BEST PRACTICES FOR ACCESSIBILITY IN TRAINING AND DISSEMINATION

MICHAEL HOENIG
UNIVERSITY OF IOWA CENTER FOR DISABILITIES AND DEVELOPMENT

TODD M. WEISSENBERGER
UNIVERSITY OF IOWA INFORMATION SECURITY AND POLICY OFFICE

TODAY'S PRESENTERS

MICHAEL HOENIG

MICHAEL-HOENIG@UIOWA.EDU

TODD M. WEISSENBERGER

TODD-WEISSENBERGER@UIOWA.EDU

MIKE’S STORY

THINGS TO THINK ABOUT

PRESENTATION MODALITIES

In-person lecture

In-person interactive

Online lecture: synchronous/asynchronous

Online interactive: synchronous/asynchronous

Blended/flipped/other

SUPPLEMENTARY MATERIALS

What formats will you use? Are they commonly accessible?

Are the materials primarily textual? Graphical?

Will you use multimedia content?

Print vs. digital: what's the difference to participants?

PARTICIPANT VARIABILITY AND CHARACTERISTICS

Sensory impairment

Motor impairment

Processing impairment

Intellectual disability

Seizure conditions

Age-related/Situational issues

POTENTIAL VISUAL BARRIERS

Participant may not perceive visual aids

Participant may not locate content embedded in materials

Participant may not perform tasks on a computer

Participant may not distinguish objects by color

Participant may not quickly identify and correct errors

POTENTIAL AUDITORY BARRIERS

Participant may not perceive verbal or auditory prompts

Participant may not perceive audio component of media

Participant may need to focus on sign-language interpreter or CART

POTENTIAL MOBILITY/DEXTERITY BARRIERS

Participant may not complete tasks within time constraints (e.g.,online polling, using a Clicker)

Participant may not perform tasks requiring fine motor skills

Participant may not complete handwritten items (e.g., evaluations)

Participant may not quickly correct errors

POTENTIAL PROCESSING/ID BARRIERS

Participant may be confused by too much information at one time

Participant may not understand printed or verbal instructions

Participant may be distracted by environmental factors

Participant may not complete tasks within time constraints

BEFORE THE EVENT

CONSIDER YOUR PLATFORM

Does the platform present barriers to access?

Require plug-in, or run directly through browser?

Controls accessible to all users?

Are all of the platform features necessary for this presentation?

If this training is in-person, instructor-led, what dynamics might affect your participants' experience?

Specific considerations: CART/captions, chat box, raise hand, online polling, screen sharing, annotations

MARKETING, SIGN-UP, REGISTRATION

Promotion and marketing: website, email, flyer, social media

Provide multiple means of signup and registration

Include accommodation/accessibility statement

Establish deadlines for accommodation requests

Provide contact info for accessibility/accommodation questions

DESIGN PRINCIPLES FOR PRESENTATION MATERIALS

PRESENTATION SLIDES

Easy to read text

Large type, good color contrast, sans-serif font

Avoid overcrowding: chunk content when possible

Visuals should be visible at a distance

Graphics should include descriptive, or "ALT" text

Don’t use color or shape exclusively (e,g,, “Let’s compare the red circle to the brown circle…”)

OUTLINES AND TEXT HANDOUTS

Ensure that outlines and text handouts are visually clean and legible

Create electronic (ALT-format) versions of your handouts, and provide them in advance

Electronic handouts should reflect heading structure, alternate text, and other best practices for document accessibility

Ensure that accessible electronic copies remain available for download during and after presentation

