**Virtual Accessibility**

When providing virtual instruction, it is essential to consider the following strategies to ensure your lessons and activities are accessible for students; meaning, your students are able to use your materials. It is important to not forget about accessibility when instruction is virtual. Below is a table of the “POUR” model of ensuring accessibility in the classroom along with examples of implementation.

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|  | **Definition** | **Examples** |
| **P**erceivable | Students can see and hear your content | * Alternative text describing each image (to be read by a screen reader)
* Close caption videos or transcripts
* Color contrast between text and color (specifically with slideshows)
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| **O**perable | Students can interact with the content | * Provide sufficient time for responses
* Ensure everything is adequately described
* Check for keyboard accessibility
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| **U**nderstandable | Students can understand and navigate your content | * Ensure you give clear instructions in multiple formats
* Model for students how they should do something
* Use plain language such as using active voice (not passive), short sentences and paragraphs, and common words
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| **R**obust | Your content works and is compatible with technology | * Perform an accessibility check
* Test your content on a variety of platforms
* Create descriptive titles to help students with screen readers quickly determine if they are on the correct document
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For additional information visit <http://aem.cast.org/creating/designing-for-accessibility-pour.html>

Accessibility Resources:

<http://aem.cast.org/creating/accessibility-perceivable.html>

<http://aem.cast.org/creating/accessibility-operable.html>

<http://aem.cast.org/creating/accessibility-understandable.html>

<http://aem.cast.org/creating/accessibility-robust.html>