

Supporting

- { Ensure your video and multimedia clips have descriptive captions. The Learning (CETL) team can help instructors make course content accessible.
- { Students make extensive use of adaptive technology and will likely need to use a smartphone and a laptop in class

### In Labs

- { Tour the lab with the student, making sure they know where safety equipment is and related procedures.
- { Keep aisles and emergency exits clear.
- { Arrange lab equipment so it is easily accessible.
- { Using large print and braille, label all equipment.

- { Feel free to offer a handshake to students who use canes or service dogs, but let them know that you are about to do so.
- { Be aware that students with tunnel vision may step back or reposition an object in order to see it more clearly.

### Guiding Students who have Vision Loss

- { Ask students if they would like assistance.
- { Offer your arm; do not take theirs.
- { Walk at their pace but a half step ahead.
- { Pause at stairs or curbs to warn that a change is coming.
- { Ask if you should describe major obstacles or changes in the route.
- { If the student has a service dog, ask whether they wish to take your arm or where you should walk.
- { Identify the arrival or departure of others, naming and introducing them; they do not do so themselves.
- { If giving directions, be precise, clear and specific; e.g., "on your left," "about 3 feet in front of you"

### Avoid

- { Leaving students alone in the middle of a room