
What is dyscalculia?
Dyscalculia is a term referring to a wide range of life-long learning disabilities involving math. There is no single form of math disability, and difficulties vary from person to person and affect people differently in school and throughout life.

What are the effects of dyscalculia?
Since disabilities involving math can be so different, the effects they have on a person’s development can be just as different. For instance, a person who has trouble processing language will face different challenges in math than a person who has difficulty with visual-spatial relationships. Another person with trouble remembering facts and keeping a sequence of steps in order will have yet a different set of math-related challenges to overcome.

Early childhood
Building a solid foundation in math involves many different skills. Young children with learning disabilities can have difficulty learning the meaning of numbers (number sense), trouble with tasks like sorting objects by shape, size or color; recognizing groups and patterns; and comparing and contrasting using concepts like smaller/bigger or taller/shorter. Learning to count, recognizing numbers and matching numbers with amounts can also be difficult for these children.

School-age children
As math learning continues, school-age children with language processing disabilities may have difficulty solving basic math problems using addition, subtraction, multiplication and division. They struggle to remember and retain basic math facts (i.e. times tables), and have trouble figuring out how to apply their knowledge and skills to solve math problems.

Teenagers & adults
If basic math facts are not mastered, many teenagers and adults with dyscalculia may have difficulty moving on to more advanced math applications. Language processing disabilities can make it hard for a person to get a grasp of the vocabulary of math. Without the proper vocabulary and a clear understanding of what the words represent, it is difficult to build on math knowledge.

Success in more advanced math procedures requires that a person be able to follow multi-step procedures. For individuals with learning disabilities, it may be hard to visualize patterns, different parts of a math problem or identify critical information needed to solve equations and more complex problems.

What are the warning signs?
Since math disabilities are varied, the signs that a person may have a difficulty in this area can be just as varied. However, having difficulty learning math skills does not necessarily mean a person has a learning disability. All students learn at different paces, and particularly among young people, it takes time and practice for formal math procedures to make practical sense. If a person has trouble in any of the areas below, additional help may be beneficial.

- Good at speaking, reading, and writing, but slow to develop counting and math problem-solving skills

(con’t. on page 2)
Group Opportunities for Information & Support

**SUPPORT GROUPS**

- **Watauga:** Challenging Behaviors
- **Watauga:** Medically Fragile Children

First Friday at 6pm/Dinner and Childcare provided
Information/register: 828-262-6089

**Wilkes & Ashe:** Groups are beginning!

For information call & leave message for Norma at (866)812-3122

**LOVE AND LOGIC PARENTING CLASSES**

are offered in Avery, Ashe, and Watauga.
For more information on the times and places of these classes call: 828-262-6089

**Dine and Discover:**

For Watauga Women

**Exploring Women’s Health**

Earn $10 cash or $10 gift card for attending!

May 24 6-8pm St. Elizabeth’s Catholic Church

Dinner at 6pm Group at 6:30pm
Childcare provided
Information/register: 828-264-1532

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**Dyscalculia (con’t from page 1)**

- Good memory for printed words, but difficulty reading numbers, or recalling numbers in sequence
- Good with general math concepts, but frustrated when specific computation and organization skills need to be used
- Trouble with the concept of time-chronically late, difficulty remembering schedules, trouble with approximating how long something will take
- Poor sense of direction, easily disoriented and easily confused by changes in routine
- Poor long term memory of concepts-can do math functions one day, but is unable to repeat them the next day
- Poor mental math ability-trouble estimating grocery costs or counting days until vacation
- Difficulty playing strategy games like chess, bridge or role-playing video games

**Dyscalculia**

evaluates a student for learning disabilities in math, the student is interviewed about a full range of math-related skills and behaviors. Pencil and paper math tests are often used, but an evaluation needs to accomplish more. It is meant to reveal how a person understands and uses numbers and math concepts to solve advanced-level, as well as everyday, problems. The evaluation compares a person’s expected and actual levels of skill and understanding while noting the person’s specific strengths and weaknesses. Below are some of the areas that may be addressed:

