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# TAM on Adapting Training for SWD

**Martina Gaisch**

**National Expert on Social Dimension, Austria**

HAGENBERG | LINZ | STEYR | WELS



UNIVERSITY  
OF APPLIED SCIENCES  
UPPER AUSTRIA

# Possible demographics of students

- use **audible** (e.g., screen readers that read digital content using synthesized speech) and/or **tactile** output (e.g., a refreshable braille device)
- have **learning disabilities** such as dyslexia and use text to speech (TTS) technologies that read aloud digital text while visually highlighting each word
- have **low vision** and enlarge default fonts or use screen magnification software that allows them to zoom into the screen
- have fine **motor impairments** and use assistive technologies such as speech recognition, head pointers, mouth sticks, or eye-gaze tracking systems
- are in a **noisy** or **noise-free environment** or who are deaf or hard of hearing and therefore depend on captions or transcripts to access audio content

# From deficit to accomodation


- Extra time on tests (demographic, cognitive, linguistic issues)
- Materials in alternate format (sensory, learning, mobility impairment)
- Alternative assignments
- Sign language interpreters and captioners
- Note takers
- Assistive technologies



# Required Adaptations

- **Organisation:** consistent , repeat concepts for clarity, summary review at the end
- **Content:** in line with learning outcomes – provide sufficient information, explanation, demonstration
- **Communication:** establish proper communication channels from the outset (next to online)
- **Interaction:** a crucial part in online teaching





Awareness for diverse needs  
by far outweighs technical  
tools

# Multiple means of representation

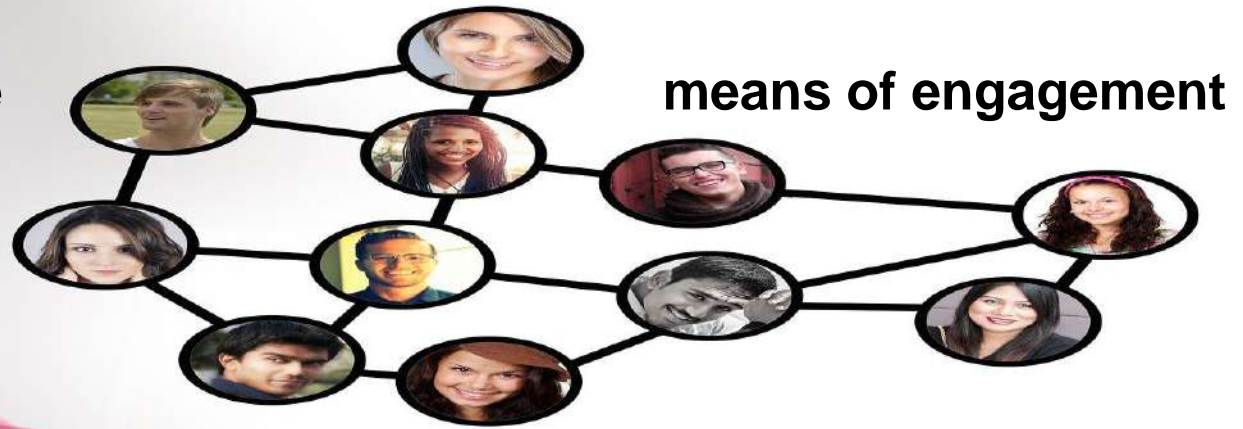
- Give students the option of reading text, watching videos, listening to audio or examining images.
- Microsoft Immersive Reader makes text more accessible. It is a free tool that uses proven techniques to improve reading for people regardless of their age or ability.
- For higher-tech options, virtual tours (check out the many offered by museums and national parks), augmented reality or digital 3D are exciting possibilities.







**Multiple**



- Looking at a screen all day may be hard, and there may be the need for a more hands-on or project-based activity. Flexibility is key.
- Try developing a HyperDoc or create digital documents such as Google Doc with links to all the resources a student may need to explore on their own time and become fully engaged.
- Design open-ended activities where students choose how to demonstrate their<sup>7</sup> knowledge. Students can write, create a podcast or video or use no technology at all.

# Use Open Educational Resources (OER)

- Also known as openly licensed materials, OER are resources that are available in the public domain or introduced with a public license.
- Look for the Creative Commons License to see if something is an OER. They are free and can be remixed to your specific needs.
- The [Mason OER Metafinder](#), [OER Commons](#) or [OASIS](#) database will help you find one to fit your needs.





# Design for Accessibility

- Check that the videos you assign have closed captions or create your own and add captions in YouTube.
- If the audio files you assign don't have transcripts
- ask for a student volunteer to make one for extra credit.
- Most apps, such as Google Docs, have instructions for
- making your materials more accessible.



# Stay connected

- With your students (interaction, explicit communication and clear expectations)
- With other educators (e.g via ISTE Commons)
- Browse assistive and adaptive technologies (ISTE.org)




# LEARNING

- Use **clear, consistent** layouts and **organization schemes** to present content.
- Use a **text-based** format and **structure** headings, lists, and tables using style and formatting features within your Learning Management System (LMS) and content creation software, such as Microsoft Word, and PowerPoint and Adobe InDesign and Acrobat; use built-in page layouts where applicable.

# LEARNING

- Use **descriptive wording** for hyperlink text (e.g., “DO-IT website” rather than “click here”) to provide users with the proper context of where clicking the link will take them.
- Avoid creating PDF documents. Post most instructor-created content within LMS content pages (i.e., in HTML).
- Be aware that some security measures on PDF files may **disable screen reader access**.



**Stay inclusive and connected**



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