



## Working with Blind/Low Vision Students

### Document, Media and Web Accessibility

- Blind students use **screen reading software** (screen readers) to access documents and websites. For the technology to work, all documents and websites used for coursework must be accessible.
- Fully accessible documents include descriptions of all images, conversion of interactive elements (fill-in the blank, tables, etc.), and navigation elements (headings, page numbers, etc.). Blank spaces (which are not read aloud by screen readers) to the word “[blank]”.
- Blind students **need** materials in a Microsoft Word or accessible PDF format to use screen reading software, not a scan of a book or printed document

### Third-Party Websites

- Ensure that all websites we require students to access are either accessible or presented to the student in an equitable way

### In Class Visual Information, Worksheets/Textbook Exercises

- **Color Contrast** – Dark Black, Blue or Purple Markers on Whiteboards and dark contrast for online materials
- **Accessibility Checker** - Electronic accessible documents must be reviewed
- **Document Conversion** – Allow time for text enlargement or accessible conversion. Use SensusAccess to make these conversions
- **Verbal description**- for ALL visual aids used in class like pictures, videos, charts, graphs, graphics. See the Tips for Describing Images Tip Sheet

### Activity Transitions

- Provide time moving between documents, worksheets, and textbook chapters
- Provide more time to switch during question and answer periods

### Instructor Prompts and Student Participation

- **Clear Verbal Prompts** – when expected to respond to professor questions or requests
- **Jeopardy Rules** - Read the whole question prior to soliciting and/or providing a solution
- **Set Discussion Rules** - Call on students by name when their hands are raised; and not just by signaling to students; repeat who asked a question or made a point when responding
- **Visual Descriptions** – Encourage and model to students identifying themselves before speaking with name and physical description (height, race/ethnicity, length/type/style hair, attire)

### Instructor Feedback on Assignments

- **Track Changes** - Feature in Microsoft Word is compatible with a screen reader and may be the best way to provide feedback on workbook and writing assignments

### Formative Assessments: Quizzes, Midterms, and Exams

- Keep an eye out for the **Formative Assessment Survey**
- Work with accessibility resources to ensure all needed accommodations can be provided for students

References: Working with Blind Students at PSU, through AHEAD.com. For more information: Florida Division of Blind Services: [FL DBS Accessible docs info](#) As of: 08.05.21