



Accessible Strategies

Curriculum design:

- Choose texts early, make your choices known to your students
- Choose texts that have electronic versions available (call the publisher to inquire)
- If considering an online resource (Connect, journals, etc...) ask ODS to check it for accessibility first
- Determine if podcasts are transcribed before using them, if not contact ODS for assistance
- All videos should have captions or transcripts, contact ODS for assistance with this
- Use a sighted narrator or descriptive video to describe aspects of videos, ask ODS for assistance
- If planning a field trip make sure that the materials and general access to the buildings are accessible
- Plan on emailing students any handouts or PPTs at least 24 hours before the class
- Provide the class with a list of new technical terms
- If the course is has many graphs, charts or images send them to ODS at least two weeks before the class begins for conversion
- Spend a few minutes in the classroom/ lab, examine the spatial and sound barriers, send an email to the student describing these barriers or offer to meet them ahead of time
- Clearly state your office hours and location, remind the student that this is the best place and time to discuss their progress in your course
- Always notify changes of class schedule in advance verbally and electronically

Instruction:

- Speak to the class upon entering and leaving the room
- Call the student with vision disabilities by name if you want his/her attention
- Describe, in detail, pertinent visual occurrences of the learning activities
- Speak clearly without exaggerating lip movements or volume
- Describe and tactually familiarize the student to the classroom, laboratory, equipment, supplies, materials, field sites, etc
- Provide one sentence descriptions of any graphs, charts or images in the notes section of a PPT slide
- Verbally spelling out a new or technical word as you write it on the board
- Describe, in detail, visual occurrences, visual media, and directions including all pertinent aspects that involve sight.
- Whenever possible, use actual objects for three dimensional representations
- Always try to keep materials, supplies, and equipment in the same places
- For group work pair the student in a group that you think best fits his/her skills
- Allow students to use their laptops with text-to-speech software in class
- Provide written supplements to oral instructions, assignments
- Write down key words and phrases on board
- Repeat questions asked by other students in the class
- Avoid pacing and face the student
- Use an amplification system if necessary

Assessment:

- Allow the student to take their exam in ODS with appropriate accommodations
- Get your exam to ODS 2 days before the exam so that it can be modified
- If the student chooses to take the exam in class and is low vision make a larger print exam with 20 pt sized font
- Students with hearing disabilities may benefit from using a dictionary on an exam
- Students should give any required presentations, both you and the student can work with ODS for modifications if needed