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To make an appointment to see an adviser:

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<http://www.bangor.ac.uk/student-services/disability/dyslexia.php.en>

This leaflet is available in alternative formats

Dyscalculia is believed to stem from underlying differences in cognitive processing; it is characterised by difficulties in grasping concepts of number, measurement and spatial relationships.

The problems associated with dyscalculia include:

- Comprehending measurement concepts and remembering basic number facts.
- Assimilating concepts of time, including the sequence of past and future events.
- Grasping spatial orientation and directions.
- Sequencing number operations; organising sequential information.
- Understanding and memorising specific facts and formulas for mathematical calculations.
- Dealing with money and managing accounts effectively.
- Using working memory to process mental calculations.

"To me numbers are like a foreign language that I don't (and can't) speak."
Mo Hooper, 2010¹

Despite these problems students should find that specific strategies to minimise mathematical anxieties caused by dyscalculia, as well as to overcome any of these problems, can be very successful.

¹<http://www.dystalk.com/forum/dyscalculia/138-dyscalculia>