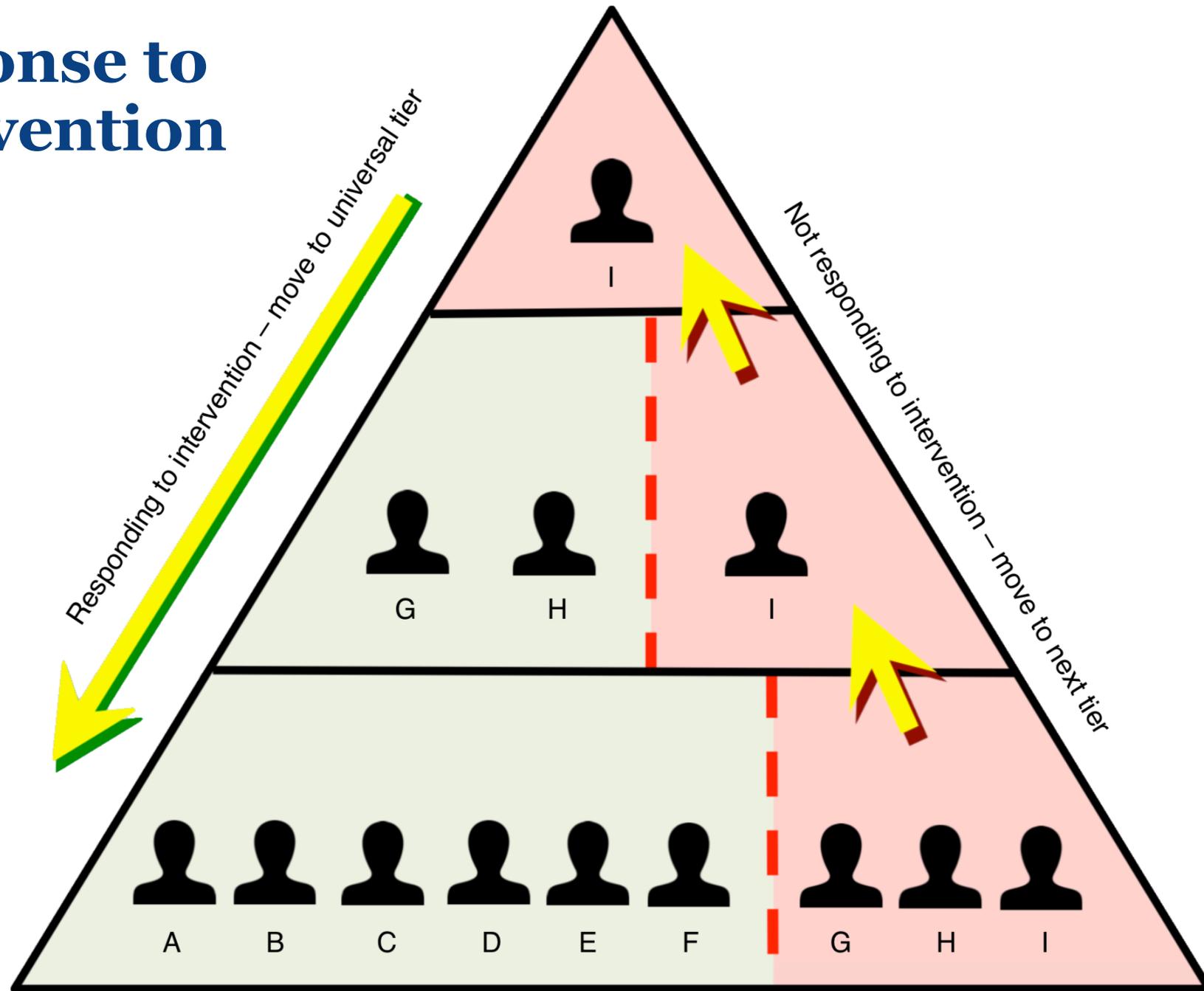
- I have my teachers list the stakeholders and then place them onto an ecological map.
- When teachers place their listed stakeholders on the map, they usually think of additional people they should/need to include.
- **Think/Pair/Share:** Who is one person at each level you can think of in your school?



Ecological map:



Response to Intervention





What should be in a Mathematics ILP and who will be reading it?

