

Broadband Rhode Island ~ Digital Literacy Program

Challenges of a Physical Nature

Situation	Suggested Action
Vision Loss	Use auditory directions
	Describe the location of items on the screen as top, bottom, left, right, etc.
	Do not use phrases like “now you see that”, or “over here”
	Describe and explain all key steps verbally
	Consider the size of projected materials
	Consider the size of print materials (Large print is 16 point, or larger)
	Consider the contrast of projected materials (white on black, rather than black on white, often works well)
	Put less material on each slide, especially when projecting in larger print
	Develop all materials digitally (rather than hard copies), so that print size, style, and contrast can be controlled easily
	Consider if a screen enlargement program for the computer would help
	Check if a Closed Circuit TV or Video Magnifier is available to enlarge printed text in real time
	Encourage students to raise hands if they have questions, so that you can respond
	Encourage students to jot down questions as they occur, in case they cannot be addressed at that time (to aid memory)
	Encourage verbal sharing of information between students & student-to-instructor
	Produce materials and guides in large print, to make reading and practicing in class and at home easier
	Encourage working as partners, sight-impaired with non-sight-impaired, to assist in real-time activities and increase access
	Pairing visual with auditory and tactile methods increases access and engagement
	Have student(s) sit closer to the projection screen or computer screen
	Use PC or Apple OS access features (EasyACCESS, Accessibility options, etc.) located in the control panel to access alternative supports within the computer
	For note-taking, use a video magnifier to enlarge note-taking area
Use pictures to enhance or clarify text or concepts	
Use clear visual symbols to clarify text or concepts	
Use Microsoft graphics or pictures to bring clarifying visuals into the presentations	
Color blind	Make each part a different shape or spell out the color
	Point to the thing on the slide
Hearing loss	Collected info on learning needs and methods
	Contact to get attention
	Face people while speaking
	Hand signals
	Handouts = highlighting, pointing out visually
	Increase font size (CTRL, +)
	Make eye contact, offer technology, if available
	Move student closer to speaker
	Presentation voice
	Referenced the page #
	Repeat the questions for whole group
	Say loudly: “If anyone needs help, raise hand”
	Slow down your speaking
	Talk directly
	Talk louder
	Use a “pocket talker” with microphone and headset
	Use partner to help
	Visuals
Walk towards the person	

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Motor skills	1-on-1 with your hand over his or her hand...ask first, remember cultural taboos
	Announce it is ok to make mouse mistakes – you do it too
	Ask “anyone ready to move on?”
	Assign a partner
	Create one continuous teaching, with one person teaching and the other works with person
	Demonstrate “How” to move the mouse
	Frame the problem with mouse – unable to move or just use., e.g. double click
	Give the rest of the class practice, while you work 1-on-1 to help him catch up
	Or switch to track pad, roller ball
	Repetition
	TechACCESS for equipment
	Technology to adapt. E.g., mouse alternatives
	Use arrows – not slide bar
Use computer accessibility features	
Work with him 10-20 minutes before class to practice and catch up	

Challenges of a Behavioral Nature

Situation	Suggested Action
Young disrupter	“Let us help you”
	Ask him questions to determine what he needed
	Became an assistant teacher – give him a job
	Common code of behavior presented up front
	Create a conversation in the teaching team
	Deflect them back to content by project/predict and reflect on what I would do if I had this challenge
	Kept the class flow by pairing him up with another student
	One trainer works 1-on-1
	Partner him with an engaged student
	Politely escort him out of the room
	Speak softly to the person
	Take a short break
	Teamwork = one person works 1-1, if needing more info
	The good cop-kept him on track and the bad cop-addressed his needs...You take over – I’ll catch him up
	Use the rules of engagement created in the first class...take him to the side and talk to him at a break
When he tried to move the class to focus on job search, say: we will get to it in another class	
When someone comments about everything...just keep moving instead of addressing everything	
Looking for a fight / Contrarian	Declare up front what behaviors are acceptable
	First class-introduce your rules of engagement and invite them to add to them
	Save questions until the end (use “Parking Lot”)
	Say: “Looks like you don’t want to be here”
	Stand right next to the person (you don’t have to say anything; proximity)
	Take him or her to the side at the break
When you conclude the person won’t stop: you say “one more comment like that and you are out of here”	
Know it all – “this is boring”	Pair with someone who is struggling
	Put her to work
Everyone talking at the same time	Patience
	Split the class
	Stop...“Let’s identify together what’s going on/what’s the problem”... then group them together to solve the same problem
Come to class, but doesn’t want to learn... Just want to say, “I tried it!”	Discuss with them...is this what you really want to do?
	Find what will most capture their interest (do something they want like play solitaire)
	Use a beginning survey...why are you here? What do you want to learn?

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Challenges of a Developmental Nature

Situation	Suggested Action
Low cognition	Offer extra tutorial to catch up
	Record the class so they can listen again after
	Use more visuals
Attention span is short	Ask them what worked in the past
	Focus on the solution
	Keep experimenting
	Short breaks...get them moving their body
	Teach together

Challenges of a Language Nature

Situation	Suggested Action
Language – No English	“Trust” your co-instructor
	1-on-1 you work directly in native language; simplify the English
	Ahead of time use translation resources e.g.; Change website to their language
	Ask her to bring granddaughter back
	Ask the class: can anyone help with this language?
	Ask translator to stay
	Can we make the classes in other languages?
	Cheat sheet in images
	Detect up front – ground rules
	ESL in the computer
	Key words is translated in glossary
	Language translator-need headphones with microphone
	Look for a student in room who speaks the language
	Relate the DL to something relevant to their interests
	Separate class
	Show “her” websites not in English
	Tell them you will find a class in their language
	Trainer slows down his or her speech
	Use a bi-lingual teacher who goes back and forth using both languages
	Use Google translator
Use visual gestures with your hands	
Use visuals and body language to communicate	
Use/point to symbols	
Visual presentation	

Challenges of a Technology Nature

Situation	Suggested Action
Poorly maintained technology	Investigate the site in advance
	Get to each class early
	Test drive every computer