

Activities/ Resources for Outcomes

Activities/ Resources for Outcome #1

MATH ANXIETY SELF-IDENTIFICATION EXERCISE

People with math anxiety often experience difficulty and frustration while learning, taking a test or answering questions in math class. Many of these people don't know they have math anxiety even though they suffer from it and its effects. Many math-anxious people don't even want to know they have math anxiety. They are often too busy avoiding what might become upsetting to them. Math anxiety can sometimes affect one or more areas of a person's life. For some people, taking a math course is enough to upset them, and any type of a test is a potential threat.

A main symptom of math anxiety is getting very uptight when it comes to going to math class, taking a test or possibly encountering some other very unpleasant situation. Another symptom is avoiding contact with the potentially unpleasant situation as much as possible. Regardless of how the math-anxious person reacts, some can perform very well; however, most do not. The ones who do not do well have often established a strongly formed habit of avoidance or giving up. This habit often mistakenly leads to the assumption that the anxious person lacks some ability to perform a task or reach some goal. If this assumption is not tested and corrected, these anxious people are condemning themselves to function at a level much below their actual ability.

This self-evaluation exercise is designed to help you look at yourself to see if you do or do not have math anxiety. If you find that you have math anxiety, then you are in a very lucky position. You are lucky because you will have the opportunity to do something about it now. By working on your math anxiety, you can rid yourself of that uptight feeling which you associate with some task or area of your life. Those people who learn how to better deal with their math anxiety find that they *feel* better, and they often *do* much better than they ever expected.

REVISED MATH ATTITUDE SCALE (Dutton)

Please mark the following statements to show how you feel about each one. The five points are: Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), Strongly Agree (SA).

1) I am always under a terrible strain in a math class.

SD D U A SA

2) Mathematics is very interesting to me, and I enjoy math courses.

SD D U A SA

3) I do not like mathematics, and it scares me to have to take it.

SD D U A SA

4) Mathematics is fascinating and fun.

SD D U A SA

5) Mathematics makes me feel secure, and at the same time it is stimulating.

SD D U A SA

6) My mind goes blank, and I am unable to think clearly when working with math.

SD D U A SA

7) I feel a sense of insecurity when attempting mathematics.

SD D U A SA

8) Mathematics makes me feel uncomfortable, restless, irritable, and impatient.

SD D U A SA

9) The feeling that I have toward mathematics is a good feeling.

SD D U A SA

10) Mathematics makes me feel as though I'm lost in a jungle of numbers and cannot find my way out.

SD D U A SA

11) Mathematics is something that I enjoy a great deal.

SD D U A SA

12) When I hear the word math, I have a feeling of dislike.

SD D U A SA

13) I approach math with a feeling of hesitation, resulting from a fear of not being able to do math.

SD D U A SA

14) I really like mathematics.

SD D U A SA

15) Mathematics is a course in school that I have always enjoyed.

SD D U A SA

16) It makes me nervous to even think about having to do a math problem.

SD D U A SA

17) I have never liked math, and it is my most dreaded subject.

SD D U A SA

18) I am happier in a math class than in any other class.

SD D U A SA

19) I feel at ease in mathematics, and I like it very much.

SD D U A SA

20) I feel a definite positive reaction to mathematics; it is enjoyable.

SD D U A SA

REVISED MATH ATTITUDE SCALE (DUTTON) SCORING

Read each item and decide if agreement with it expresses a positive or negative attitude. (See chart below.)

Strongly Agree (SA); Agree (A); Undecided (U); Disagree (D); Strongly Disagree (SD)

If positive, score SA = +2, A = +1, U = 0, D = -1, SD = -2.

If negative, score SA = -2, A = -1, U = 0, D = +1, SD = +2.

Total the number values for the items and divide by 20.

This number should lie between 2 and -2, expressing, respectively, a positive to negative attitude.

“0” indicates a neutral attitude.

Do not show scoring rules to student prior to their responding.

Item #	Score	Item #	Score
1 – neg		11 – pos	
2 – pos		12 – neg	
3 – neg		13 – neg	
4 – pos		14 – pos	
5 – pos		15 – pos	
6 – neg		16 – neg	
7 - neg		17 – neg	
8 – neg		18 – pos	
9 – pos		19 – pos	
10 – neg		20 – pos	