

Non-Verbal strength

- Provide opportunities for concrete learning e.g. cards showing key words
- Introduce tasks that involve sorting, ranking, prioritising etc.
- Allow pupils to annotate in their most comfortable medium e.g. mind-maps
- Encourage planning tasks using visual representations of ideas, problems
- Encourage use of grids, diagrams when organising ideas
- Keep in mind that providing pupils with strong visual imagery can help markedly with written tasks

Non-Verbal weakness

- Use drawings to summarise stories, text and problems
- If possible do not ask pupils to work between two or more locations e.g. screen, worksheet
- Use graphical/physical models to show transformation of images. Non-Verbal pupils can't easily make transformations mentally
- Use computer games that require navigation using grid references, distances etc.
- Encourage model-making, sketching, drawing

Quantitative strength

- Are strong in understanding relationships between numbers, in seeing patterns and order in numbers
- Are typically strong in extracting regularities from their experiences and then reasoning with these abstractions – encourage with mathematical games, puzzles
- At lower scores a Q+ score tends to be most apparent in the acquisition of simple computational aspects of maths – teaching could build on pupil's speed and accuracy in computation

Quantitative weakness

- If Quantitative weakness is not only relative but absolute (stanines 1 to 3), and if the pupil's wider work difficulties appear to be confined to numerals and number sets, Dyscalculia may be involved
- Generally appeal to verbal and visual strengths – visual aids, diagrams, charts and number lines
- May be indicative of more fundamental problem in dealing with abstract elements – spreadsheet work where pupil can identify trends in numbers, number games and code and cipher problems to build computational skills
- Reduce mathematical anxiety – more group work, more time, more choice in problems