

DYSCALCULIA (SPECIFIC LEARNING DISORDER) CHECKLIST

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Name of child or adolescent

Age

Each item should be checked off using the following rating scale

- 0 Not at all, never occurs, does not apply
- 1 Mild, sometimes observed, applies to some extent
- 2 Moderate, often observed, certainly applies
- 3 Severe, frequently observed, strongly applies

Poor number sense when asked to navigate a printed number line

Touch counts or searches randomly to find a target number.....0 1 2 3

Sample question 'Here are the numbers 0 to 50. Where is 25?'

Does not use 10s to make counting easier. Counts every number.....0 1 2 3

Sample question 'Here are the numbers 0 to 50. How far is it from 10 to 30?'

Difficulties with mental manipulation of the number sequence

Poor grasp of the position of numbers. Needs to count.....0 1 2 3

Sample question: 'Which number comes between 15 and 17?'

Poor grasp of the order of magnitude of numbers. Needs to count.....0 1 2 3

Sample question: 'Is 21 bigger or smaller than 19?'

Poor grasp of relative position of numbers. Needs to count.....0 1 2 3

Sample question: 'Is 18 or 38 the closest to 20?'

Finds it difficult to skip count, counts every number in between.....0 1 2 3

Sample question: 'Count in threes from 11 to 25'.

Poor subitizing skills

Does not recognize small quantities at a glance. Needs to count0 1 2 3

Given two sets of items needs to count all to decide the largest set.....0 1 2 3

Cannot divide small quantities into equal halves without counting0 1 2 3

Difficulties in understanding place value

Does not understand place value0 1 2 3

Sample question: 'How many 10s in 34?'

Does not use place value to multiply by 10 or 1000 1 2 3

Sample questions: 'What is 14×10 ? What is 39×100 ?'

Does not use place value to divide by 10 or 1000 1 2 3

Sample questions: 'What is $150 \div 10$? What is $300 \div 100$?'



Poor memory for number facts or procedures

Difficulties in learning basic number facts.....0	1	2	3
Forgets what to do in formal work, confuses working methods0	1	2	3
Loses track when calculating mentally.....0	1	2	3

Relies on concrete counting rather than mental calculation or recall

Uses fingers or counters for simple calculations0	1	2	3
Makes tally marks to assist with calculation0	1	2	3
Does not 'count on' from smaller number, counts from 10	1	2	3
Difficulties in using the principle of commutation0	1	2	3
<i>Sample question: 'If 2 with 5 is 7, what is 7-5?'</i>			
Does not use known facts, always starts from scratch.....0	1	2	3

Slow working mathematically

Does not produce quick, automatic answers, relies on counting.....0	1	2	3
Does not know how to take short cuts, works very methodically0	1	2	3

Poor estimating skills

Makes poor estimates in math, poor judge of expected answer.....0	1	2	3
Difficulties in estimating quantities, measurements or time0	1	2	3

Underachievement in mathematics

Numeracy skills poorer than expected for age and ability0	1	2	3
Poor progress in mathematics despite appropriate teaching.....0	1	2	3
Achievements and progress do not reflect the effort put in.....0	1	2	3

Low confidence in mathematics

Low confidence in mathematics0	1	2	3
Avoids math where possible0	1	2	3
Low motivation in mathematics.....0	1	2	3
Gets frustrated and upset with mathematics activities.....0	1	2	3

Positive characteristics and strengths (describe at least 3)

Important notes

This checklist can be used to help diagnose and assess Dyscalculia. However, several conditions have similar characteristics and there may a range of explanations for the observations made. Specialist assessment is necessary for a formal diagnosis.

- Supporting notes on Dyscalculia (pages 44–9)
- Guides for discussions with colleagues, parents and students (pages 184–8)