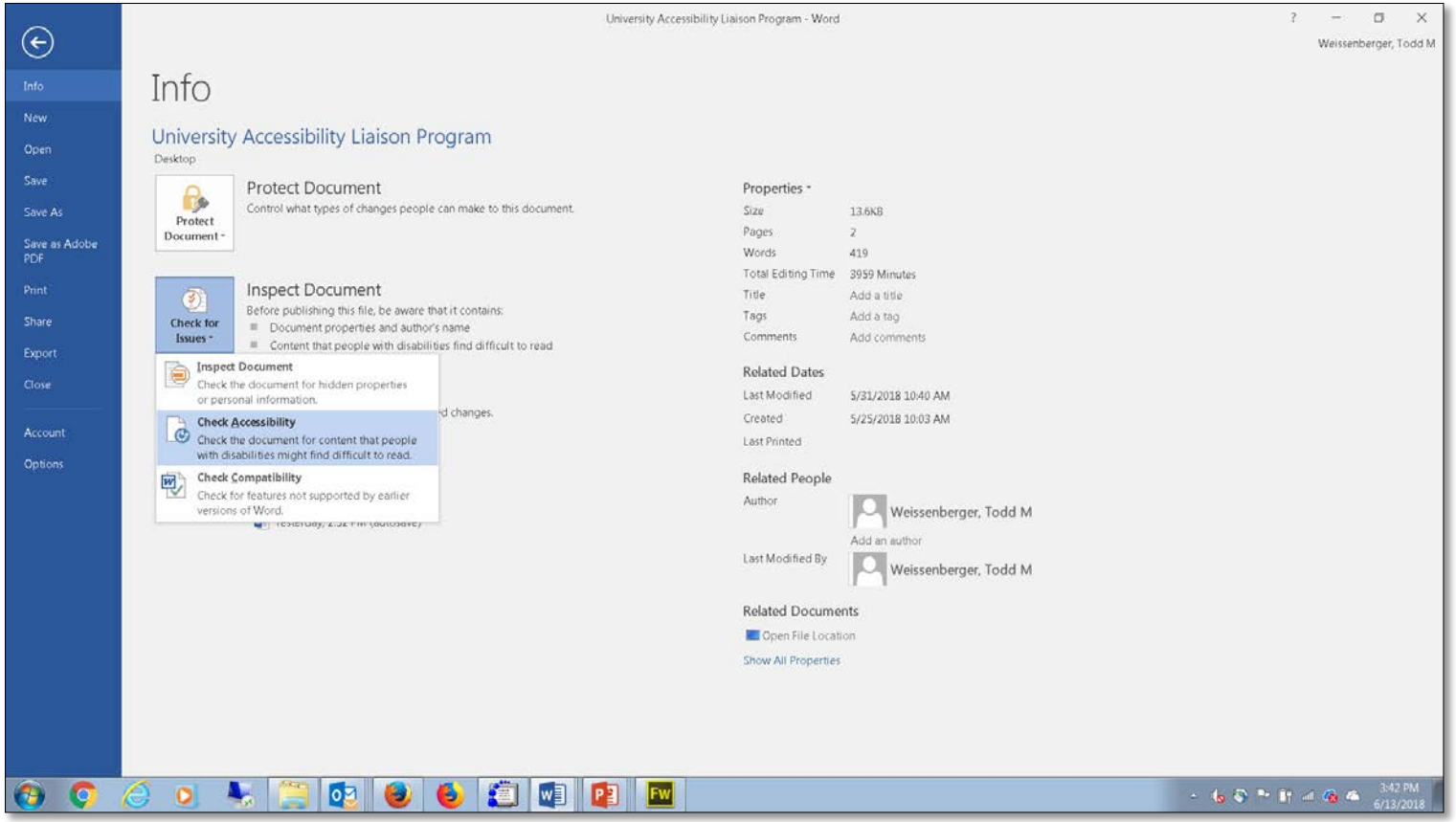
WEBSITES

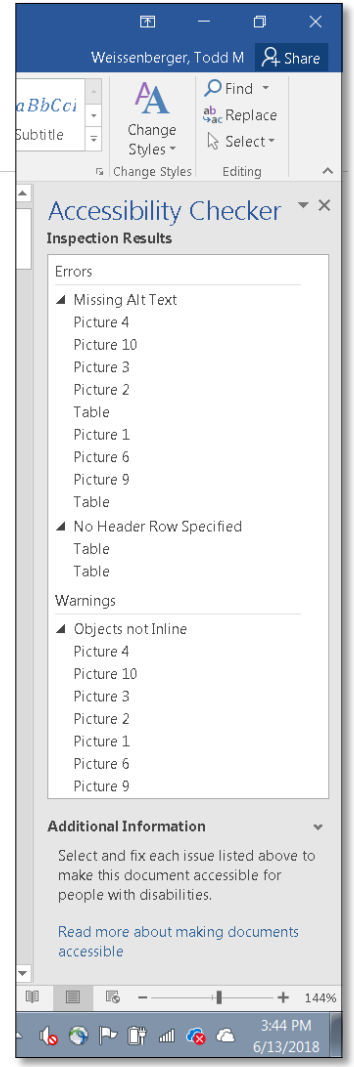
Should conform to Web Content Accessibility Guidelines, Level 2, or similar standard

