

Checklist for Teaching Deaf Students Online



- Check for Captioning and Transcripts**

Check that all videos, podcasts, and any other audio content in the course is captioned and accurate; if not, provide transcripts. Visual media such as charts, graphics, and photos should have clearly defined image descriptions for students who need them.
- Connect With Deaf Students**

Deaf students are familiar with what they need and what works best for them. Start a dialogue with your students and check in throughout the semester to solicit feedback on any issues related to access.
- Partner With Access Providers**

Connect with the student's sign language interpreter or other access provider to ensure they can log in to your learning management system (LMS), video conferencing, and all platforms you're using for online instruction. Develop protocols for live video sessions and office hours. Contact the disability services office for additional assistance and help with coordination.
- Clarify Assignments and Offer Alternatives**

After sharing a revised syllabus, check in with the student, identify areas of concern, and consider alternative assignments. If getting an access provider outside of class time is not possible for group assignments or other work, consider alternative assignments.
- Develop Turn-Taking and Discussion Flow**

Develop and share a turn-taking protocol for online discussions. This protocol should prioritize visual attention-getting strategies, such as raising a hand and using the chat box or other similar built-in platform features.
- Create Space for Collaboration and Information**

Establish a place for students to post questions, share notes, and interact with each other in a few different formats, such as cloud-based services or a discussion board. Be sure to post answers to commonly asked questions and share resources as needed.
- Be Prepared for Technical Issues**

Record all class sessions in case there are technical issues. Coordinate with access providers to provide interpreted class recordings or transcripts. A good practice is to provide lecture notes, slides, and other resources to deaf students and their access providers to review content before and after class.



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