



The Dyscalculia Assessment

By Jane Emerson, Patricia Babbie

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The Dyscalculia Assessment is a tool for investigating pupils' numeracy abilities. It is designed to inform a personalised teaching programme for individuals or small groups of pupils who have difficulties with numbers. The assessment was devised at Emerson House, a specialist centre in London supporting pupils with difficulties in numeracy and literacy. The bestselling first edition of the book, written by Jane Emerson and Patricia Babbie, was the winner of the ERA Best Special Educational Needs Resource 2011.

This fully revised and updated second edition features a brand new design, making the step-by-step assessment even easier to navigate and use, with by SENCOs or those with no specific special needs training. The suggested script for each stage of the investigation that runs alongside the photocopiable assessment sheets, make this book an extremely user-friendly, accessible teaching and learning resource.

This book also includes:

- an introduction to dyscalculia and co-occurring conditions
- guidance on how to conduct the assessment, including tips on behaviours to look out for
- information on the equipment you need and how to use it
- instructions on how to interpret the results of each stage of the assessment and how to produce a personalised teaching plan
- games and activities to engage the pupils and reinforce numeracy skills.

The Dyscalculia Assessment is ideal for use with primary school children, but can easily be adapted for older students, and is invaluable for SENCOs, TAs, educational psychologists and mainstream teachers keen to support students with numeracy difficulties in their class.

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The Dyscalculia Assessment By Jane Emerson, Patricia Babbie Bibliography

- Sales Rank: #210367 in Books
- Brand: imusti
- Published on: 2014-04-10
- Released on: 2014-04-10
- Original language: English
- Number of items: 1
- Dimensions: 11.20" h x .2" w x 8.24" l, 1.19 pounds
- Binding: Paperback
- 208 pages

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Editorial Review

Review

Featured in 'Read These' section in Times Education Supplement, TES Wales and TES Scotland, 18th June 2010 'This book is essential to anyone working with children with dyscalculia, providing a comprehensive guide to individual assessment. It helps special educators to profile areas of strength and weakness in the different components of mathematics, connecting assessment directly to remedial instruction. The text is easy to read, and takes the teacher through the nuts and bolts of the assessment process from start to finish.' Anna J. Wilson, Lecturer in Learning , University of Canterbury and Honorary Research Associate, University of Auckland, New Zealand 'A comprehensive support for anyone teaching children with significant mathematics difficulties of any kind. It provides an accessible assessment tool with a detailed guide to children's possible responses, based on current research about significant aspects of knowledge and understanding. There is guidance on what to do about the difficulties identified, using a structured approach to learning mathematics which emphasises understanding and reasoning, practical models and talk...This is an extremely useful resource for those working with underachieving children. It combines a direct way of identifying key difficulties with a tried-and-tested teaching approach.' Sue Gifford, PGCE Programme Convenor (Primary), Roehampton University, London, UK 'A wonderfully comprehensive and clear guide to assessing and then remediating dyscalculic difficulties... I am confident that it will prove invaluable to me in my work.' -- Dyslexia Contact "This book is a wonderfully comprehensive and clear guide to assessing and then remediating dyscalculic difficulties." Sue Lilley, Specialist Teacher Both authors draw on their extensive knowledge as teachers of special needs and have compiled a very worthwhile resource designed to identify in detail the strengths and weaknesses of an individual who may be struggling to learn mathematics... -- Nasen Special This is an excellent resource, and I would recommend it for purchase to place in a school's special education library, where many teachers can reference the book to deal with students with intractable problems. Or, a school might decide that one special education teacher would be the "math specialist", who would assess students with serious math disabilities using the assessments, and providing remediation ideas for the child's special educator. -- www.about.com Really this should be titled 'what you always wanted to know about dyscalculia but didn't know what or how to ask...' - At last a book that not only tells you about the problem - but also what to do about it and gives you the tools to do something about it! Has invaluable resources and appendices - simply miles ahead of what I was using up to now. If like me you think that dyscalculia is 20-30 years behind dyslexia - this assessment book and accompanying brings it bang up to date. You need to spend some time reading through the guide part it particularly if you are new to the problem or SEN children - but guess what - this is a complex matter that deserves some time spent on it and time spent with this book will pay big dividends. It is simply packed with both academic rigor and common sense- a rare thing in education. A. Coomes Amazon.Com Books

About the Author

Jane Emerson is Director of Emerson House, a centre for dyscalculia, dyslexia and dyspraxia. Jane is an experienced teacher of children with dyscalculia and a teacher trainer for courses on dyscalculia assessment and teaching, and a lecturer on dyscalculia.

Patricia Babbie is an SEN teacher who works with children and adults with maths learning difficulties.

Brian Butterworth is Emeritus Professor of Cognitive Neuropsychology at University College London

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