

# Access and Sense Making Practices for Students with Dyscalculia

*Exploring Dyscalculia: Learning From and Supporting Students (Lewis, Anderson, and Lynn)*

## Access Practices

Read	Read all text
Clarify	Clarify notation and conventions
Provide	Provide tools and manipulatives
Remove	Remove time constraints and extend wait time
Give	Give students choice about how to represent & solve the problem
Simplify	Simplify quantities
Encourage	Encourage students to offload (write down) information

## Sense Making Practices

Add	Add meaningful context to problems
Direct	Direct student to tools
Orient	Orient the student by referring back to problem or understanding
Reflect	Reflect questions back to the student
Validate	Validate the student's sense making and reframe as needed
Avoid	Avoid derailment due to miscounts or small mistakes
Ask	Ask students to justify and explain their answer and process
Attend	Attend to the big idea