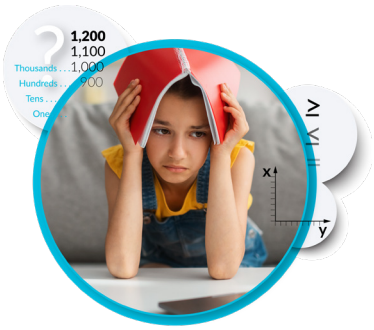
Common Signs of Dyscalculia:

TOUCHMATH®

1. **Difficulty developing number and quantity:** This includes number sense, a person's ability to comprehend and intuitively understand numbers, their relationship, size, and their connection to the real world, and base ten, the decimal system and the value a numbers position has. For example, yesterday the child could tell you the flower had five petals, but today they say four or that they do not remember.

2. **Problems with understanding math operations:** This includes the understanding and application of addition, subtraction, multiplication, and division. Specifically, word problems can be difficult for those with dyscalculia.



3. **Trouble remembering math concepts:** This includes difficulties with understanding and remembering mathematical rules, formulas, and sequences including the appropriate usage of the corresponding symbols (+, -, ÷, x).

4. **Inability to memorize numerical facts:** This can look like not being able to remember 2 + 2 = 4 or the formula for the perimeter of a rectangle, 2 x length + 2 x width. It can also look like counting every number instead of counting on from the first number.

5. **Inconsistent results in calculation:** This can look like basic arithmetic operation errors and can be most noticeable when the student or child is provided with the same problem but provides different answers.

Common Signs of Dyscalculia (continued):

6. **Struggles performing mental math:** A child who struggles with mental math may take more time than their peers to formulate the answer as they try to process numbers and perform calculations in their head.

7. **Counting on fingers**: Counting on one's fingers after the expected age or grade may be an indication that they are finding it hard to mentally do the calculation. People with dyscalculia can exhibit this symptom.

8. **Difficulty estimating time, distance, and volume:**

- Difficulty estimating time may look like underestimating or overestimating how long it will take to complete a task or being late.
- Difficulty estimating distance may look like misjudging the appropriate amount of space needed to perform an activity.
- Difficulty estimating volume may look like challenges estimating the quantity or capacity when pouring milk or another beverage into a glass.

9. **Challenges using analog clocks and maps:**

- When someone has trouble using an analog clock it can look like inability to judge how much time has passed or being able to interpret the position of the minute, hour, and second hands.
- When using a map, this challenge can look like confusion when utilizing symbols, legends, and scales as well as spatial orientation and visualizing the relationship between the map and the real-world environment.

10. **Trouble with money-related tasks:** This can look like struggling when making change, calculating tips, or estimating sale prices.