“The purpose of an individual education plan is to develop and monitor an appropriate holistic program of assistance and support for the student.” (DETV, 2018)



What should be in a Mathematics ILP and who is the intended audience?

What really needs to be in an ILP:

- Contextual background (including historical **progress** and **developmentally-related** goals)
- SMART goals relating to content that students are developmentally ready to learn
 - ✓ SMART = Specific, Measurable, Achievable, Realistic and Time dependent
- Evidence-based strategies to achieve the goals (think evidence = **ROSE**)
 - ✓ Best advice regarding evidence-based instructional strategies: Review *Cognitive Load Theory*
- An assessment plan (how will you measure progress and how often?)

Who should be contributing to an ILP? Who should be reading the ILP? Who should be providing feedback on it?

- Regularly: Anyone working directly with the learner (learners/teachers/parents/allied health/teaching assistants/SENCo...)
- Semi-regularly: Anyone dictating policy that will impact the learner (Head of Maths, school leadership)
- I know this is a lot of time. That said, **learning** is our central business



Common challenges we have encountered

- ILPs not being fully **implemented**, with differences in opinion regarding the **extent** that supports are being implemented between the teaching staff and parents and students. *Teacher time and ILP clarity*
- No **accountability systems** in place to ensure ILPs are being read by teachers, nor that they are implemented with fidelity. *Balance between professional trust and professional responsibility*
- Minimal systems in place to **measure** the impact of ILP strategies and goals beyond the SSG meeting and sporadic testing.
- Many ILP goals are not **quantifiable** SMART goals, and therefore accurate data tracking of student progress is limited.
- ILP recommendations for the use of **assistive technology** not implemented or followed up. Teachers have reported that they find a **lack of technical knowledge** being the primary reason for this.
- Student **awareness** of the content of their ILPs is often very low
- Student **participation** in the SSG process is low, with many students feeling that their role is to remain quiet and listen.
- **Communication** between home and school around ILP progress is often inadequate.



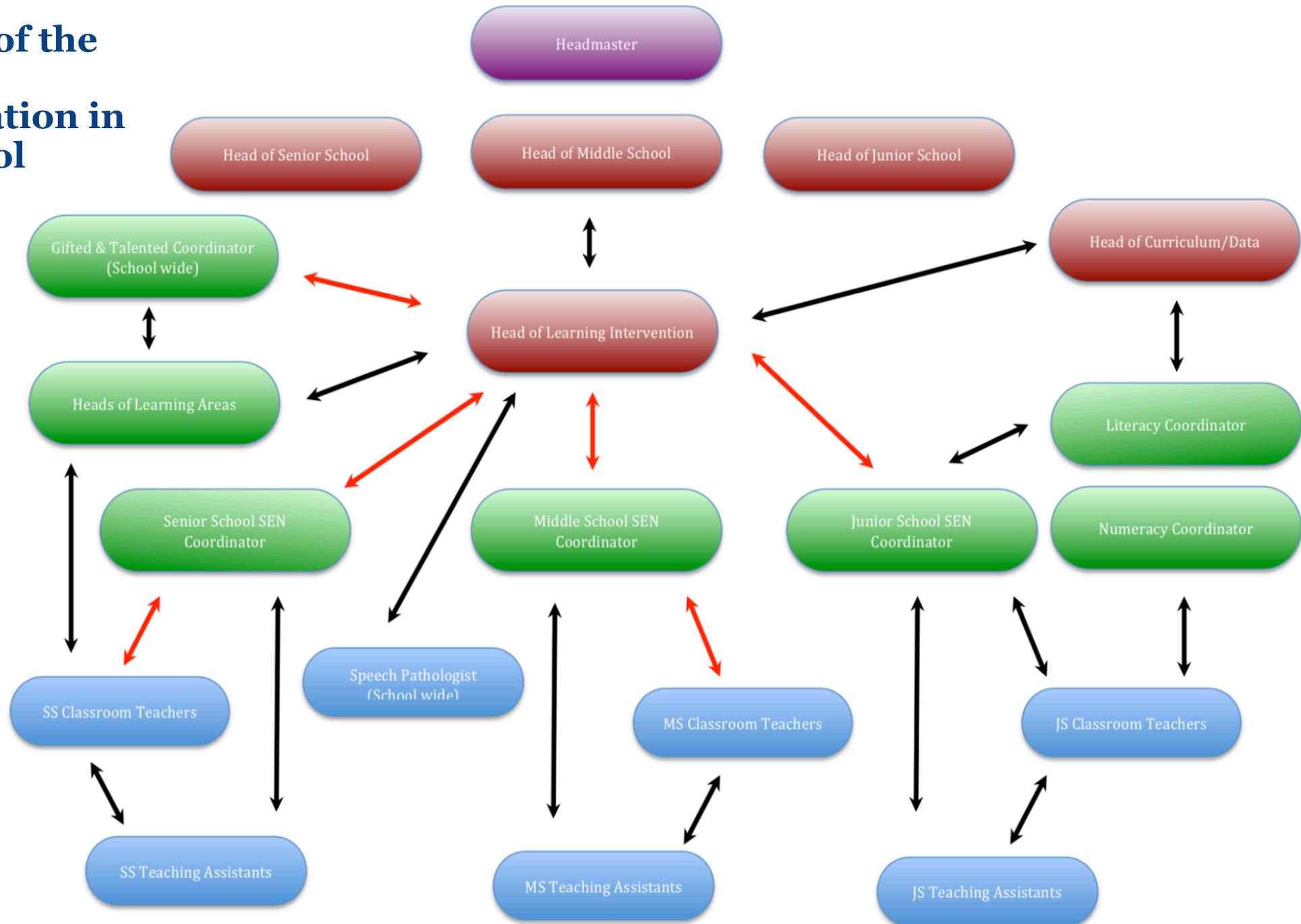
Defining clear role descriptions & boundaries

