Accessible Attention Supports - Supported Practice Lab

You may write, draw, think quietly, use fiction, observe, or pass. Share only what you choose. This educational activity is not a test.

Fictional example: A member finds long verbal instructions difficult to follow.

1. What is known in the fictional example, and what needs checking?

2. Design written, visual, pacing, or movement options for a fictional member's access needs. My notes, drawing, or possible response:

3. What changes the task rather than blaming attention?

4. One optional next step, support, or reason to revise the idea:

You can pause or stop. Ask your facilitator for an alternative if this does not fit. No identifying information belongs in shared copies. Independent clinical review pending.