

# Questions for a parent/teacher review meeting on student progress in mathematics.

It is important for teachers and parents to work together to complete this questionnaire, to help identify a student's maths challenges and implement appropriate intervention.

The answers to these questions can then be provided to learning support and / tutors, learning support specialists, and if necessary, an educational psychologist.

The strategies for being able to answer these investigative questions, are covered in the course:  
Teaching Strategies to Overcome Maths Learning Difficulties and Dyscalculia - Identification, Diagnosis, and Intervention

which can be found at  
[www.getintoneurodiversity.com](http://www.getintoneurodiversity.com)

>> Note: These questions are not in any set order, and you do not have to use every question.

1. What areas of maths are they struggling with?
2. How far behind in maths are they in these areas?
3. How did you measure that? How does they compare to their peers?
4. What are their main areas of difficulty?
5. Can you explain what you think the reasons are for (one of these)?
6. What about their short-term memory? Working Memory? What provision/accommodations are you making for any weaknesses? For example, in mental arithmetic?
7. How good is their long-term memory for a) basic facts b) procedures and formulas?
8. Would a Flexi table or similar aid help?
9. Is their processing speed much slower than their peers? How much slower? How have you measured this?
10. How is their organisation of work on the page? (If not good: Would squares/grid paper help?)
11. Which topics and concepts do they find most difficult?
12. Are there gaps in their understanding and recall of key concepts, for example, place value or the inter-relationships between the four operations?
13. Do they find it difficult to reverse sequences? For example, count backwards? Count in odd numbers? Count unfamiliar sequences such as 13, 23, 33, 43 .....?

14. Do they find algorithms with multiple steps challenging?
15. Do you know how long they spend on maths homework? How do you judge how much to set them compared to their peers?
16. What are their areas of strength?
17. Do they have any problems in accessing the information in textbooks? Why do you think this is?
18. Can they copy from the board/screen effectively, i.e. accurately and quickly? Do you provide support for this?
19. Are there any problems with the vocabulary of maths?
20. Can they estimate? Do they overview any question/problem before attempting to solve it?
21. Do they find diagrams and/or manipulatives helpful in understanding concepts?
22. Do they ever participate in class activities/questions?
23. Do you see a lot of 'no attempts' in written work in class?
24. Do they find 'worded problems' especially challenging?
25. Are they slow to start work? Do they find it difficult to start work? How do you address this?
26. Are they organised for the lesson? Do they have all the equipment needed? Can they get it ready efficiently?
27. Do they show signs of anxiety around maths? Do they avoid maths?
28. Do they have a negative attitude towards maths? Do they have a fixed mindset about their ability/potential in maths?
29. Is there a family history of difficulty in maths?
30. How do they react to timed exercises in maths?
31. What help is available? Who will provide this? Will they have close liaison with the class teacher?
32. How often will progress be checked and measured?

Source: Steve Chinn and Judy Hornigold. March 2021