


## Strategies for Learning and Teaching



- Use concrete materials and start from practical activities.
- Avoid creating anxiety for the student.
- Establish the student's preferred learning style.
- Teach more than one way to solve mathematical operations.
- Build on student's existing knowledge.
- Try to understand the student's errors, do not just settle for wrong.
- Concentrate on one concept at a time.
- Language should be kept to a minimum and specific cues given for various mathematical operations in word problems.
- Encourage students to visualise mathematical problems. Allow students to draw a picture to help them understand the problem and ensure they take time to look at any visual information such as charts and graphs.
- If the student does not have co-existing reading difficulties, encourage him/her to read problems aloud.
- In the early stages of teaching new mathematical skills ensure that the mathematical problems are free of large numbers and unnecessary calculations.
-  Provide examples and try to relate problems to real-life situations.
- Provide students with graph paper/squared paper and encourage them to use this to keep the numbers in line.
- Ask to explain verbally how he/she arrived at particular solutions.
- Explain new concepts in a logical manner.
- Encourage students to teach a concept back in order to check understanding.
- Ensure worksheets are uncluttered and clearly laid out and provide ample room for uncluttered computation. Ensure that the page does not look intimidating.
- Limit copying from the board.
- Allow students to use computers and calculators, especially to self-correct.
- Provide students with extra time to complete tasks and encourage the use of rough work for calculations.
- Directly teach the language of Mathematics.
- Always bear in mind the language of Mathematics differs significantly from spoken English.
- Use consistent mathematical language both in your classroom and throughout the school.
- Make use of mnemonics and visual prompting cards to assist students in memorising rules, formulae and tables. Repetition is also very important.
- Always match the strategy to the student's identified needs and abilities.

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