1. Have open and constant **communication and compassion**. Remember the students are in the same situation you are.
2. Make sure your course **materials are accessible**. If a student can't access the material, they can't learn.
3. **Keep it simple:** Avoid using color, flashing text and unnecessary graphics to emphasize points. Avoid using media that requires special software or plugins that must be obtained from external sites.
4. Have a willingness to bend the rules to **accommodate** students who have special needs, which may mean extending deadlines on occasion—when students who need extra time initially receive it, they tend to get subsequent assignments in on time. Planning becomes a way for them to reach their potential once the obstacle of a due date is removed.
5. **Be flexible**: For example, offer students a choice of several possible essay questions or provide students a choice in how they will present the final product of a research project.
6. **Be creative when extending times for testing**: Extended time on exams is an incredibly common modification for teaching students with disabilities in the brick and mortar classroom. However, most learning management system test modules do not allow instructors to make special accommodations for individual learners. One way to get around this modification is to leave the time limits open but record the amount of time spent in an exam. Students are given a prescribed amount of time to take the exam, and this time can be extended for students who have provided documentation for their extended time accommodation.
7. **Use asynchronous discussion**: Synchronous discussions can be overwhelming for students who suffer from distractibility or factual recall limitations. Asynchronous discussions allow all students more time for reflection and clarification.
8. Encourage students to see you in **virtual office hours** for one-on-one instruction they will no longer have access to in the classroom.