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Teaching Mathematics to Students With Non-Verbal Learning Disability

Students with non-verbal learning disabilities have good verbal processing but will have difficulty comprehending the spatial and visual components of math. This deficit may impact them particularly in visual units such as when studying geometry and/or given diagrams, etc. The following strategies will be beneficial when reaching out to these learners:

1. Rely on the student's verbal strengths.
2. Collaborate with student to decide on the best avenue to strengthen his/her visual and spatial weaknesses.
3. Provide sequenced verbal instructions.
4. Allow for usage of manipulatives, whenever possible.
5. Encourage student to slowly integrate sensory information: read it, say it, hear it, see it, write it, do it.