- What are the role descriptions and boundaries in your school?

Role	What are their responsibilities in supporting the learner?	What are not their responsibilities in supporting the learner?
Teacher		
Teaching assistant		
Head of Mathematics		
Principal		



Case study of the chain of communication in a P-12 school

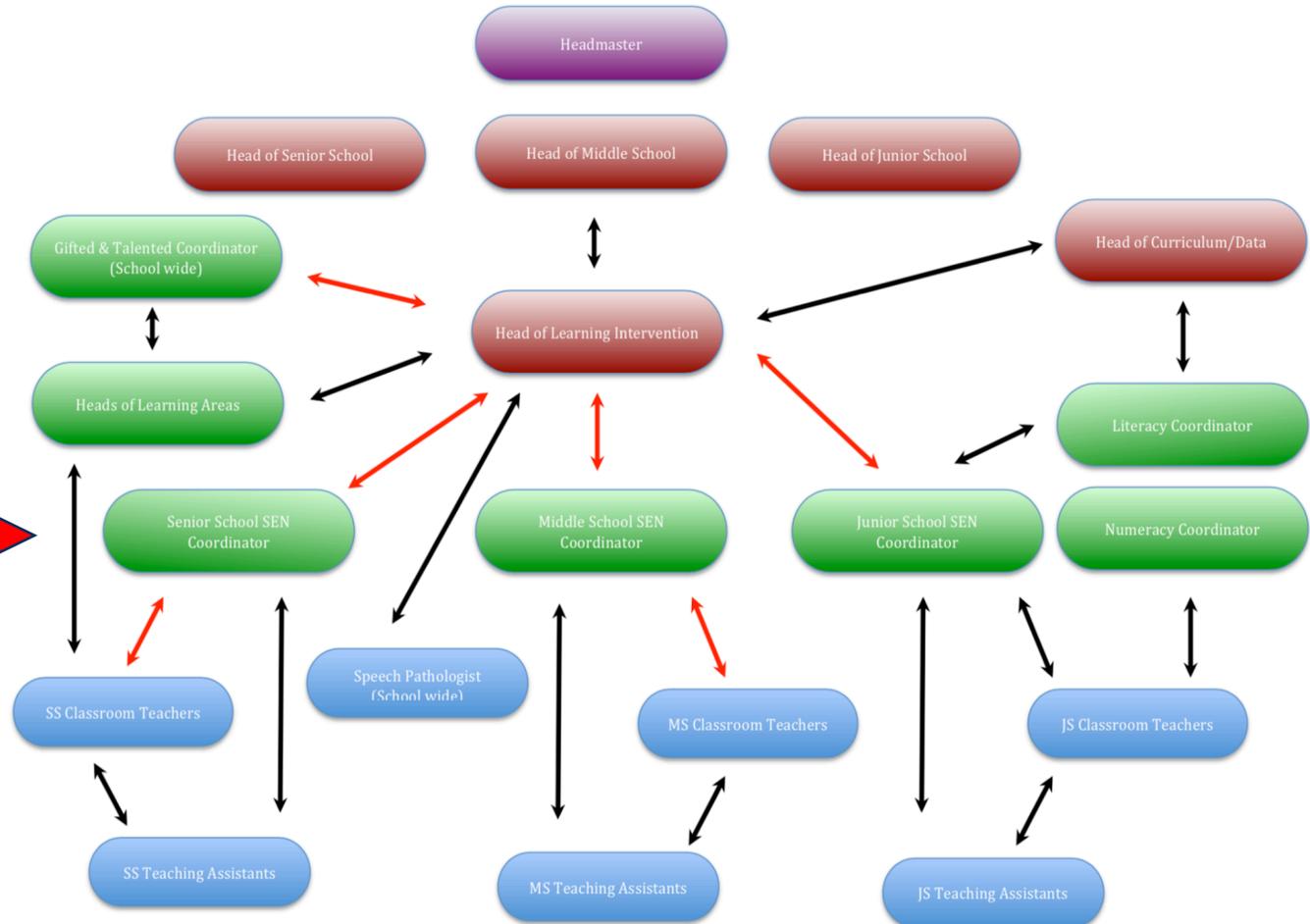
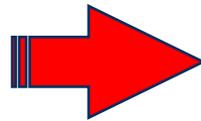
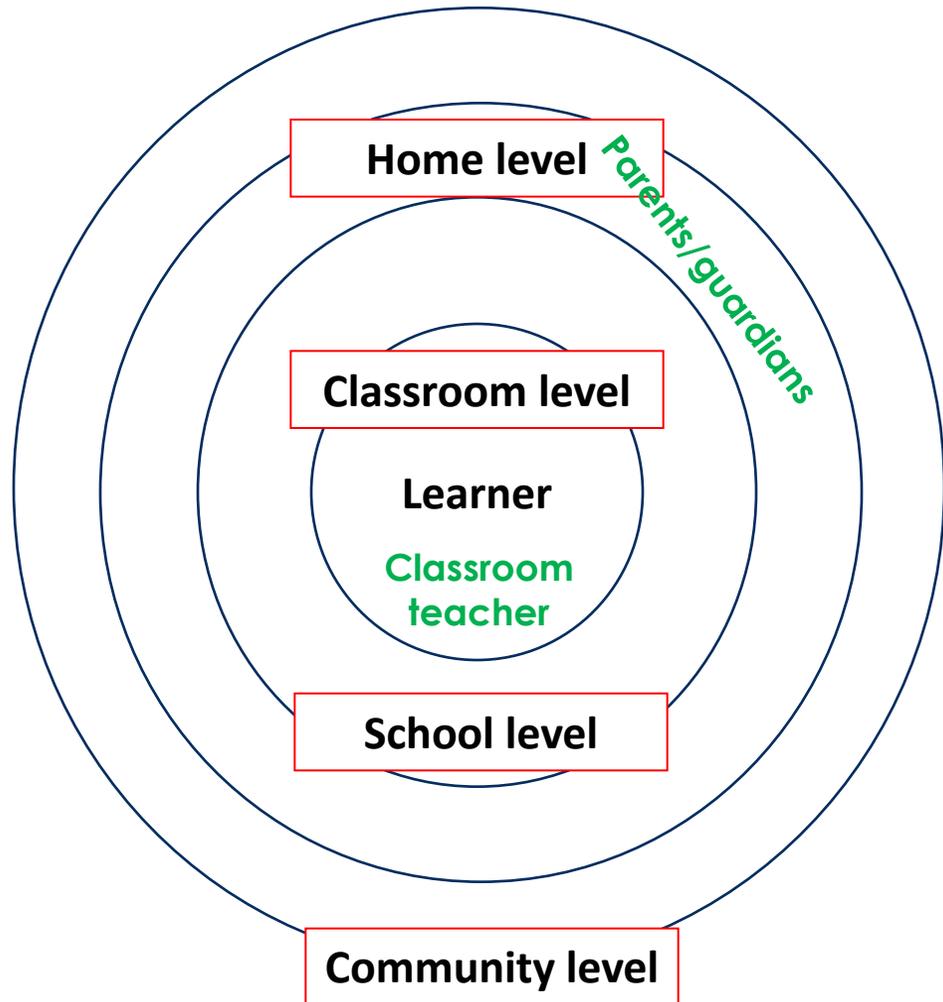


• Who is the primary 'keeper of the ILP'?



