→ University of Brighton

School of Sport and Health Sciences

Dyscalculia

Dyscalculia is a specific and persistent difficulty in understanding numbers which can lead to a diverse range of difficulties with mathematics. Dyscalculia occurs accross all ages and abilities.

As an educator, you have an important role in supporting your students learning. Here are some useful tips which may help you to support your student with their dyscalculia and their learning while on placement.



Ask the student about their strengths and how these can help them succeed in their placement

Printed material should be in "sans serif" fonts (e.g. Arial or Calibri) as these are easier to read.

Break down longer complicated instructions into smaller steps.

It may be worthwhile creating a orientation pack with a variety of formats e.g. pictorial, diagram, chart, coloured highlighting, to outline useful information.

Ask your student how they normally manage and learn best? How can you support them in this new environment?

Discuss
alternative
creative methods
of learning with
your student e.g.
handovers and
note taking.



Allow time for practice and double checking notes and reports.

Allow the student to double check their calculations with an electronic device.

Encourage the use of a crib sheet with any symbols the student may come across.

Discuss with your student the possibility of keeping a weekly diary, shared calendar to visualise the week ahead.

Try using colour coding or lettering instead of numbers when organising documents for the students use.



DYSCALCULIA TOP

TIPS

When providing your student with paperwork, try highlighting or circling key areas and encourage students to double check

their work.

More information here: https://www.royalwolverhampton.nhs.uk/EasySiteWeb/GatewayLink.aspx?alId=5695
Bird, R. (2009) Overcoming difficulties with number: supporting dyscalculia and students who struggle with maths. Sage.
Kirk, K. and Payne, B. (2012) 'Dyscalculia: awareness and student support', Nursing times, 108(37), pp. 16-18.

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