

DYSCALCULIA



HOW DOES IT AFFECT YOU?

PEOPLE WITH DYSCALCULIA HAVE TROUBLE WORKING WITH NUMBERS AND UNDERSTANDING CONCEPTS LIKE “BIGGER” AND “SMALLER.” HOWEVER, WITH TEACHING AND SUPPORT, THEY CAN GET BETTER AT MATH’S.

HOW COMMON IS IT?

EXPERTS SAY DYSCALCULIA IS A COMMON LEARNING DIFFERENCE. CHANCES ARE YOU KNOW SOMEONE WITH DYSCALCULIA. THERE ARE EVEN SCIENTISTS AND MATHEMATICIANS WHO HAVE IT.

WHY MIGHT I NOT HAVE HEARD OF THIS?

SIGNS OF DYSCALCULIA CAN SHOW UP AS EARLY AS PRESCHOOL, BUT OFTEN GO UNNOTICED IN MANY PEOPLE AS IT IS OFTEN ASSUMED SOMEONE IS JUST “BAD AT MATH’S.”

COMMON SIGNS INCLUDE:

- FINDING IT HARD TO COUNTING BACKWARDS
- TROUBLE REMEMBERING ‘BASIC’ FACTS
- SLOW TO PERFORM TASKS THAT INCLUDE CALCULATION
- TROUBLE TELLING LEFT FROM RIGHT
- DIFFICULTY WITH SIGNS SUCH AS + OR –
- BEING UNABLE TO USE A CLOCK TO TELL THE TIME

REMEMBER DYSCALCULIA IS NOT A LACK OF INTELLIGENCE OR LACK OF EFFORT.

DYSCALCULIA TEACHING TIPS

- Focus on games and activities, rather than worksheets.
- Help learners to construct visual mental models.
- Ask learners to explain verbally how they arrived at particular solutions.
- Explain new concepts in a logical manner.
- Provide students with extra time to complete tasks and encourage the use of rough work for calculations.
- In the early stages of teaching new mathematical skills ensure that the mathematical problems are free of large numbers and unnecessary calculations.
- Encourage learners to visualise mathematical problems. Allow students to draw a picture to help them understand the problem and ensure they take time to look at any visual information such as charts and graphs.
- Avoid creating anxiety for the student.
- Try to understand the learner’s errors, do not just settle for wrong.