Activity: Mapping the ILP chain of communication in your school

Ecological map:





Supporting a successful return to school

Mathematical Association of Victoria workshop

*Kate Tyndall
Leading Teacher
Travancore School*

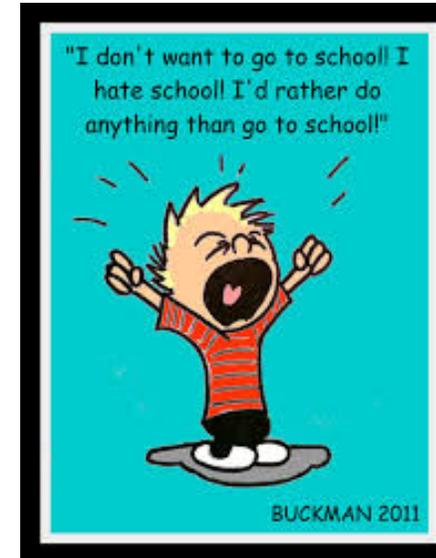
Case Studies – School Refusal

Sally, Year 7:

- Attended the first day of Year 7, but did not return. Has missed over a term.
- Anxiety.
- Physical reaction to Maths – “turtle”.

John, Year 9:

- Hasn't attended school for over a year.
- Enrolled in Distance Education.
- Anxiety.
- Maths skills are ok, but doesn't write anything down/complete activities.



Understand Challenges

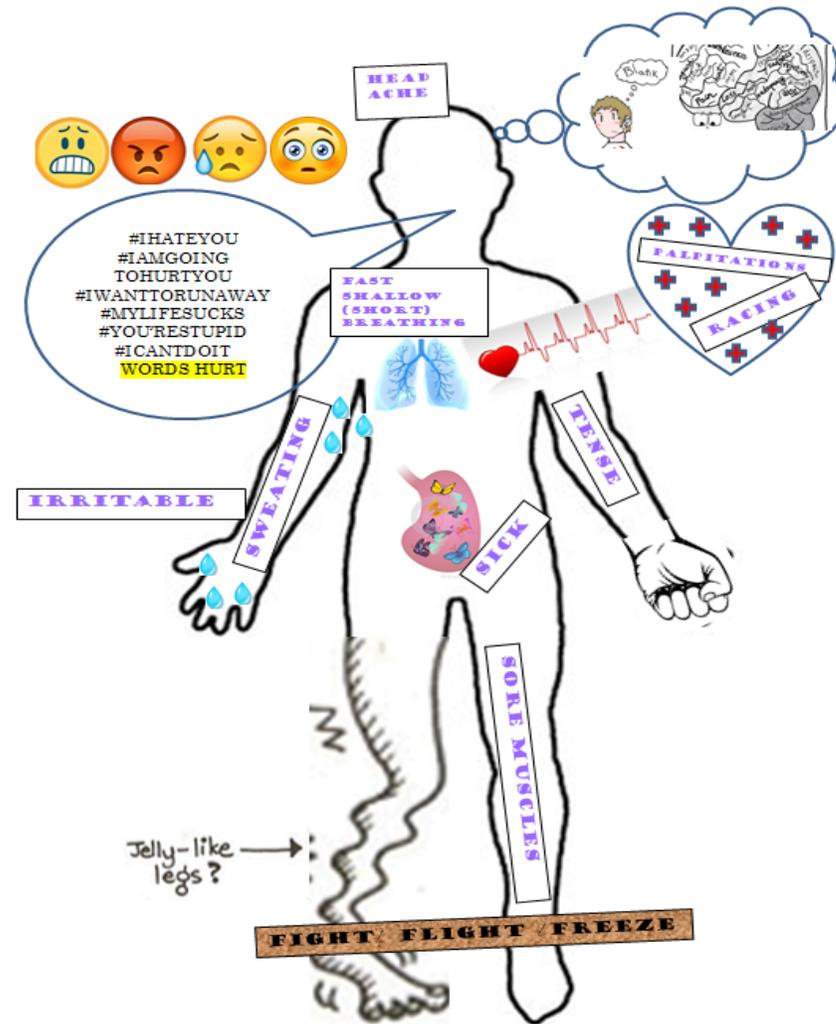
- Low numeracy skills.
- Low social skills (working with peers, answering in front of class).
- Don't typically ask for help.
- Disabilities and additional needs.

