



# Real Potential

## INQUIRY QUESTION:

How will teachers learning more about interpreting psycho-educational assessment reports, to help them be more precise and personalized in their math instruction, impact the ability of intermediate students with learning disabilities (who have reintegrated into the regular classroom) demonstrate math thinking in alignment with their average or higher cognitive ability?

# Process

**Two school teams made up of one Intermediate classroom teacher and one Special Education Resource Teacher, working with two Special Education Consultants ...**

- Developed pre- and post- student survey re: current attitudes/feelings about Math, understanding of learning disabilities in general, and their own learning strengths & needs in particular
- Developed a pre- and post- teacher survey re: self-assessment of understanding of learning disabilities and related strategies, understanding and comfort level reading psycho-educational assessment reports, current attitudes/feelings about teaching Math
- Reviewed current math-related data on the target students (KEY Math, PRIME Math, Grade 6 EQAO results and questionnaires (Math), and achievement data (classroom observations, conversations and products)
- Learning session with the consultants about reading and gathering data from a psycho-educational assessment for students with a learning disability, and how specific processing issues might impact Math learning & understanding
- Co-created Learner Profiles and strategy banks for the target students using the data gathered
- The group met face to face a number of times throughout the year as well as participated in ongoing online collaboration via a closed Google Community
- The project culminated in the collection of updated data, post-project surveys, etc which the group analyzed to determine what changes have occurred.

# What We Learned ...

“By taking time to really get to know students (through the unpacking of the psycho-ed and creation of the learner profile) we have been able to target the specific needs and play to their strengths. I think this is something all teachers strive for, but it can be time consuming to really dig deep into a psychological assessment, and therefore the learner profiles we created help to keep me informed.”

“When we know a student’s weakness, we know where to focus our support. The data we have lays strengths and weaknesses out very clearly. This exercise, in particular, has been of more value than just improving a specific skill area, though.

Improved confidence in math is what has struck Kevin and I on an almost daily basis as we watch and discuss our students. Their confidence has not increased, but multiplied. We see them now independently tackling questions that would have paralyzed them in the past.”

