Table 2.1 Overlapping Characteristics of Dyscalculia and Other SpLDs

| Area of Difficulty | SpLDs commonly affected |
| --- | --- |
| Mental calculations | DL, DP, DC, ADHD |
| Slow to respond to questions | DL, DP, DC, ADHD |
| Little written output | DL, DP, DC, ADHD |
| Keeping place in calculation | DL, DP, DC, ADHD |
| Retrieving learned facts (e.g. number bonds, multiplication tables) | DL, DP, DC, ADHD |
| Linking vocabulary to maths symbols and vice versa | DL, DP, DC, ADHD |
| Reading word problems | DL, DP, ADHD |
| Recognising which operation is implied by a particular word in word problems | DL, DP, DC, ADHD |
| Telling the time from an analogue clock | DL, DP, DC, ADHD |
| Poor working memory – cannot stay ‘on track’ in calculations | DL, DP, DC\*, ADHD |
| Coding and sequential thinking (e.g. algebra) | DL, DP, DC, ADHD |
| Cannot remember next step in a process | DL, DP, DC, ADHD |
| Poor setting out on page | DP, DC |
| Seeing patterns in strings or sequences of numbers | DP, DC |
| Poor spatial skills (e.g. writes numbers or symbols incorrectly) | DP, DC |
| Understanding place value | DP, DC |
| Understanding fractions, decimals, ratios and percentages | DP, DC |
| Profound difficulty in estimating | DP, DC |
| Visualisation (e.g. seeing questions in head, seeing how numbers are written and how they relate to each other) | DP, DC |
| Weak perception (e.g. interpreting diagrams, discriminating similar symbols) | DP, DC |
| Logical thinking | DC, DP\*\* |
| Understanding simple number concepts | DC |
| Lack of intuitive grasp of numbers | DC |
| Generalising from one type of calculation to another (e.g. 5p – 2p to 5 – 2) | DC |
| Poor understanding of money | DC |
| Uses fingers in simple calculations | DC |
| Does not ask questions even when s/he clearly does not understand | DC |
| Finds it difficult to remember basic number facts | DC |
| Forgets previously mastered procedures very quickly | DC |
| Problems in understanding difference in size between numbers | DC |
| Finds rounding numbers difficult | DC |
| Does ‘sums’ mechanically – cannot explain procedure | DC |
| Reliance on rote learning rather than understanding | DC |
| Anxiety (e.g. playing games that involve calculations) | DC |
| Moving from concrete to abstract level at secondary school | DC |