



DYSCALCULIA: AN INTRODUCTION



INFORMATION SHEET

For your employees with dyscalculia to feel supported, you will need a neuro-inclusive work environment. When you prioritise neuro-inclusion, **your entire workforce will feel supported**, and you will experience enhanced employee retention, productivity, and well-being.

While there are many coping strategies that neurodivergent adults can put into place, neuro-inclusion is intended to be **a collective**, not a solo **effort**.

What is dyscalculia?

Dyscalculia is a neurodifference **present from birth**. Although it can be diagnosed in childhood, **many** individuals **reach adulthood before being diagnosed**. Every individual with dyscalculia is unique, but some common traits include:

- Difficulty understanding simple number concepts and abstract concepts such as time and direction
- Difficulty counting backwards
- Everyday maths challenges such as dealing with money
- Maths anxiety and low confidence when asked to complete a maths problem
- Short-term memory and learning facts about numbers
- Skipping or misreading numbers when reading from a long list
- Transferring numbers incorrectly from one document to another

If someone in your organisation has informed you that they have dyscalculia or their diagnosis is suspected, they must not be met with stigma or discrimination. Being aware of the support an individual with dyscalculia may require will empower them in the workplace, but you don't have to be a dyscalculia expert.

This information sheet will help you understand how Lexxic can help individuals with dyscalculia thrive in the workplace.



What talents do individuals with dyscalculia bring?



Creative thinker



Hands-on



Solution focused



Think outside the box



Strategic thinker



Words & languages

- The ability to bring new and creative ideas to everything they do
- A hands-on approach to work
- A solution-focused approach to problem-solving
- Thinking outside the box
- Excellent strategic thinking and the ability to see situations holistically. In other words, they can identify critical elements instead of focusing on minor details
- Excellence in words and language





Supporting the individual How can you help?

1. Screening or a diagnostic assessment?

If someone you work with suspects that they have dyscalculia but have not been formally diagnosed: a screening or a diagnostic assessment is suitable.

1a. Purpose of the screening assessment - indicates whether the individual is demonstrating tendencies of dyscalculia, but it does not provide a complete diagnosis.

This assessment is suitable for individuals diagnosed with dyscalculia five or more years ago or those who do not have a copy of their diagnostic report.

The standard assessment process includes the following:

- **A pre-assessment questionnaire** - to gain a detailed understanding of the individuals' strengths, early development, challenges with maths, and educational history
- **A 1.5-hour assessment using an ASC screening tool** - using a dyscalculia screening tool to gather information on developmental history and challenges in several life and work areas
- **The creation of a report** - that outlines strengths, challenges, and concludes whether the individual is demonstrating tendencies of dyscalculia. It does not provide a complete diagnosis. This can help to inform the next suggested stage, the workplace needs assessment

1b. A diagnostic assessment - confirms whether an individual has dyscalculia.

This 3-3.5 hour diagnostic can also be helpful if the individual requires adjustments for formal examinations (e.g., extra time). The standard diagnostic assessment typically involves the following:

- A variety of **cognitive tests and discussions with a psychologist** to understand an individual's cognitive profile. The evaluation is intended to obtain a detailed analysis of strengths and challenges. Common abilities tested for are:
 - Maths problem solving
 - Learning skills such as memory and processing speed
 - Language and listening processing and phonological awareness
- **The creation of a report** - that concludes whether the individual does or does not have dyscalculia

2. A workplace needs assessment

A workplace needs assessment - builds upon the assessment process and provides bespoke advice of adjustments.

The standard assessment process includes the following:

- **A discussion with the individual** - to explore their work environment, daily tasks, strengths, challenges, and current adjustments
- **A discussion with a line manager or HR representative** - to understand the individual's job role, strengths, challenges, and current adjustments
- **The creation of a report** - that outlines the assessment's conclusions and supports the individual and employer in **implementing the recommendations**

Adjustment recommendations can be implemented at little or no cost.

Here are a few of the most standard adjustments for employees with dyscalculia:

- Specialist equipment
- E-learning
- Line manager awareness training
- Assistive technology
- One-to-one coaching

3. One-to-one coaching

A coach will help individuals develop strategies that work for them. One-to-one coaching sessions **teach soft skills that could be applied to the workplace** and environment.

Individuals can **embed the skills learned in the session** into their work, which can help increase the following:

- Productivity
- Confidence at work
- Retention

Coaching topics that may be helpful for an individual with dyscalculia include:

- Maths problem solving
- Reading, proofreading, writing, spelling, and punctuation
- Organising, planning, and prioritising
- Confidence at work

4. Co-coaching

Co-coaching **builds healthy working relationships**. It also brings together employees with dyscalculia and their line manager in a joint coaching session with a psychologist.

Co-coaching is a helpful tool for developing the following:

- Mutual understanding
- Good communication
- Clear goals
- **A safe space** for honest conversations

Building healthy relationships increases collaboration and productivity while fostering a comfortable environment.



**As a team
How can you help?**

5. Dyscalculia awareness training

Dyscalculia awareness training: **can help educate colleagues** working with individuals with dyscalculia. The training is intended to fulfil the following objectives:

Through this training, your staff will:

- Gain **a greater appreciation for co-workers** with dyscalculia
- **Increase their level of understanding** of dyscalculia in the workplace

The aim of the training is the following:

- Learn to **challenge stereotypes** and misconceptions
- To learn about **the unique talents that individuals with dyscalculia bring** to the team
- To provide **advice about adjustments** that can be implemented to support colleagues

6. Implement practical solutions at work

Practical solutions that your team can put in place to support an individual with dyscalculia include:

- Ensuring that you **minimise on-the-spot demands**, especially if these demands involve numbers
- **Presenting numbers using a chunking technique**. The chunking technique uses bullet points to divide critical information into digestible chunks. These digestible chunks successfully structure information
- **Presenting numbers in a visual way**, such as using colours. This can help to ensure the information is bite size and easily digestible
- **Encouraging regular breaks** when the individual is dealing with numbers, such as transferring data from one spreadsheet to another. After a break, looking at the numbers with fresh eyes may help with spotting unintended errors
- Ensuring **written instructions follow any verbal instructions**



Why Lexxic?


We are proud leaders in empowering neurodiversity in the workplace. With over 15 years of experience, our in-house psychology team has **extensive expertise** across a wide range of professions.

We pride ourselves on working in partnership with employers. At Lexxic, we bring together business and employee needs so that **everyone**, regardless of job title or neurotype, **can thrive**.

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