Work with your web team to make sure your companion website is accessible

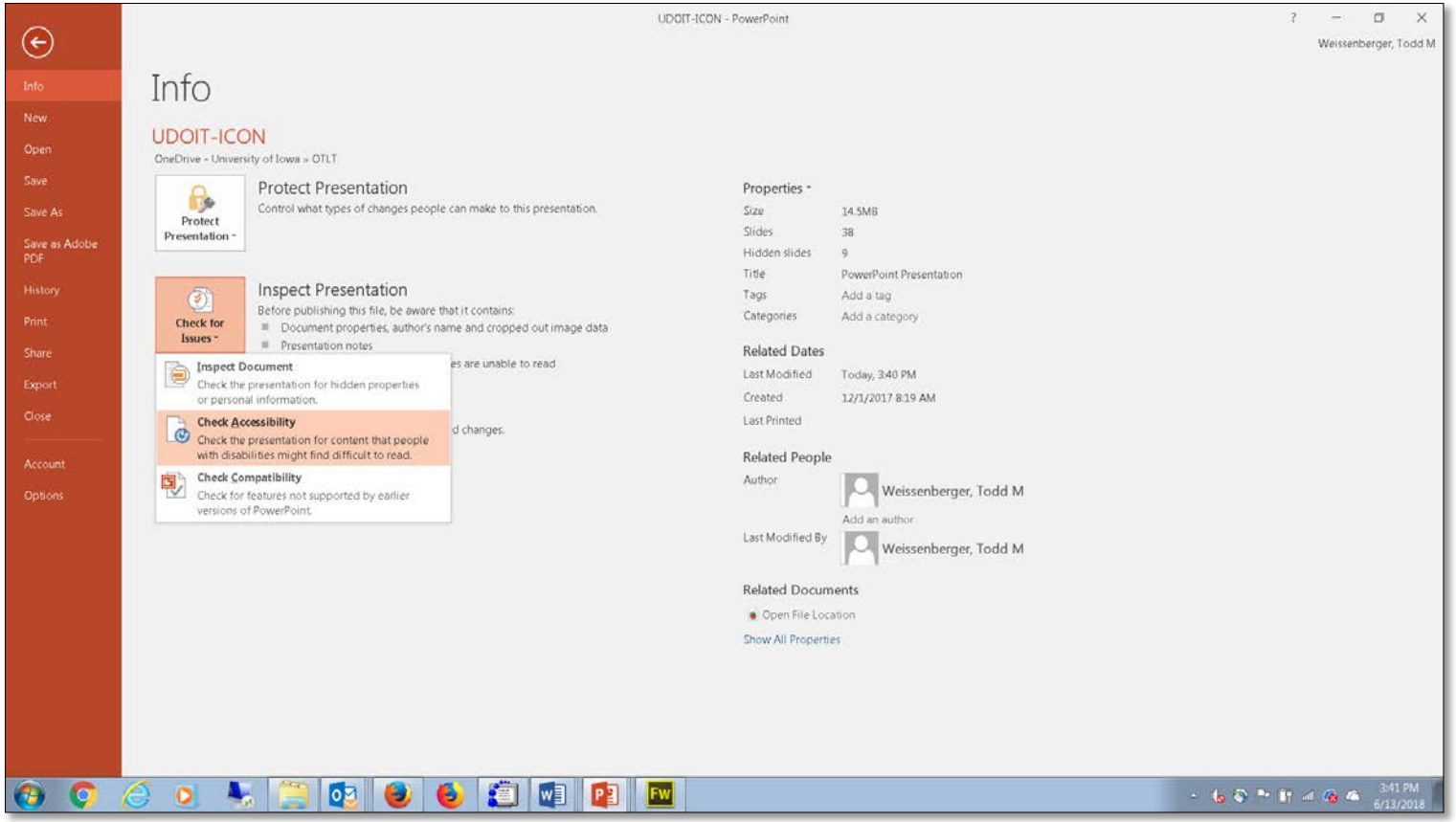
Review online resources (websites, online journals, etc) to determine their level of accessibility

