

DYSCALCULIA: AN INTRODUCTION



INFORMATION SHEET



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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