

Students with Vision Impairments: Tips for Using Interactive Whiteboards

- Slow down the speed of the presentation.
- Changing screens or adding new annotations should happen at a steady pace to ensure the student is able to follow.
- If you know the student will have difficulty seeing a presentation give them a print copy of the main screens beforehand.
- Give the student a printout afterwards of any screens you write, draw or annotate during the lesson, especially if they contain important vocabulary.
- Actions on the Interactive Whiteboard should be accompanied by a verbal commentary, naming items explicitly rather than referring to them as 'this' or 'that'.
- When writing text or drawing on the Interactive Whiteboard choose font style, size and colour to give bold images with strong contrast.
- Use paler colours and highlighters only for underlining or ringing individual items.
- If you become aware that a student cannot see something clearly, it can be modified after you've written or drawn it by changing the object properties (line thickness, colour etc).
- Use strong contrast and plain backgrounds.
- Some colour combinations are known to cause difficulty, e.g. avoid using red, green, brown or orange together.
- Find a seating position for the student where they cannot see strong glare from the projector reflected on the Interactive Whiteboard.
- Moving graphics or video may require audio description by a teaching assistant, or viewing before the main presentation in the lesson. It may help to show stills from the sequence.
- Use zoom or magnifier facilities in the Interactive Whiteboard software (or other applications) to show small items more clearly.
- Try to plan your screen layout to keep it clear and simple.

Adapted by Sam Oxley from: Information for schools and parents. 2010. Retrieved 12th March, 2011 from

http://www.cambridgeshire.gov.uk/education/parents/special_needs/visual/support/Information.htm