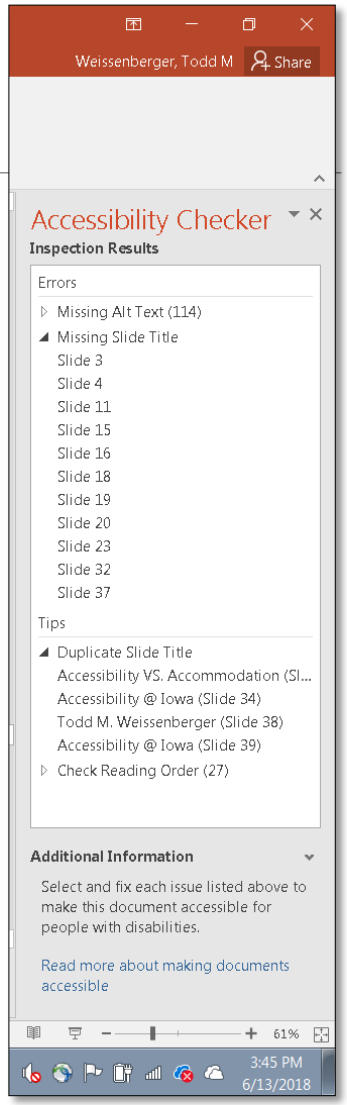
WORD ACCESSIBILITY CHECKER



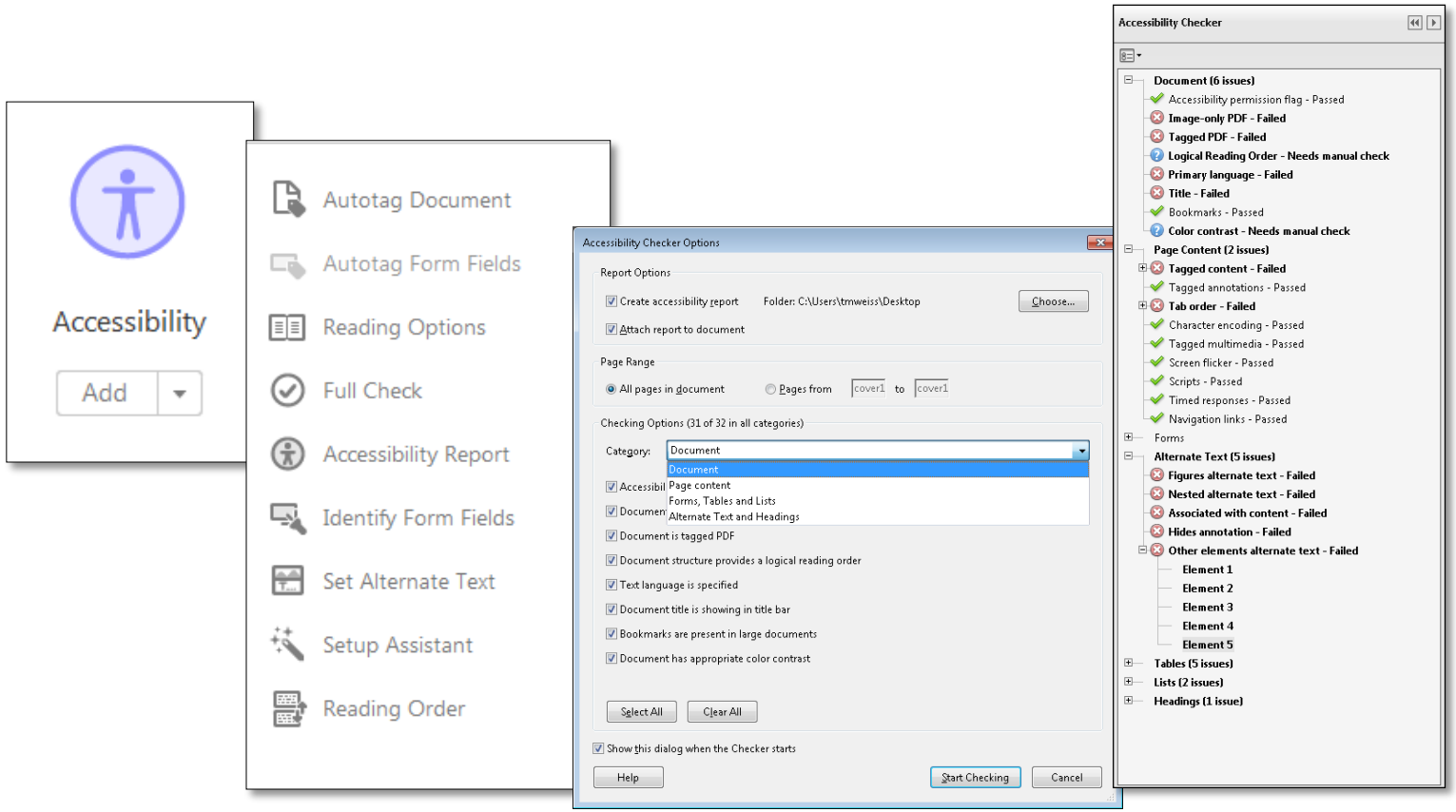


POWERPOINT ACCESSIBILITY CHECKER





ACROBAT ACCESSIBILITY CHECKER



WEB ACCESSIBILITY CHECKERS

Sitewide assessment

- Cyxtera Compliance Sheriff, SiteImprove
- Functional Accessibility Evaluator

Page assessment

- WAVE Extension[webaim.org]
- AInspector Sidebar [ainspector.github.io]

Feature assessment

- Web Developer Toolbar [chrispederick.com]
- Colour Contrast Analyser [paciellogroup.com]

AUDIO/VIDEO

Transcript (audio-only)

- Faithful record of spoken words and sounds on audio track

Captions (video)

- Transcript which has been synchronized with a video or other time-based media.
- Captions may be closed (user-controlled) or open (always on)

Audio Descriptions

- Narration of on-screen scenes and activity, made available for blind and low-vision viewers

Players

- Consider offering a more accessible media player, such as AblePlayer, for online video

DURING YOUR PRESENTATION

KNOW YOUR SPACE

Arrange tables and furniture such that participants can navigate the room comfortably

Identify appropriate positioning for sign language interpreters, CART transcriptionists, and other interpreters

Understand lighting and environmental controls to provide accommodating environment for all users

Make participants aware of assistive technology such as induction loops, screen readers or high-contrast options on workstations, etc.

ADDRESSING YOUR AUDIENCE

Inform your audience of any assistive or adaptive technology

Speak clearly and at a consistent pace

Keep your face pointed toward participants while speaking

Be aware of your “visual” aids: “If you see it, say it!"

