If you recognise yourself in the following descriptions come and talk to one of our tutors. They can help you work out the best way to study and, incidentally, point out the ‘coping strategies’ you may already have. If you have dyscalculia it may be a reasonable adjustment to allow extra time in examinations, and funding for specialist software.

Dyscalculia is:

- a Specific Learning Difficulty (SpLD). SpLDs affect the way information is learned and processed.
- one of the less well known SpLDs which can create difficulties with the size and order of numbers, judging time and dealing with money. You may have hated everything to do with numbers all your life and you may have no confidence at all when dealing with them.
- defined as an unexpected inability to handle one or more aspects of maths: ‘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. Even if they produce a correct answer or use a correct method they may do so mechanically and without confidence’ (DfES, 2001)

Dyscalculia is not:

- a general learning difficulty; instead problems are specific to those areas where difficulties occur.
- associated with intelligence - either lower or higher; being dyscalculic is part of the normal range of human diversity.

Positive aspects of dyscalculia

Dyscalculic people often have strengths such as:

- Creativity
- Problem solving
- Practical ability
- A love of words
- Intuitive thinking.

A student with dyscalculia may experiences difficulties with:

Arithmetical issues:

- Understanding place values
- Doing sums without a calculator
- Working out money

Reasoning issues

- Moving from concrete to abstract
- Following steps in a mathematical process

Memory difficulties

- Remembering what different symbols mean
- Remembering formulae or theorems
- Recalling names, dates phone numbers
- Reading and understanding maths book
- Relating printed questions to mathematical techniques

Generally

- Fluctuations in concentration or ability
- Increased stress and fatigue
- Anxiety and exasperation

Contact us: Telephone 0115 823 2070 (option 3) to make an appointment or call into one of the Student Services Centres.
For further information:

- Excellent online forum for individuals with dyscalculia

http://www.lboro.ac.uk/departments/mlsc/student-resources/
- Links to resources for university students including facts & formulae, states and HELM (Helping Engineers Learn Maths).

http://www.dyscalculiainfo.org/
- Swedish website with a good overview of dyscalculia. See especially the link on the left to the e-book “What is dyscalculia” for detailed information

http://www.dyscalculia.me.uk/SEN64%20dyscalculia.pdf
- Article entitled “Five ways to understand dyscalculia” seeks to explain the difficulties encountered.

http://www.statstutor.ac.uk/about/
- A collection of different learning materials designed by two universities to support students looking for post-16 statistics help

www.brainhe.com
- Resource and support website for students and staff in Higher Education.
- Contains information covering all forms of neurodiversity.
- Has information on learning strategies, print and online resources, and software, including downloads and screen readers.

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