

# Guidelines for lecturers to support students with dyscalculia



## Time Management

- Use the 12-hour clock for all timetables – try to avoid the 24-hour clock. Students may need extra support in working with timetables and working within set time frames, e.g., timed assessments.
- Provide a clear assessment schedule at the beginning of the module.
- Be very clear about deadlines and regularly remind students of a deadline coming up.
- Encourage students to access supports such as Academic Success Coaching/ DSS Learning Support around time management strategies.

## Teaching Methods

- Lots of repetition and practice.
- State the 'obvious'. Try not to assume too much prior knowledge.
- Introduce new concepts with concrete resources or examples where possible. Try to stick to concrete examples until understanding is clear. Only then move on to more abstract examples.
- Make links between new material and previous material as clear as possible. Remind students regularly of how current content and what has been done in previous lectures/terms are linked. Particularly important for key words or concepts.
- Break down a multi-step problem into small, manageable steps.
- Be patient and allow students time to process new information.
- Distributed and spaced practice can help retention of material. For example, adding some exercises from previous topics to exercise sheets.
- For functions questions encourage students to plot the function (e.g., on calculator or app).
- Allow students to work together at times. Peer support can encourage different ways of understanding the problem.
- Create 'recipes' for important methods.



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## Presentation Methods

- Read slides aloud and give verbal explanations of diagrams, data, or methods.
- If a question is a long piece of work, try mind mapping it.
- Use colour, e.g., each variable has a different colour/colours in Excel cells. Give each term of a quadratic a different colour.

## Teaching Materials

- Provide notes in advance where possible. This allows students more time to listen and understand in class.
- Provide sample answers or templates (well written out solutions).
- Provide recordings of examples (including the verbal descriptions) for students to watch back at their own pace.
- Provide lots of written out examples with written explanations.
- Use coloured papers or backgrounds.
- Provide a glossary of key words/terms/theorems and their definitions.

## DSS Students

- Allow the use of calculators and formula books.
- Allow the use of assistive technology.
- Allow the use of extra time in exams/tests.

## Other

- Be aware of where there may be hidden maths in subjects which can also pose difficulties, e.g., music harmony.

MTU Disability Support Service – Cork campus: [www.mycit.ie/dss](http://www.mycit.ie/dss)

MTU Academic Learning Centre: <http://alc.cit.ie>

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