Strategies for Inclusive Instruction

1. When Developing Your Course
   - Select and post textbook information and other reading material early.
   - When selecting textbooks, ask the publisher/salesperson if an accessible version is available for students with print-related disabilities.
   - Create accessible Web-based materials that can be used by screen readers for audio output. Provide text alternatives for web-based graphics, videos and podcasts.
   - Identify different ways for students to interact with each other and with you during the semester. This may include in-class question and answer sessions, mini discussion groups, team projects, and web-based communications.

2. On Your Syllabus
   - Post detailed course information with your grading policy, assignment due dates, extra credit policy and complete bibliographic information on reading assignments 2 to 4 weeks before class begins.
   - Invite students to provide feedback on the course design as well as course content and use the feedback to improve access each semester.
   - Include a syllabus statement and also verbally invite students to contact you via email or in an office appointment to discuss accommodations. See https://mcburney.wisc.edu/instructor/ for more information.

3. Class Design and Interaction
   - Start and end lectures with a summary of the previous lecture’s highlights and a brief outline of the upcoming material.
   - Speak directly to the class. Use gestures, voice inflection and facial expression to convey greater meaning.
   - Present new or technical vocabulary visually (e.g., blackboard, handouts, PowerPoint) in addition to auditorily. Use terms in context to improve comprehension.
   - Permit smartpens, recording devices, and laptop use to support notetaking. Post PowerPoints before class or notes later. Consider assigning 2-3 students per class to be notetakers and have them post their notes.

4. Information Access
   - Check your website for screen reader accessibility. Refer to DoIT’s web site https://it.wisc.edu/guides/accessible-content-tech/ for more information, including links to accessibility test tools.
   - Use captioned videos or add captioning to videos used in class or online: https://it.wisc.edu/guides/accessible-content-tech/create-accessible-video-and-audio-content/
   - Select course reading materials and post textbook/reader information at least 6 weeks prior to the start of class to allow conversion to large print, audio or Braille.
5. **Preparing for exams**
   - Build question and answer time into discussion sections or designated review sessions.
   - Offer study questions that illustrate format and scope of materials to be covered.
   - Show examples of questions and strong essay answers and explain what makes the answers strong.
   - Consider alternative means of assessing for knowledge such as oral presentation, group exams, portfolios, take-home exams or a project.

6. **Exam Administration**
   - Identify small group test sites near the classroom for students who need a quieter, distraction minimized testing environment.
   - When assigning group projects, provide rubric on effective group process. Ideally, include two or more group projects of increasing complexity so that group skills can develop along with core knowledge.

7. **In General**
   - Maintain a student’s right to confidentiality by keeping all discussions about disability and accommodation between the two of you. Send individual emails regarding accommodations to students or use bcc to address.
   - Encourage students to use all available campus support services as needed (e.g., disability office, counseling services, academic tutoring or academic advising).
   - Contact the McBurney Center if you have questions about a student’s accommodations.

**Additional Resources**

**The Faculty Room**

[http://www.washington.edu/doit/Faculty](http://www.washington.edu/doit/Faculty)

*The Faculty Room is a space for faculty and administrators at postsecondary institutions to learn about how to create classroom environments and activities that maximize the learning of all students, including those with disabilities.*

**FacultyWare**

[http://www.facultyware.uconn.edu](http://www.facultyware.uconn.edu)

*This site, developed at the University of Connecticut, is the product of the “Universal Design for Instruction” project. It provides faculty and other educators with a broad range of information and tools to enhance the design and delivery of instruction for diverse college students.*

**CAST** [http://www.cast.org](http://www.cast.org)

*CAST is a not-for-profit organization that uses technology to expand opportunities for all people, especially those with disabilities.*