Tips for Supporting Student Accommodations in Online Instruction

* **Check in with Students:** Take the time to check in with all students to find out more about what they will have access to during this time. You can do this through a survey that you send to students, or if you have a smaller class, you may just email students individually. Be prepared for students who haven’t yet self-disclosed a need to potentially do so now. Provide these students who may need to self-disclose in your course for the first time an avenue by which to do this. (Example: <https://wustl.az1.qualtrics.com/jfe/preview/SV_1GIslGDJ7ZUDya9?Q_SurveyVersionID=current&Q_CHL=preview> )
* **Check in with Students Who have Disclosed Accommodation Needs Individually:** What those students needed in a live space may be different than what they will need in an online space.
* **Maintain Clear Expectations**: Demonstrate dependability and clear structure for your course. Give students as much advanced notice on changes as possible.
* **Maintain Multiple Communication Channels**: Give students lots of ways to get in touch with you (virtual office hours, email, anonymous questions/suggestions, etc.). Help the students feel like they are not alone in this situation.
* **Provide Alternative Options for Screen Time:** Students with chronic migraine or other eye conditions may find increased screen time very challenging. Combat this by making live conversations available through voice-only, shortening time spent on synchronous online discussion, and by making texts available for printing out.
* **Aim for Accessible Classroom Texts and Images**: Provide alt-text for images and videos, do your best to provide captions and/or transcriptions for videos, and use headings in Word for course documents to help screen readers be able to read them with ease.
* **Provide Alterative Ways to Engage**: If your course is lecture-based, think about recording the lecture and providing captions (Zoom save to cloud recordings do this, but we’ve been told that there is some slow down on processing especially of longer recordings. Kaltura also has a captioning option.) Consider assigning a student notetaker to help document the class, if you are not recording. Consider providing discussion thread options for students unable to participate in live discussion.
* **Recognize Sensitive Topics**: If a subject might be touchy or challenging for students to engage with, give them an out-clause. Make it clear how they should let you know if something that is being discussed is uncomfortable for them.
* **Help Counter Feelings of Social Isolation**: Start any communication by asking how everyone is doing. Encourage students to check in with you and with each other.
* **Help Counter Student Anxiety**: If having synchronous meetings, provide “crisis-free” conversation time, have a brief pet show-and-tell, or plan a few minutes of some other fun activity. If having synchronous meetings, plan in short breaks where everyone moves away from their computer for a few minutes to stretch and reset. Avoid high-stakes testing in a new
* **Simplify**: Students with processing challenges or students who had conditions like ADHD may struggle with having multiple due dates, different times at which things are available. Complex online schedules using lots and lots of tools may be particularly hard for them to navigate. Simplify to the degree that you can.

**Online Resources on Teaching & Accessibility & Supporting Students Through Trauma**

<https://www.mapping-access.com/blog-1/2020/3/10/accessible-teaching-in-the-time-of-covid-19>

<https://students.wustl.edu/disability-resources/?_ga=2.108642946.1461528625.1583956725-695829420.1508349975>

<https://www.washington.edu/doit/20-tips-teaching-accessible-online-course>

<https://er.educause.edu/articles/2017/1/ada-compliance-for-online-course-design>

<https://educationnorthwest.org/sites/default/files/resources/trauma-informed-practices-postsecondary-508.pdf>

<https://blog.sharetolearn.com/leaders-link/what-trauma-looks-like-in-college-aged-students-and-adult-learners/>

<https://www.counseling.org/docs/default-source/vistas/article_21.pdf?sfvrsn=8>

<http://socialwork.buffalo.edu/content/dam/socialwork/home/teaching-resources/3-2-TI-Principles-Practices-Table-Carello-Butler-2015.pdf>