**Dyscalculia – Parent Carer Checklist**

| Some statements could belong to more than category. Tick all that apply … | |  |
| --- | --- | --- |
| **subitising, number sense & comparison** | Finds it impossible to ‘see’ that four objects are four without counting. |  |
| Difficulty in understanding the concept of 7 being 1 more than 6, 8 being 1 more than 7 and so on. |  |
| Difficulty understanding which number is bigger (e.g. 7 or 6)? |  |
| Difficulty in partitioning (e.g. that 7 is made up of 5+2 or 6+1 or 3+3+1 and so on). |  |
| Difficulty with place value (does not understand the concept of zero). |  |
| Finds it difficult to write numbers which have zeros within them, such as ‘three hundred and four’ or ‘four thousand and twenty-one’. |  |
| Not know, nor understand, the underlying place value concept, when multiplying and dividing by 10, 100, 1000 and above. |  |
| Difficulty in remembering the names of numbers. |  |
| **one to one correspondence & counting** | Has difficulty counting a collection of different objects accurately. |  |
| Struggles to connect a number to an object, such as knowing that ‘3’ applies to groups of things like 3 cakes, 3 cars, or 3 friends. |  |
| Doesn’t associate the final count to represent the total number or size of the collection. |  |
| **number ordering & sequencing** | Difficulty in counting in order – may count randomly (e.g. 1,2,3,7,5,9…). |  |
| Finds it difficult to ‘count on’ and will return to 1 each time (e.g. 3 + 4, counts ‘1 2 3 ... 4 5 6 7’). |  |
| Find it much harder to count backwards compared to forwards. |  |
| Difficulty counting in groups or sequences, such as 1, 3, 5, 7 … or 4, 14, 24, 34 … |  |
| Struggles to recognise patterns (e.g. smallest to largest or tallest to shortest or that 1/2, 1/3, 1/4, 1/5 is a sequence that is getting smaller). |  |

|  |  |  |
| --- | --- | --- |
| **Tick all that apply …** | |  |
| **anxiety** | May avoid situations that require understanding numbers, like playing games that involve maths. |  |
| Lacks confidence in activities that require understanding speed, distance and directions, and may get lost easily. |  |
| Gets very anxious about doing ANY mathematics. |  |
| Avoids completing maths homework and/or completing maths homework is a chore. |  |
| Refuses to try any mathematics, especially unfamiliar topics. |  |
| **fact retrieval, number calculations & fluency** | Forgets where s/he is up to in calculations. Forgets the question asked in a mental arithmetic. |  |
| Difficulty in deriving information from a known fact (e.g. if 6+4=10, then 6+5 must be 11). |  |
| Has difficulty learning and recalling basic number facts such as number bonds (e.g. 6 + 4 = 10). |  |
| Difficulty in learning times tables. |  |
| Doesn’t recognise the relationships between addition and subtraction facts. |  |
| Doesn’t recognise the relationships between multiplication and division facts. |  |
| Only really knows the 2x, 5x and 10x multiplication facts. |  |
| Makes ‘big’ errors for multiplication facts, such as, 6 x 7 = 67 or 6 x 7 = 13. |  |
|  | Struggles to recognise that 3 + 5 is the same as 5 + 3 or may not be able to solve 3 + 26 ‒ 26 without calculating. |  |
| **estimating** | Finds rounding numbers difficult. |  |
| When estimating, will take wild guesses. |  |
| Finds it difficult to judge if whether an answer is right or nearly right. |  |
| Think an item priced at £4.99 is ‘£4 and a bit’ rather than almost £5. |  |
| **word problems & symbol/**  **language** | May not understand the mathematical language used in calculations or procedures. |  |
| May confuse symbols such as + and x. |  |
| Has difficulty choosing the correct operation in word problems. |  |

|  |  |  |
| --- | --- | --- |
| **Tick all that apply …** | |  |
| **embedding & applying**  **skills, procedures & knowledge** | Still uses fingers to count instead of using more advanced strategies (like mental maths). |  |
| Difficulty generalising from one situation to another (e.g. 3 + 5 = 8 to 3p + 5p = 8p). |  |
| Missing number notation is a difficulty (e.g. 2 + ? = 5, ? + 4 = 6 and ? – 5 = 3). |  |
| Confuses similar sounding numbers (e.g. thirteen and thirty). |  |
| May write numbers the wrong way round (e.g. 23 instead of 32, or mis-interpret digits e.g. confusing 3 and 5, 2 and 5, 1 and 7, or reversing digits). |  |
| Difficulty remembering and understanding multi-step procedures. |  |
| Difficulty in understanding coin values and giving change. |  |
| Confuses the order in division (e.g. is it 4 divided by 2 or 2 divided by 4?). |  |
| Struggles with mental arithmetic. |  |
| Difficulty in learning to tell the time. |  |
| Thinks that algebra is impossible to understand, (e.g. 2 x  6 or 3 x  1  7). |  |
| Problems with percentages, fractions and decimals continue to be problematic. |  |
| Forgets mathematics procedures (e.g. decomposing, re-naming, re-grouping or borrowing). |  |
| Becomes impulsive when doing mathematics, rather than being analytical. Rushes to get it over with. |  |
| Follows procedures mechanically without understanding them. |  |
| Difficulty in explaining their answer or method. |  |
|  | Poor setting out on the page, numbers in the wrong column. |  |
|  | May not use visual images and so may find spatial reasoning difficult. |  |

**References:**

Chinn, S. (2019). *Dyscalculia Checklist.* Available: [http://www.stevechinn.co.uk/dyscalculia/the-dyscalculia-checklist. Last accessed 11.02.2020](http://www.stevechinn.co.uk/dyscalculia/the-dyscalculia-checklist.%20Last%20accessed%2011.02.2020).

Kelly, K (2020). *Identifying, Assessing and Supporting Learners with Dyscalculia*. London: SAGE Publications Ltd. p1-368