


# DYSCALCULIA

## Dyscalculia, what is it ?


Dyscalculia is a learning disability that affects a person's ability to understand numbers and learn math facts. Affected individuals may have poor comprehension of math symbols, struggle with memorizing and organizing numbers, have difficulty telling time, or have trouble counting. Dyscalculia is sometimes called "number dyslexia" or "math dyslexia".

### Before learning



#### Preparing mathematical content

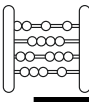
- Font Arial 12-14
- Spacing 1.5, use recto side only
- No double tasks in instructions
- Number the instructions and pages
- Have physical tools such as cuisenaire rods or other on deck
- Build a list of mathematical vocabulary to keep on board
- .....
- Geogebra
- .....



#### Varying teaching practices


- Use diagrams and draw math concepts to help visualize
- Teach through manipulation and concrete reasoning first
- Review acquired knowledge before teaching new skills
- Teach students to "self-talk" through solving problems
- .....

### During learning




#### Adaptation for numeric processing

- Avoid number dictation
- Leave a number chart available
- Offer visual aids (memento) with Arabic and literal writing of numbers
- Differentiate the ranks of the units, tens, hundreds by contrasting colours
- Practice sessions with gestural support
  - Count by clapping
  - Counting in your head while continuing to clap your hand
  - Repeat the number sequence aloud
  - .....



#### Facilitating exercises

- Use mathematical nursery rhymes  Geogebra
- Focus on the skill targeted by the exercise and remove difficulties around the skill  ModMath
- Use rhythm and music to teach math facts  Math text editors (MathType)
- Provide charts of math facts or multiplication tables  .....



#### Number operation and logical reasoning

- Leave the addition and multiplication table available
- Allow a calculator and finger counting
- Identify the order of the number by colors in the operation in rows and columns
- Use a grid to carry operations: mark the columns and use different colors
- Ensure the problem is understood orally
- Outline the problem situation
- Break down and verbalise the steps and strategies
- Use concrete exercises or act out scenes from life to give meaning

NAME: \_\_\_\_\_

TEACHER: \_\_\_\_\_

CLASS: \_\_\_\_\_

DATE: \_\_\_\_\_

# After learning



## Evaluate and adapt your practice

- Compensate with oral examinations for written examinations with negative marks
- Highlight progress and reinforce strength (positive reinforcement)
- Evaluate only the skills targeted in the evaluation (e.g. recognising data and concepts)
- Evaluate the process of solving a problem (or exercise) instead of calculations results
- Allow the use of troubleshooting programmes
- Allow the use of software for the digital writing of calculations and formulas
- .....

# Notes to self



## For my class...

- .....
- .....
- .....
- .....
- .....
- .....
- .....

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