

COGNITIVE ACCESSIBILITY IN PRACTICE

1

Chunk the lesson and signpost the structure

Tell students at the start what the three or four parts of the lesson will be, then mark each transition out loud and on the board.

2

Pair every spoken instruction with a written or visual cue.

When you give a task, write the steps on the board as a short numbered list and leave them up

3

Slow down the pacing of new vocabulary and check comprehension specifically.

Introduce new terms one at a time, write them, say them, give an example, and ask a student to explain

4

Make instructions concrete and one-step-at-a-time for tasks.

Instead of "open your books, find page forty, read the second paragraph, and answer questions one to three," break it into single steps with pauses.

5

Build in recovery routines, not just delivery routines.

Have a predictable way for a student to catch up if they got lost, a partner check-in, a summary written on a corner of the board, a two-minute