- Ability with basic math skills like counting, adding, subtracting, multiplying and dividing
- Ability to predict appropriate procedures based on understanding patterns - knowing when to add, subtract, multiply, divide or do more advanced computations
- Ability to organize objects in a logical way
- Ability to measure-telling time, using money
- Ability to estimate number quantities

**Ability to self-check work and find alternate ways to solve problems.**

**Treating dyscalculia**

Helping a student identify his/her strengths and weaknesses is the first step to getting help. Following identification, parents, teachers and other educators can work together to establish strategies that will help the student learn math more effectively. Help outside the classroom lets a student and tutor focus specifically on the difficulties that student is having, taking pressure off moving to new topics too quickly. Repeated reinforcement and specific practice of straightforward ideas can make understanding easier. Other strategies for inside and outside the classroom include:

- Use graph paper for students who have difficulty organizing ideas on paper.
- Work on finding different ways to approach math facts; i.e., instead of just memorizing the multiplication tables, explain that $8 \times 2 = 16$, so if 16 is doubled, $8 \times 4$ must be 32.
- Practice estimating as a way to begin solving math problems.
- Introduce new skills beginning with concrete examples and later moving to more abstract applications.
- For language difficulties, explain ideas and problems clearly and encourage students to ask questions as they work.
- Provide a place to work with few distractions and have pencils, erasers and other tools on hand as needed.

Help students become aware of their strengths and weaknesses. Understanding how a person learns best is a big step in achieving academic success and confidence.

For more information:
http://www.ldonline.org/article/13709
Parent/Teacher Conferences

Parent/Teacher conferences can be an emotional time for both parties. It’s not unusual for either parents or teachers to forget they are really on the same team - the child’s team!

When both parties put forth their best communication and listening skills, these emotional battles can be replaced by the opportunity to share ideas that are in the student’s best interest.

Conferences that are Guaranteed to Fail

When teachers and parents come to a meeting with a set notion of the child’s problem and how to deal with it the result is often a contest of words. Both parent and teacher waste a lot of time trying to persuade the other to understand and adopt their point of view.

The following are proven techniques that can end any progress during a conference:

Non-negotiable demands - A parent who demands, “I want Rachel transferred to a different reading group by Monday!”, has effectively put an end to communication.

Threats - A teacher who threatens, “If Danny disrupts my class one more time, I’ll send him to the principal’s office every day for the rest of the month!”, has not learned the art of either negotiation or communication.

Accusations - The statement, “If you would give Johnny more personal attention at home, his reading skills would be up to speed,” is guaranteed to put a parent on the defensive.

Words that Work Wonders

Parents and teachers alike must remember the reason for meeting is to share ideas that will help the child overcome his or her school problems. People who get the best results during these conferences remember the magic words of good communication.

FamilyFun.com - Felt Board

CRAFT MATERIALS:

- Scraps of colorful felt or flannel material
- Old shoe box or boot box
- Scissors
- Craft glue
- Sandpaper
- Photos, optional

Time needed: Under 1 Hour

1. Cut one piece of felt or flannel to fit on the inside of the box lid and glue it in place (sky blue is a good, neutral color for this background). 2. Cut the scraps of felt into figures, which will naturally stick to the storyboard. Try making trees, fish, birds, flowers, stars and even letters. People and animals can be made up of several shapes, so be sure to cut out circles for faces and eyes, as well as rectangles for arms and legs. (You can also clip magazine pictures, coloring book characters and real photos for the storytelling board.) 3. Glue the cutouts to cardboard and glue a strip of sandpaper to the back so they will adhere to the fabric. 4. Once you have a variety of characters and props, let the storytelling begin. Make up an imaginary story, retell a traditional fairy tale, or use real photos for true-to-life stories.

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To talk with another parent who understands
Information about a specific disability or health condition
To be a Supporting Family
More information about FSN-HC
To make a tax deductible donation

Please call: 828-262-6089 or Toll-free family line: 866-812-3122
Or hayeskl@appstate.edu