What could be better for you at school/ in Maths?

What do you do when things get difficult?

Is there anything teachers need to know about you to best support you in the classroom?

Discuss: Who in your school would need to know this information?



Supports – School level

- Seek to understand their difficulties.
- Reduced timetable/ gradual return to school.
- Arranging a regular check in with someone.
- Exit card and quiet space to go with support.
- Regular meetings/ SSG's to monitor progress.
- Use Calm Plan to help teachers look out for signs of stress and respond appropriately.
- VCAA Special Provision options (VCE).
- Consider assessments i.e speech & language.
- Monitor attendance, and respond to multiple absences.

Discuss: Who would be responsible for each of these supports?

School Work

I want to get help with school work that I'm finding difficult.

Attendance

I want to negotiate my attendance for when I return to school.

School Work

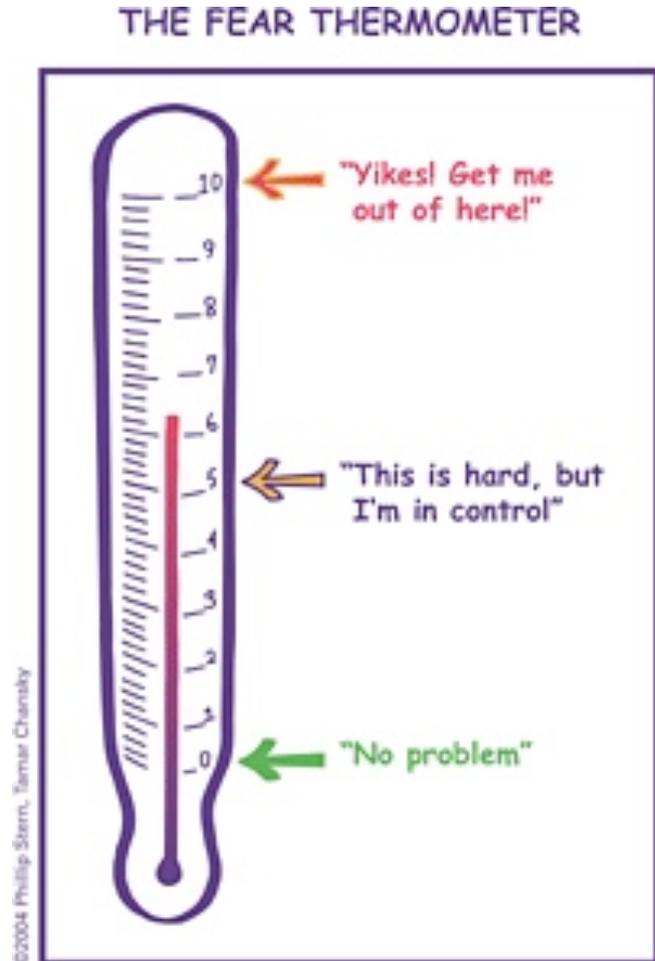
I want teachers to let me know when I have done something well.

Coping

I want to find strategies to help me cope when I'm feeling overwhelmed at school.

Supports – Class level

- Acknowledge & validate feelings of low confidence.
- Encourage and provide positive reinforcement.
- Asking for help process i.e. traffic light system.
- Growth mindset and challenge unhelpful thinking.
- Tools i.e. multiplication table, cheat sheet, mini whiteboard.
- Consider individual programs i.e. Mathletics.
- Provide refresher mini lessons.



Discuss: How could leadership support teachers to implement these supports?



Questions?



THE UNIVERSITY OF
MELBOURNE

Thank you

Matthew Harrison

@hattdesigns

matthew.Harrison@unimelb.edu.au

Kate Tyndall

tyndall.kate.k@edumail.vic.gov.au

