The Process of Diagnosing a Dyscalculic Student with Multiple Methods

Levent AKGÜN[a], Sibel UYGUR TOPTAŞ[b]

[a]*Atatürk Üniversitesi, Eğitim Bilimleri Fakültesi, Erzurum/Türkiye,*
levakgun@atauni.edu.tr, https://orcid.org/0000-0002-1435-1771
[b] *MEB, Matematik Öğretmeni, Erzurum/Türkiye,*
sibos.mat@hotmail.com, https://orcid.org/0000-0002-9941-5032

Keywords:	Abstract
dyscalculia, mathematics learning disability, diagnostic methods **Paper Type:** Research	Dyscalculia is a specific learning disability that affects an individual's mathematical skills. There is no universally accepted definition. This situation has led to the lack of a common understanding in diagnostic methods. Many diagnostic methods have been used in the literature. In this study, a 5th grade student who was diagnosed by CRC based on hospital reports was re-evaluated with different diagnostic methods. For this purpose, checklist, mathematics achievement test, student identification slip, panamath test, interview with parents and discrepancy method were used. The results of different diagnostic methods were compared. In the study, it was seen that the results of different methods supported each other and it was concluded that the student had math learning difficulties.