

**‘Specialization in ICTs and Special Education: Psychopedagogy
of Integration’ Postgraduate Program**
**DEMOCRITUS UNIVERSITY OF THRACE Department of Greek
Philology in collaboration with**
**NCSR DEMOKRITOS Informatics and Telecommunications
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**FACTORS CONTRIBUTING TO LOW PERFORMANCE IN
MATHEMATICS (DYSCALCULIA, ANXIETY, LOW
INTELLIGENCE QUOTIENT)**

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ABSTRACT

In the current study, we dealt with Dyscalculia, Mathematics Anxiety and Low Intelligence Quotient as factors that contribute to low performance in Mathematics. We investigated the relative effect of Dyscalculia and Mathematics Anxiety on students' performance. Also, we examined which educational interventions are the most effective to use in cases of Low I.Q.. We first present the main characteristics of the three factors and we continue with studies which indicate the way they affect performance in Mathematics. Through the current study we found that Mathematics Anxiety affects more negatively the students' performance than Dyscalculia does, as Mathematics Anxiety is a broader psychosocial factor that is more difficult to locate and handle. With regards to Low I.Q., we concluded that the best intervention method we can use in order to educate those people is through technology and specifically through applications that support learning basic Mathematic skills.

Keywords: Dyscalculia, Mathematics Anxiety, Low I.Q., Mental Retardation and Mathematics

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