

## Students with Visual Impairments in the Classroom

- Provide classroom lectures and handouts to the student in an alternate format (on flash drive, via e-mail, or a hard copy) when possible. The Learning Assistance Center can convert documents that do not already exist in an alternate or electronic format.
- Allow the student to record lectures or use a notetaker.
- Remember that some students will need to order their textbooks from *Reading Ally* (formerly *Recordings for the Blind and Dyslexic*) or order electronic copies from the publisher or other alternative text resources. Receiving alternate texts takes time.
- When facilitating classroom participation, it is helpful to call all of the students by name.
- Read aloud everything that you write on the board. Verbally describe objects, graphs, and processes whenever possible.
- Whenever possible, modify the presentation of material to make it accessible without jeopardizing the integrity of the content.
- Videos – make the student aware of when a video will be shown. Some students may wish to research more descriptive information before watching the video.
- Slides – provide the student with a list of slides that will be shown and remember to verbalize what is being illustrated through the use of slides.
- Repeat the questions and summarize the comments of other students in classroom discussion.
- Do not worry about using words and phrases that refer to sight, for example, "See you later!" Such expressions are commonly used, and most people with visual disabilities don't find them offensive.
- Ask students if they need any other assistance and use the Learning Assistance Center (5929) as a resource when needed.