

# Practical Tips for Inclusive Classrooms

## Lectures, Presentations and Labs

- Provide information about the immediate environment
- Make sure students can get up or leave if they need to
- Be clear about your own access needs
- Clearly communicate objectives
- Speak slowly and repeat important information
- Face the class when you speak
- Minimize background noise
- Build in breaks

## One to One Communication

- Ensure office space is arranged for physical access
- Speak normally, clearly and directly to the person
- Exercise patience
- Be attentive and listen carefully
- Ask for clarification if needed
- Ask permission before giving assistance

## Questions and Discussions

- Communicate expectations clearly
- Repeat the key point to the class
- Remind students to speak slowly, clearly
- Allow time for students to think before responding
- Create spaces for anonymous contributions
- Allow diverse forms of participation

## Multimedia Materials

- Make large-print or digital handouts available
- Post everything online before class (or after)
- Invite students to post/share notes online
- Describe any images, tables or graphs
- Only use videos that are properly captioned
- Use high contrast colours on slides and handouts

## Respectful Language

- When possible, listen
- When in doubt, ask!
- Never use “the R word”
- Disability is not a bad word
- Avoid words like “stupid, crazy, insane, spaz, dumb”
- Avoid euphemisms (i.e. special needs, differently abled)
- Use person first language vs. disability/identity first language