

Working with ASL Interpreters in Remote Learning Environments

The intent of this document is to provide a roadmap that will aid in class set-up and allow everyone to have a successful experience with it.

(C) team based on the shared

ing semester. **Please confer with your**

student to inquire as to what their preferred options are. Meetings to discuss classroom logistics and accessibility between students, faculty, and interpreter teams can be arranged through BMAC prior to the start of the semester. Zoom session for access. The

ork with the student/s to ensure visibility. You may be asked to grant hosting/recording

ding on student need.

Planning on recording your synchronous lectures?

To allow for ease of access, please assign your interpreter team as “co-hosts” to manage accessibility options and interpreter visibility.

- For more information on recording options, click here: [Zoom Information Document](#)

Planning on creating asynchronous lectures?

Materials posted for students must be captioned. For assistance with captioning, please contact the AIM Center at AIMc@csulb.edu.

Classroom Management & Turn-Taking

Spotlighting negates the ability of the student to view or pin the interpreter.

- While recording, pinning a window other than the interpreter impedes accessibility.

Muting non-speaking participants allows interpreters to fully access the speaker’s message.

Consider establishing discussion parameters for the whole class as overlapping speech is inaccessible.

D/HH students depend on their eyes to take in all content. Visual noise is present in traditional classrooms but magnified in the digital space. Reducing “visual noise”, such as having all videos off, allows for a more accessible & successful learning environment.

Turn fully relayed.

- The **Raise Hand** feature, under the participant list, is a convenient tool for allowing class participation in an ordered fashion. Students are brought to the top of participant list as **Raise Hand** is clicked.

Break-Out Room usage should allow for the student and the interpreter team (or CART provider) to be transferred into the same Break-Out Room to allow for uninterrupted access to communication.

Accessible Materials / Showing Videos