



Public education in America has a problem: students struggle to master math. Students haven't improved test scores in a meaningful way for 50 years (Hanushek, Peterson, Talpey & Woessmann, 2019). Students in the lowest socioeconomic bracket remain three years behind their peers in higher economic brackets (Hanushek, Peterson, Talpey & Woessmann, 2019). As recently as 2020, most students across the country achieved at or below a "basic" score on standardized math tests (nationsreportcard.gov, 2020). One reason for lower academic achievement is having a learning disability, such as the math learning disability *dyscalculia* (nationsreportcard.gov, 2020). Many people with dyscalculia are kept out of higher-level math classes or avoid certain career paths due to their disability.

### **Dyscalculia**

Dyscalculia is a Specific Learning Disorder (SLD). People with SLD's have average or above average intelligence but score two grade levels below their peers in math (Grabner et al., 2007; Hord & Newton, 2014; Landerl, Bevan, & Butterworth, 2004). Students with dyscalculia don't benefit from common interventions and instruction (Landerl, Bevan, & Butterworth, 2004; Piazzini, et al., 2010). For example, people with dyscalculia count on their fingers long after other students use more advanced counting methods (Piazzini, et al., 2010). However, students with dyscalculia can master any math topic when they have the right instruction, assessments, and support (Foster & Shah, 2015). The key to helping dyscalculic students is aligning instruction, assessments, and support systems to their unique learning differences.

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