

Dyscalculia Signs Checklist

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Kindergarten - Grade 1

- Cannot reliably say which of two small groups has more without counting
- Counts every object one by one instead of recognizing small quantities on sight
- Loses track while counting, or skips or repeats numbers
- Struggles to connect the numeral 5 to five objects or the word five
- Avoids number games, dice, or board games that others enjoy

What to try next: Work with ten-frames, dot cards, and physical objects daily. Keep sessions short and end on a success.

Grades 2-3

- Still finger counting for basic addition and subtraction facts
- Facts do not stick even after repeated drilling
- Confuses place value: reads 27 as 72, or writes 105 for one hundred five
- Cannot estimate whether an answer is reasonable
- Takes far longer than peers on the same page and tires quickly

What to try next: Anchor every abstract step to a visual model. Fewer problems, more depth, identical page layouts.

Grades 4-5

- Multi-step procedures fall apart halfway through
- Fractions feel arbitrary; halves and thirds cannot be pictured
- Cannot tell whether to add or multiply in a word problem
- Copies problems incorrectly or misaligns columns
- Says things like "I'm just not a math person"

What to try next: Rebuild number sense before procedures. Use number lines and area models for fractions.

Grades 6-8

- Ratios, percents, and integers do not connect to anything concrete
- Relies on memorized rules with no sense of why they work
- Visible anxiety, avoidance, or shutdown at the start of math class
- Difficulty with time, schedules, and mental estimates of money

What to try next: Teach fewer big ideas with consistent visual models, and let calculators carry the arithmetic load.

Grades 9-12 and adults

- Avoids situations involving money, tips, measurements, or deadlines
- Cannot estimate travel time, quantities, or costs
- Strong in reading and writing but blocked by any numeric task
- Long history of believing the problem is intelligence rather than a learning difference

What to try next: Focus on functional math: money, time, estimation, and tools that reduce load rather than remove reasoning.

This checklist is for observation and conversation, not diagnosis. Bring it to a teacher or school meeting. Grade-by-grade intervention workbooks are available at everymindlearningpress.com/workbooks.