



Dyscalculia is the less well-known maths-related form of dyslexia, and at times it can go hand in hand with dyslexia, as in this case study by LTSN Engineering < <http://www.ltsneng.ac.uk/er/dis/mcs3.htm>>. A student suffering from dyscalculia will find it difficult to remember math concepts and formulas, to convert even simple percentage values to decimal point values, to sequence operations and sometimes even to conduct basic addition, subtraction, multiplication and division. They may also have difficulty with time-keeping, financial organisation, keeping score in games, and matching faces to names.

Loughborough University has set up a Dyscalculia and Dyslexia Interest Group <<http://ddig.lboro.ac.uk/>> which has produced an excellent leaflet about helping Dyscalculic and Dyslexic Students. Any historian, classicist and archaeologist whose students have reason to perform mathematical or statistical tasks might want to have a look at it.

Beyond this, most of the useful websites dealing with dyscalculia appear to be U.S. sites, and they deal primarily with school-age students. However, their information is still relevant to U.K.-based undergraduates and their teachers.

The most useful site is without doubt Dyscalculia.org <http://www.dyscalculia.org/>, not only because it links to all the others. It has a good guide to the symptoms of dyscalculia, many suggestions for the support of students suffering from the disability, and a wealth of other resources.

PBS, a non-profit U.S. media enterprise, has produced documentaries and a website about disabilities in education. They have a useful site at <<http://www.pbs.org/wgbh/misunderstoodminds/math.html>> which introduces the basic concepts of maths, the difficulties some students may face, and the appropriate responses which may help such students.

Finally, in the U.K, there is <http://www.dyscalculia.co.uk/>, which appears to be primarily a vehicle for selling books on a variety of special learning difficulties.