Review of Math Learning Disability Research
Reviewed 164 studies published on math learning disabilities (i.e., dyscalculia) from 1974 to 2013
Question 1: How did researchers identify students with a math learning disability (MLD)?
Variability in assessments used to identify MLD

Assessment Used to Classify Students with MLD

- WRAT
- WJ
- TTR
- WIAT
- Heidelberger Rechentest
- KeyMath
- PIAT
- TEMA
- Israeli DD test
- Other

Most used assessment not commonly used in the field
Variability in cutoff score used to define MLD

Variability in cutoff score to define MLD
Question 2: Do studies report demographic differences between the MLD and non-MLD groups?
Most studies not reporting differences between groups.
Question 3: What mathematical topics are studied?
Almost exclusive focus on elementary mathematics

Common Core State Standards Math Domains

- Counting & Cardinality
- Operations & Algebraic Thinking
- Number & Operations in Base Ten
- Measurement & Data
- Geometry
- Ratio & Proportional Relationships
- The Number System
- Expressions & Equations
- Functions
- Statistics & Probability
Findings

• #1 - Lack of consistency in MLD identification criteria across studies

#2 - Lack of control for demographic differences

#3 - Narrow focus on basic arithmetic (K-3rd)
Need for methodological change to:

#1 - Ensure that students classified as having MLD are comparable across studies

#2 - Ensure that MLD are not conflated with low achievement due to environmental/social factors

#3 - Explore MLD in the context of more advanced mathematics (e.g., algebra)