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Title/ Título: The effectiveness of parental support for young children who are experiencing difficulty with mathematics

La eficacia del apoyo de los padres con niños que tienen dificultades con las matemáticas

Topic: Educating exceptional children. The influence of family, school and social contexts

Educación de niños con necesidades específicas. Influencia de la familia, el centro docente y el contexto social

Presentation time/Día de presentación: Session in English. Friday 16, 10:15-11:45 a.m. Room 4, Third Floor

Sesión en Inglés. Viernes 16, 10:15-11:45 a.m. Sala 4, Tercer Piso

Abstract

The impact on children's achievement, when parents are involved in supporting partnership is well documented. Involvement of parents can produce more general gains in attitude and motivation in children and raise their attainment (Desforges, 2003). In the UK, prominence has been given to the role of parents as partners in education (Every Child Matters, DFES, 2004) This small scale study examines the effectiveness of parental involvement in supporting children with difficulties in mathematics. These children have previously been identified by the class teacher as having specific difficulties in mathematics. These difficulties are outside the expected range for the age group and are not easily addressed by modification or differentiation of general class teaching and learning strategies. (Dowker, 2003) In particular the support materials developed within the Primary Strategy for have been identified as effective by the school and are employed by the class teachers working with these children. (DFES, 2005) In partnership with class teachers, the parents support their children's learning using a mixture of support strategies as directed by the school and their own home based learning approaches. Although it is difficult to quantify the resulting raised levels of achievement, other more general benefits seem to accrue as a result of parental involvement.