

Table L. Student Characteristics Related to Timing and Scheduling

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction*
Timing/Scheduling	<ul style="list-style-type: none"> • Simplify directions, prompts or pace rate of instructional presentation • “Chunk” assignments into smaller more manageable steps • Provide checklists to monitor completion of tasks • Use visual timer • Give students time to read and process <u>before</u> you begin speaking • Do not ask students to read while someone is speaking • Allow for plenty of response time; some students need longer to formulate their response • Use familiar cultural contexts for content • Allow more time to complete work (e.g., language processing or more “wait time” after questions) • Shortened sessions with frequent breaks; also be mindful of visual/mental fatigue • “Stop the clock” breaks for timed assignments or assessments • Change the time of day difficult instruction is given