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**Directions:** If you arrived at this document... YOU are in charge of it. Collaborate with people in the room, make this an awesome resource page, edit as you see fit.

<b>Session Title</b>	<b>Counting on Success: How to Support Students with Dyscalculia</b>
<b>Session Presenter</b>	Tracy Mobley
<b>Purpose of Session</b>	This session focuses on identifying dyscalculia, creating a positive learning environment, and implementing effective instructional approaches.

#### Resources from the Presenter:

[Google Presentation](#)

**Attendees:** If you'd like to connect with the people you meet in this session, include your info here.

Name	Email/Twitter	Role & District
Lauren Hofer	Lauren Hofer	Kindergarten Teacher
		Running out of room? Put your cursor in this cell and hit TAB a bunch of times!

**Notes:** (just keep typing):

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What causes dyscalculia theories

- Brain structure
- genes/heredity
- acquired (lost of math skill due to injury)

Dyscalculia is an umbrella term to refer to various conditions that cause specific difficulties in math including:

- Developmental dyscalculia (present at birth)
- Acquired dyscalculia (caused by accidental brain damage)
- Specific learning disability
- Math anxiety

Early indicators:

- Inability to subitize
- Inability to estimate
- Problems with memory

Instruction

- Use concrete materials
- Adapt teaching to current level of understanding
- Limit memory demands
- Provide an intensive, cyclical teaching program
  - Repeated practice in different ways
- Guide students from concrete to abstract work
- Make the learning fun and not stressful

<https://www.mathrecovery.org/>

Contact for Tracy Mobley - [tmobley@ofr5.org](mailto:tmobley@ofr5.org)

Books:

- Dyscalculia: From Science to Education - Brian Butterworth
- The Dyscalculia Toolkit - Ronit Bird
- Teaching Number in the Classroom: Wright, Stanger, Stafford, Maryland
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Websites:

- [lordmath.com](http://lordmath.com)
- [ronitbird.com](http://ronitbird.com)
- [dyscalculia.org](http://dyscalculia.org)

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### Instructional Activities:

- Dot Patterns (cards: <https://lordmath.com/resources>)
  - Start with counters
  - Practice making and reading dot patterns
  - Transfer counters onto dot cards
  - Practice changing dot patterns
  - Play games - collect 5's
- Count Around the Circle
  - Count by same unit
  - Ask if they noticed any patterns, what do you notice about these numbers, (mark up and highlight the noticings on the chart paper)
- Cuisenaire Rods
  - Give kids time become familiar with the rods
  - Practice building staircases
    - Smallest to largest
  - Match numbers to colors
    - 1 to 10
  - Say color and number of rod that is one bigger, one less
  - Equalize by length
  - Find combinations of 10
  - Make a "story" of a number
  - Play games - race to tell a story
- Estimysteries: <https://steveuyborney.com/2022/10/170-new-esti-mysteries/>