



This project has been funded with support from the European Commission.

## SMiLD Project

### Focus on Students with Mathematics Learning Disabilities

The SMiLD project is funded by the [European Commission](#) through the [Italian National Agency for the Erasmus+ Programme](#). The assumption is that learning difficulties in mathematics do not often occur with clarity and simplicity. They manifest themselves differently in different people, and are often left undiagnosed. Therefore the project aims at promoting the acquisition of skills and key competences with a specific focus on addressing underachievement in maths.

<https://smild.pixel-online.org/index.php>

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## **Project Description**

Here the main information of the project:

### **Context**

Learning difficulties in mathematics do not often occur with clarity and simplicity. They manifest themselves differently in different people, and are often left undiagnosed.

### **Objectives**

The project's main objectives are to provide math teachers with:

- Protocols to determine the most appropriate solutions for the students with Learning Disabilities in Math
- Reliable, easy to use and operative set of references materials and information to identify and tackle underachievement in Math.

### **Target Groups**

The main target groups of the project are:

- Math teachers
- Students with Learning Disabilities in Math at secondary education level
- Policy Makers in the Field of Education

### **Activities**

The project activities will be organized in the following phases:

#### Phase 1 – Toolkit for tackling Learning Disabilities in Math

This phase is devoted to identify and define students' Learning Disabilities in Math. It foresees 4 questionnaires:

2 addressed to teachers aiming at illustrating which difficulties a student may have and identifying the best strategies that the teacher can apply to tackle this difficulties.

The other 2 are addressed to students in order to identify their Learning Disabilities in Math.

Thanks to the results of the different questionnaires the project partners will be able to create new tools to monitor and intervene to overcome such Disabilities.

#### Phase 2 – Guidelines for the management of Learning Disabilities in Math

The first chapter deals with the legislation, policies and strategies to cope with Learning Disabilities in Math in the different partner countries.

The second chapter consists in an analysis of the consequences of Learning Disabilities in Math in the everyday life.

The third chapter deals with the instruments that help teachers and families to tackle such Disabilities.

#### Phase 3 – Training activity

A training course involving 9 teachers from the partners' countries is organized by University of Genova in order to: promote the use of the intellectual outputs; provide the end users with the competences and information concerning Learning Disabilities in Math and how to deal with them.

#### Phase 4 - Multiplier events

A number of multiplier events will be organized to disseminate the results reached, the methodology implemented and output produced in the SMiLD project. The participants in the multiplier events will be higher education lecturers and students.

### **Expected Results**

The main project deliverables include:

- Toolkit for tackling Learning Disabilities in Math
- Guidelines for the management of Learning Disabilities in Math

## Toolkit

### IDENTIFICATION TOOLS

Teachers' and students' questionnaires for the identification of main difficulties in math  
MLD students and students with difficulties in math

### MONITORING TOOLS

This toolkit contains a set of tools to measure the effect of the activities aimed at reducing difficulties in math.

### INTERVENTION TOOLS

This toolkit contains Intervention tools to address learning disabilities in math.

## Guidelines

### POLICY FRAMEWORK OF THE LEARNING DISABILITIES IN MATH

The first chapter provides an overview of the state of the art of the regulatory and policy framework with reference to the Learning Disabilities in Math.

### ANALYSIS OF THE LEARNING DISABILITIES IN MATH

The second chapter addresses in details the definition, classification and analysis of the Learning Disabilities in Math.

### HOW TO ADDRESS DIFFICULTIES IN MATH

The third chapter deals with the analysis of the instruments for addressing difficulties in mathematics.

## Contractual partners

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## **Associated partners**

As a result of the exploitation activity a number of associated partners officially joined the project in order to contribute to the improvement of the project impact on their target groups and to ensure the project sustainability by continuing using the project deliverables in the next years. The associate partners of the SMiLD project are organizations interested in scientific education. All associated partners share the project objectives and are willing to contribute to their achievement. Institutions and organisations interested in becoming associated partners of the SMiLD project can contact the [national coordinators](#) of the project.