

A Checklist for Identifying Dyscalculic Learning Difficulties

If a pupil is presenting a number of these difficulties, it is a clue that something is wrong and they are experiencing difficulties which will get in the way of them learning arithmetical skills.

Language and Memory

- 1. Doesn't seem to comprehend the precise meaning of the terms used in mathematics.
- 2. Has difficulty reading mathematical terms.
- 3. Doesn't remember what the abbreviations for terms mean.
- 4. Has difficulty comprehending questions or holding the ideas long enough to make sense of the request.

Numbers

- 1. Has difficulty linking words and numbers.
- 2. Doesn't understand the concept of number ie "threeness" and therefore may answer randomly with any number to a question.
- 3. Has difficulty with sequences.
- 4. Has difficulty with time eg telling the time, concepts of time passing such as yesterday, today, tomorrow.
- 5. Reverses numbers.
- 6. Has difficulty transferring from the concrete to abstract ideas.

Work

- 1. Work is very messy and the columns do not line up.
- 2. Methods are not stable and mistakes cannot be explained.
- 3. May be ok with the tangible but cannot deal with concepts.
- 4. Lacks confidence and avoids estimating and checking or other systematic ways of validating working methods.
- 5. Has problem with place value.
- 6. Has orientation problems eg left and right or vertical and horizontal.

Confidence

- 1. Does not appear confident even with work which should be quite easy.
- 2. Finds ways to avoid being in class, being exposed to arithmetical work.
- 3. Displays stress or withdraws during mathematical lessons.
- 4. Gets tired very easily when doing mathematical work.
- 5. Worries about performance, time taken or being slow.