

DYSCALCULIA

PART 2

“I find it so hard. Numbers terrify me so I spend most of the lesson just keeping my head down and hoping the teacher won’t notice me.”

Jill. Age 12.



People usually think of challenges with maths in terms of learning in the classroom; however, if an individual has dyscalculia the ramifications of this extend across many other significant areas involved in daily living. These include money and budgeting, time keeping, organisation, and understanding weight and measurement. This can have a profound influence on job opportunity and retention.

Prevalence

Dyscalculia is thought to affect between 3-6% of the population to varying degrees (Price and Ansari, 2013).

Routes to identification

Checklists: A simple list of questions that give an indication of dyscalculia.

Screening: Using a commercially available tool that can be administered by a non-specialist although training is recommended.

Specialist Teacher Assessment: Usually uses a variety of tools to produce a picture of strengths and weaknesses, a more detailed report where the focus is on support strategies.

Educational Psychologist assessment: Uses a variety of tests (often closed ones) looking at how an individual processes information to build up a picture of strengths and weaknesses

