

SEN at Sandon: All you need to know about Dyscalculia



WHAT IS DYSCLCULIA?

DFE definition: 'A condition that affects the ability to acquire arithmetical skills. Dyscalculic learners may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures'.

There are a wide ranges of difficulties that a person with dyscalculia can face. Some people will struggle with only a few of these, while others will have difficulties in all areas of arithmetical understanding. Some of the areas of difficulty are as follows:

- Has difficulty when counting backwards.
- Has a poor sense of number and estimation.
- Has difficulty in remembering 'basic' facts, despite many hours of practice/rote learning.
- Has no strategies to compensate for lack of recall, other than to use counting.
- Has difficulty in understanding place value and the role of zero.
- Has no sense of whether any answers that are obtained are right or nearly right.
- Tends to be slower to perform calculations. (Therefore give less examples, rather than more time).
- Forgets mathematical procedures, especially as they become more complex, for example 'long' division.
- Addition is often the default operation. The other operations are usually very poorly executed (or avoided altogether).
- Weak mental arithmetic skills.
- High levels of mathematics anxiety.

Information from <http://www.bdadyslexia.org.uk/dyslexic/dyscalculia>

Dyscalculia is not an illness so it cannot be cured. If a child has dyscalculia, then he/she will require support. This support is designed to equip children with coping strategies that they can use in the classroom and in their day-to-day encounters with numbers.

Tips for parents:

Patience- not being able to complete tasks can be very frustrating for children. Being patient and making sure that they understand that they can take their time will be important to a child.

Offering praise rewards and encouragement for small steps of achievement can help to motivate them and make them feel proud of their progress.

Have an awareness that children may struggle with some aspects of their day to day life, such as telling the time, understanding their timetable or handling money in the dinner queue.

<http://www.wordshark.co.uk/numbershark.aspx>

<https://trockstars.com/> <https://uk.ixl.com/math/>

HOW CAN MY CHILD BE HELPED IN SCHOOL?

Use of Concrete Apparatus

Instead of relying on printed resources and verbal teaching, students with dyscalculia often find it helpful to use concrete apparatus so that they can have a more kinaesthetic, or hands on, approach to their learning. This may include counting blocks, rulers, clock faces or fraction segments.

Over Learning Techniques

Students with dyscalculia may need to learn the same concept or procedure over and over again before they begin to understand it.

Reinforcement

Reinforce ideas and concepts by using different approaches to teaching. Information will be given verbally, in written form and visually using apparatus.

HOMWORK / REVISION TIPS

- Highlight key numbers or words
- Allow extra time
- Talk through problems and how to solve them