### Title
*Supporting the Mathematics Learning of Children with Down Syndrome in Inclusive Settings* (Dr Rhonda Faragher and Professor Doug Clarke)

### Overview
For many years, it was assumed that possibilities for educating students with Down syndrome (DS) would be limited and the focus of educational experiences should be on functional aspects. While these are important, attention has turned more recently to a focus on the potential of their learning in relation to the curriculum experienced by other children, due in no small part to exciting findings from research and practice (Buckley & Bird, 2002; Faragher, Brady, Clarke, Clarke, & Gervasoni, 2008). At first, most attention was on these students’ capacity in literacy (Buckley, 2000), but over the past five years, evidence is emerging of the levels of mathematical understanding of learners with DS, and the aspects of mathematics which they know and can do, given appropriate support (Faragher, 2006, 2007; Faragher, Brady, Clarke, & Gervasoni, 2008; Faragher & Brown, 2005).

This project builds on substantial research conducted by Clarke and Faragher (in press), which used one-to-one interviews with a range of children with DS, across a number of ages. This research was most revealing in terms of the different ways in which the children approached mathematical tasks, and helpful ways in which they might be supported. It provides a basis for considering and studying the ways in which teachers in inclusive settings might be able to support the mathematical learning of these children.

### Funding bodies and amount
Gandel Philanthropy ($95,000)

### Research partners
Barbara Clarke (Monash University)

### Industry partners involved
Australian Council for Educational Research

### Timeline/Duration
2015

### Research Problem
This project examines how children with Down Syndrome best learn mathematics and how teachers and teacher aides best manage that learning in inclusive classrooms.

### Findings, including emerging findings
Commencing project