Dyscalculia Overview for Teachers

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Classification

• Specific learning disability in the DSM V
• Diagnosis
  – Interviews
  – Assessments
  – Grades
  – Performance
• 504 or IDEA (special education services)

Frequency

5 -10%

Misconceptions

• Grow out of it
• Lazy
• Linked to intelligence
• Gender, ethnic, socio-economic specific

Indicators

Trouble with:
  • Understanding quantities
  • Recognizing numbers and equivalent word
  • Working memory – lists
  • Number sense – ordering, sequencing
  • Estimation
  • Assumptions and inferences
  • Reading graphs
  • Visual, spatial orientation
Approximating Number Systems

Equivalents

Three

0 10 30

Sequencing
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Operations

\[
\begin{align*}
15 + 26 &= 14 \\
1 + 5 + 2 + 6 &= 14 \\
15 + 26 &= 311 \\
1 + 6 &= 7 \\
15 + 26 &= 77 \\
5 + 2 &= 7
\end{align*}
\]

Thought

Seeing these examples, do you recognize any of your students?

Examples in Elementary

- Finger counting
- Skips numbers
- Base 10 system
- Symbol confusion
- Avoids games with scoring
- Time and money mismanagement
- Anxiety and frustration

Examples in Secondary

- Longer to complete work
- Errors in calculations
- Measurement and time problems
- Charts and graphs
- Estimation
- Avoids games with scoring
Choosing Interventions

- Research-based
- Evidence-based

Intervention Types

- Academic
- Cognitive
- Other

Interventions & Accommodations

- Use screening for early identification
- Use grouping
- Use concrete examples/concepts
- Use manipulatives
- Use real-life experiences
- Use a variety of instructional methods
- Use alternative evaluation and grading
- Use chunk learning

Math Learning Series Site

There’s so much more to learn

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