





# Dyscalculia: An Overview of the Math Disability



## Overview

Dyscalculia is a learning disability that affects how students learn, understand, and retain math concepts ([The Dyscalculia Training Institute](#)). More than 2 million U.S. students have a Specific Learning Disability, including dyscalculia, but many go undiagnosed, bringing the actual number closer to 5 million ([National Center for Learning Disabilities](#)). Students with dyscalculia often perform one or more grade levels below their peers and typically struggle with numeracy, fluency, and following multi-step procedures. Research shows that students with dyscalculia thrive when they receive explicit instruction, targeted intervention, and appropriate accommodations ([Learning Disabilities Association of America](#)).

## Links

-  [Dyscalculia Fact Sheet](#)  
(from [www.thedtri.org](http://www.thedtri.org))
-  [Shining a Light on Dyscalculia](#)  
([www.edutopia.org](http://www.edutopia.org))

## Best Practices



### Say Exactly What You Mean

Specially Designed instruction helps make lessons clear and accessible. Provide each step and check in with questions along the way, creating a supportive environment where students feel comfortable expressing when they need help.



### Promote Precision over Memorization

Students with dyscalculia forget math facts over time and may benefit from the use of a number line, multiplication list, or calculator. Have students check their work so they have repeated exposure to the correct answer.



### More Concrete, More Manipulatives

Students with dyscalculia don't develop a mental number line. Using manipulatives, reference sheets, and other external supports can help provide structure and reinforce number concepts.

## WHY THIS MATTERS IN NEW JERSEY

In New Jersey, 19% of students receive special education services, including 119,586 students identified with specific learning disabilities.

- Local educational agencies (LEAs) can use this data to prioritize professional development in math instruction for students with disabilities, adopt universal screening tools, and enhance Tiered Systems of Support to address math-specific learning needs.