Important points to remember:

Prior to the start of the course

› Choose course materials early to allow
  sufficient time to convert the documents into
  alternative formats, or for students to request
  the formats they need.

› If possible, provide accessible electronic
  versions of course readings. This will enable
  students to convert the reading into the format
  required, whether they use a screen reader, an
  enlarger or another technology. Be as precise
  as you can regarding the texts and pages
  that will be used.

› If possible, provide advance course notes,
  copies of overhead slides, PowerPoint
  presentations and other materials.

When the course begins

› Encourage students to attend Accessibility Services regarding any accessibility concerns. You can do this verbally early in the semester and by including an accessibility statement on your syllabus. Indicate that such conversations are confidential and are strictly for facilitating any learning needs or accommodations, and that students do not need to share their specific diagnosis, only the general nature of their disability and their functional limitations.
   » If a student talks to you directly, keep it confidential and do not ask for a diagnosis

› Identify and clearly express the essential course content, and recognize that students can express understanding of essential course content in multiple ways. Diversify assignments or allow for exceptions to enable all students to demonstrate their specific talents (for example, oral presentations, written assignments, etc).

› Insist on professional, civil conduct between and among students to respect people's differences and create an inclusive environment. You can reference the *Respectful Working and Learning Environment Policy* in your syllabus, at the beginning of class, and/or as needed.

› Provide your classes with information about the accessible features of their immediate environment (for example, automatic doors and accessible washrooms).

› Provide a recording of your lecture. This is a universal design feature that benefits all students, especially those with disabilities.

› Provide an organized, well-written and complete syllabus including required readings, assignments, due dates and defined expectations as early as possible. Students can miss verbal instructions for various reasons.

› Ask for volunteer note takers. Volunteer note takers are greatly needed and receive a reference letter.

Tests, exams and evaluation

› When possible, allow the use of a calculator, dictionary, computer and word processor with spell-check, as needed.

› When reasonable, allow the use of memory aids for formulas or definitions.

› Offer alternatives to traditional course work and methods of evaluation (such as an oral exam or presentation instead of a written exam, or an essay instead of multiple-choice and short-answer questions).

› Allow extra time on tests and/or exams (generally via Accessibility Services).

› Provide a separate, distraction-free room for writing tests and/or exams (may be via Accessibility Services).

› Allow for the use of adaptive technology (for example, screen-readers or screen-enhancement software such as screen magnification) (generally via Accessibility Services).

Tips for approaching students

If you suspect a student is struggling or they are disruptive in class due to disability you can ask to speak with them privately.

Ensure you approach the student respectfully and maintain confidentiality if they disclose anything.

Ask them how things are going, tell them you support them and would like to ensure they get any assistance they need. You can simply ask, "can I help/how can I help?"

Speak normally, clearly and directly. Be patient if they take a bit longer to understand and respond.

Listen carefully to their suggestions and work with them to provide information in a way that will best suit their needs.

Refer them to Accessibility Services if they disclose they require accommodation, or let them know that it is an option for students.

Do not ask for a diagnosis.

Remember also that your role is not to determine their medically related accommodation needs – Accessibility Services will generally handle the process.

Never blame the student for their disability-related symptoms or behaviours. Do not assume the student can control their symptoms.

Do not blame or penalize the student for not attending Accessibility Services sooner. People may self-accommodate, don't realize they need or can access support, or their medical condition is new or variable.