

## Dyscalculia Indicators

**Remember-** Many of these stages are typical of younger children, so age must always be taken into account.

- Very slow to learn number bonds to 5/10, or never at all.
- Lack of understanding of number size eg. think **2** is a bigger number than **8**.
- Slow to gain 1-1 correspondence eg. 1=one=one counter
- Reliance on counting in ones, rather than calculations.
- Inefficient use of fingers.
- Poor visual imagery – can't group and count in 2's, 4's etc.
- Struggles to 'count on' and always goes back to 1.
- Over reliance on concrete materials.
- Inefficient methods of counting large numbers.
- Poor understanding of place value.
- Inability to consistently link symbols to concepts eg. - = take away
- Lack of problem solving strategies
- No recognition of commutative principle  $2+4 = 4+2$
- Have to recount when same amount is redistributed.
- No understanding of role of zero

### **May also have-**

Visual perceptual difficulties

Orientation problems

Motor difficulties