

MATHEMATICS SCREENING

Tangipahoa Parish School System
Mathematics Screening Checklist

Having difficulty learning math skills does not necessarily mean a person has a learning disability. All students learn at different paces, and particularly among young people, it takes time and practice for formal math procedures to make practical sense. (www.schwablearning.org/print)

Student: _____ Date: _____

School: _____

Directions: The teacher(s) must document if the student demonstrates some of the following factors. Please **check** the appropriate factors.

Signs and Symptoms

- _____ Shows difficulty understanding concepts of place value, and quantity, number lines, positive and negative values, carrying and borrowing
- _____ Has difficulty understanding and doing word problems
- _____ Has difficulty sequencing information or events
- _____ Exhibits difficulty using steps involved in math operations
- _____ Shows difficulty understanding fractions
- _____ Is challenged making change and handling money
- _____ Displays difficulty recognizing patterns when adding, subtracting, multiplying, or dividing
- _____ Has difficulty putting language to math processes
- _____ Has difficulty understanding concepts related to time such as days, weeks, months, seasons, quarters, etc.
- _____ Exhibits difficulty organizing problems on the page, keeping numbers lined up, following through on long division problems

Strategies for Students with Math Difficulty

These are strategies that teachers and parents may use to aid student in learning mathematics.

Student: _____ Date: _____

- _____ 1. Allow use of fingers and scratch paper.
- _____ 2. Encourage student to work extra hard to “visualize” mathematics problems.
- _____ 3. Use diagrams, pictures, graphs and/or charts and draw math concepts.
- _____ 4. Provide peer assistance.
- _____ 5. Suggest use of graph paper to keep numbers in line.
- _____ 6. Suggest use of colored pencils to differentiate problems.
- _____ 7. Work with manipulatives.
- _____ 8. Draw pictures of word problems.
- _____ 9. Use mnemonic devices to learn steps of a math concept.
- _____ 10. Use rhythm and music to teach math facts and to set steps to beat.
- _____ 11. Student needs to spend extra time memorizing mathematics facts. Repetition is very important. Schedule computer time for drill and practice.
- _____ 12. Have student read problems out loud and listen very carefully. This allows them to use their auditory skill (which may be strength).
- _____ 13. Provide examples and try to relate problems to real-life situations.
- _____ 14. Provide uncluttered worksheets so that the student is not overwhelmed by too much visual information (visual pollution).
- _____ 15. Promote a positive attitude.
- _____ 16. Schedule computer time for the student for drill and practice.

From the Learning Disabilities Association of American (LDA), 2004