

Dyslexia:

In Math Class: Students may struggle with reading word problems, interpreting symbols, or understanding mathematical vocabulary.

- Pictures visuals help
- Is this a learning disability or is it developmental

Dyscalculia:

In Math Class: Students might have trouble with basic math concepts, such as addition and subtraction, or difficulty remembering math facts.

- Is it dyscalcula or is it dyslexia?
- A student had to count up every time
- Gr $\frac{3}{4}$ needs concrete examples, give separate space to work, lots of space to work on paper

Dysgraphia:

In Math Class: Students may struggle to write numbers legibly, organize their work, or express their mathematical reasoning in written form.

- Sentence frames and word banks for vocabulary
- Cutting out unnecessary steps for assessments
- Chunking questions, writing on the question eliminate unnecessary steps
- Numicon blocks, stations, take a picture of the representation, students are not writing yet
- Highlight big things with one colour, steps down with different colours
- Shared writing, shared math, done in smaller groups
- Modelling for word problems, use different strategies, allow mistakes

ADHD:

In Math Class: Students may have difficulty focusing on lessons, following multi-step directions, or completing assignments on time due to distractibility.

- Challenge is parents saying they might not have ADHD
- White boards, big white board, ability to get up to the board
- Use schedule on how to do the task, step by step, a marker or a flip down schedule on how to do the task
- Automated feedback, flip and check, something that's not just an adult giving feedback
- Visual timer
- Flexible seating, not always in a chair, maybe lap desk, standing desk
- Noise cancelling headphones
- Figure out an activity they like that can get a very focused student

Anxiety Disorders:

In Math Class: Students may experience intense fear or worry about performing poorly, leading to avoidance of math tasks or panic during tests.

- Younger kids, ask them how to help them, this is an assessment not for the student but for the teacher, this is how to teach me to be a better teacher
- Narrative of being a math teacher or not a math teacher, math can look different for every student, flip the narrative
- Chew gum during assessment because you can't chew gum and freak out at the same time
- Allowing mistakes, when you make a mistake your brain grows
- “Get ready, do, done” use for many neurodivergent

Sensory Processing Disorder:

In Math Class: Students may be overwhelmed by classroom noise or distractions, making it hard to focus on math activities.

- Noise cancelling headphones
- Calmer space, less. On your walls. Lower volume, lower lights.
- Bring to the class your own story, expressing to the students that the teacher can get sensory overload

Gifted:

In Math Class: Students may get bored with “easy” content.

- Math games, how can you make this harder? Modify a math game themselves
- Creating cross curricular projects, use AI to create projects for students

Autism:

In Math Class: executive functioning deficits, sensory overload in busy classrooms, and a need for more time to process information.

- Repetitive practice, need a different medium to practice skills
- Task bins, boom cards, depends on the child
- Flexibility to receive and understand what they know, alternative products
- Incorporating their interests into the tasks