

Checklist for Dyscalculia

Name _____ Age _____ Date _____

Does the learner....

- Find it impossible to 'see' that four objects are 4 without counting (or 3 objects, if a young child)
- Have difficulty counting objects accurately and lack the ability to make 'one to one correspondence'
- Find it much harder to count backwards compared to counting forwards
- Count on for addition facts, for example, for $6 + 3$, counting on '7, 8, 9' to get the answer
- Have difficulty with retrieving addition facts from memory
- Count all the numbers when adding, for example, for $5 + 3$, counting '1, 2, 3, 4, 5... 6, 7, 8'
- Find it difficult to count fluently sequences that are less familiar, such as: 1, 3, 5, 7.... or 4, 14, 24, 34....
- Use tally marks for addition or subtraction problems
- Have difficulty in progressing from the materials and images, for example, counters, blocks, tallies, to the symbols/numbers
- Have poor skills with money, for example, and able to calculate change from a purchase
- Think an item priced at £4.99 is '£4 and a bit' rather than almost £5
- 'See' numbers literally and not interrelated, for example, count up from 1 to get 9, rather than using $10 - 1$
- Find it difficult to write numbers that have zeros within them, such as, '304' or '4021'
- Find estimating impossible
- Find it difficult to judge whether an answer is right, or nearly right
- Organise written work poorly, for example, not lining up columns of numbers properly
- Not 'see' automatically that $7 + 5$ is the same as $5 + 7$ (or that 7×3 is the same as 3×7)

- Write 51 for 15 or 61 for 16 (and the same reversal for all the teen numbers)
- Forget the question asked in mental arithmetic
- Struggle with mental arithmetic
- Learn multiplication facts, but then forget them overnight
- Only know the 2 x, 5 x and 10 x multiplication facts
- Count on to access the 2 x and 5 x facts
- Make 'big' errors for multiplication facts, such as $6 \times 7 = 67$ or $6 \times 7 = 13$
- Like to use formulas, but uses them mechanically without any understanding of how they work
- Forget mathematical procedures, especially as they become more complex, such as decomposing or borrowing for subtraction and, almost certainly, the 'traditional' method for division
- Get very anxious about doing any mathematics
- Refuse to try any mathematics, especially unfamiliar topics
- Become impulsive when doing mathematics, rather than being analytical, rushing to get it over with?
- Show an inability to 'see' patterns or generalisations, especially ones that are incompatible with previous patterns, for example, seeing that $1/2, 1/3, 1/4, 1/5$ is a sequence that is getting smaller
- Think that algebra is impossible to understand