

# Dyscalculia

Dyscalculia is defined as a failure to achieve in mathematics commensurate with chronological age, normal intelligence, and adequate instruction. It is marked by difficulties with visualization; visual-spatial perception, processing and discrimination; counting; pattern recognition; sequential memory; working-memory for numbers; retrieval of learned facts and procedures; directional confusion; quantitative processing speed; kinaesthetic sequences; and perception of time.

## How YOU can help your child:

Everyday life is packed with teaching opportunities. Soon you'll be able to see and manage the maths all around you!

**Compass Directions.** Point out positional descriptors and require your child to talk about and demonstrate them: left/right, before/after, north/south, former/latter, etc.

**The language of Time.** Deliberately talk about the language of time, point out vocabulary: second, minute, hour, day, week, weekly, monthly, yearly, annual, annually, decade, century, fortnight (14 days/2 weeks); century, centuries etc.

**The Language of Mathematics.** Deliberately learn, use, and point out the language of mathematics, especially number prefixes and roots.

**Learn with Money.** Use money to teach decimal understanding, and to act out / solve maths problems. Use money to demonstrate numbers.

**Get & Stay Organized.** Organization: colour-code classes & supplies; use phone timers, calendars, and alerts.

Be alert to dyscalculic errors when reading, thinking, copying, writing, and speaking.

## How TCS will help your child:

During the run up to September, the Learning Support Department will be preparing Pupil Profiles and assessing the needs of, and provisions for each new student to ensure there is sufficient support in place. We have a team of trained Learning Support Assistants whose role is to provide in class support. They can help by isolating and chunking numbers to reduce errors when copying and reading.

We know that the working memory of those with dyscalculia is slower; so important information may be left out, sequences confused, the patterns and the association of meaning to symbols become ambiguous. The result can be a student who is frustrated, angry, or anxious over the consequences of their inability to perform as expected. An anxiety or

panic attack may ensue. To help counter this we have a system of 'Time Out' cards, allowing the student to leave their lesson and come to the Learning Support Department to cool down for a few minutes.