Recommended Reasonable Adjustments

Visual Discomfort Strategies for Faculties to Support Achievement

Visual discomfort relates to visual discomfort when reading. Symptoms include illusions of shape, movement and colour in the text, distortions of the print, loss of print clarity, and general visual irritation. Visual discomfort can cause sore eyes, headaches, frequent loss of place when reading, and impaired comprehension.

The following guidelines will support this student to access and achieve positive results on your course.

Student Attributes

- Determination
- Hard working

Student challenges

- Overwhelmed by visual information affecting focus and learning.
- Organisational difficulties.
- Keeping up with reading requirements.
- Processing written information.

Handouts, PowerPoints and Written Information

- Use a coloured page background, white is too bright.
- Use a softer colour than black for the text.
- Use san serif font e.g. Arial, Lucinda Sans, Calibri, Tahoma.
- Justify text to the left to provide even spacing between words which supports tracking.
- Use a 12pt font with a minimum of 1.5 spacing.
- Use a minimum of 24pt font in PowerPoint
- Break down long pieces of text, using headings, bullet points and using **bold** to identify key words.

- Do not simultaneously use bold, underlining and colour to stress a point; it is overwhelming.
- Provide students with an accessible electronic copy of your information that they can alter to their specific needs.

Lecture / Seminar

Students benefit from preparation:
- Present material in different ways using visual aids, such as graphs, flow charts, mind-maps, video clips, music, pictures and colour.
- Consider the layout of the room. Is it cluttered? Can students face away from information on the walls?
- Support students if you require them to read e.g. reduce the amount they are required to read, use assistive technology.

Reading Lists

Students benefit from clear reading lists:
- Use a sans serif font e.g. Arial, Lucinda Sans, Calibri, Tahoma in 12pt font, with a minimum of 1.5 spacing.
- Split into **essential, extra** and **exceptional** categories to support students to prioritise their reading.
- Use a line space between each reference to differentiate one reference from another.

Use Assistive Technology

- Encourage use of iPads in seminars to listen to written material if they struggle to read quickly (text to speech).
- Encourage the use of Dictaphones, laptops, iPads and iPhones.

Recording lectures and seminars

Students will benefit from recording information:

Allow students to record lectures /seminars on their own devices e.g. phones / laptops. It enables students to focus on the lecture content and provides time to process information before making notes.

Panopto is a video platform available in some lecture theatres and

is available at:
http://www.southampton.ac.uk/isolutions/computing/elearn/panopto/

Sharing and Further Information

- All tutors/lecturers should be made aware of the student's visual discomfort.
- The information in this memo must be shared if the student studies a module with another faculty, goes on placement or abroad.

The following website provides information on accessibility and inclusive practice:

https://www.southampton.ac.uk/edusupport/study_support/information_for_staff.page

Resources

Study Skills resources are available at:
http://library.soton.ac.uk/sash

- An interactive Study Skills Toolkit is available via Blackboard.

Further information for students and tutor support is avaiable from:

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