

Transcript — Oliver, age 14: Day in the life with dyscalculia

[On-screen text: Oliver's story]

[Description: Soft piano music plays. A teenager with short brown hair stands outside a house, smiling at the camera. Transition to the teenager, now wearing a purple T-shirt, sitting in a green armchair, speaking directly to the camera.]

[On-screen text: Oliver, 14, Dyscalculia]

Oliver: My name's Oliver Schleper. I'm 14 and I have dyscalculia.

[Description: The door to a bedroom opens. We see Oliver in bed, asleep under a patterned comforter and a red-and-black plaid blanket. Transition to Oliver in the bathroom, standing at the sink, squeezing toothpaste onto a toothbrush, and brushing his teeth. Transition to Oliver combing his hair while looking in the mirror.]

My learning and thinking differences show up in school in various ways. I have like some processing issues, so I'm not as fast to like answer a question.

[Description: The camera follows Oliver from behind as he walks down the stairs in his house. Transition to Oliver sitting at a dining table, looking at his phone. A plate with waffles and sliced bananas is in front of him.]

When the teacher calls on me, it gets really hard to comprehend it and kids start laughing.

[Description: Close-up shots of framed photos showing an adult with a younger Oliver, both smiling. The camera pans right, to another framed photo and then to a refrigerator covered in smiling family photos. Transition to Oliver in the green armchair, speaking to the camera.]

I went through all of fourth, fifth, and sixth grade without knowing long division before I finally learned it. It was super hard for me to learn those basic math facts.

[Description: Oliver and his parents sit around a circular wooden dining table, eating a meal. Transition back to Oliver in the green armchair.]

My family and teachers now are all very supportive of me because I know how to advocate for myself better.

[Description: Oliver sits at a desk, typing on a keyboard in front of a laptop. Transition to Oliver entering a home music studio filled with

electronic equipment, including a mixing board, synthesizers, monitors, and speakers.]

And I know that if I'm struggling in one subject, I can use certain strategies to get back up.

[Description: Oliver, sitting in the green armchair, holds up both hands with fingers splayed.]

I love to count on my fingers. They're very helpful.

[Description: An over-the-shoulder shot shows Oliver at his desk using a scientific calculator. Transition back to Oliver in the green armchair.]

I love having a scientific or graphing calculator to help me do the more complex high school math problems.

[Description: Oliver, wearing a helmet and a camouflage jacket, rides a bike down his driveway. Transition back to Oliver in the green armchair. Transition to a view from inside a car driving down a multi-lane road with green traffic lights.]

If we're going to like a new city and we need to find a certain exit on the highway, I won't be able to read or comprehend exit like 259 as fast.

[Description: Oliver in a basement with concrete walls, lifting dumbbells. A treadmill and other exercise equipment are in the background.]

It's always been hard for me to learn left and right.

[Description: Oliver speaks to the camera from the green armchair. Transition to Oliver and a group of kids playing touch football in the backyard.]

I like to play football in the neighborhood with my friends, and when we call out certain plays, I might not remember fully what that play means.

[Description: Oliver, back in the armchair, smiles as he finishes his thought.]

So, I kind of just do my own thing and hope for the best.

[Understood](#) sonic logo]