Provide printed and electronic copies of projected presentation

Repeat any participant questions before answering

USING AN ONLINE PLATFORM

Assign a dedicated host to address accessibility issues during the presentation

Provide phone and text support with a dedicated line, if necessary

Avoid platform features that may present specific barriers to participation

Clearly identify and describe any shared content such as media, documents, or desktop applications

VIDEO

Provide captions for all video

Provide audio description for critical visual content

For single-speaker, process, or demo videos, consider providing a transcript or other alternative format

If necessary, ensure that video player controls are accessible

AFTER THE PRESENTATION

SHARING AND FEEDBACK

Share digital artifacts in multiple formats, e.g. slide deck, other notes, articles, resources

Ensure that recordings are captioned when posted

Ensure that surveys and other feedback mechanisms are accessible; offer multiple feedback options if appropriate

Ask users about the process as well as the content; consider feedback when planning your next training or presentation.

SUMMARY

Your audience exists on a spectrum of background, ability, and experience

Consider accessibility before, during, and after your event

Alongside its advantages, technology adds a layer of complexity for participants with disabilities

Use multiple modalities to provide content and interaction to your audience

REFERENCES: CREATING ACCESSIBLE CONTENT

Microsoft Word Accessibility
- [https://webaim.org/techniques/word/]

Microsoft PowerPoint Accessibility
- [https://webaim.org/techniques/powerpoint/]

PDF Accessibility
- [https://webaim.org/techniques/acrobat/]

Video Captioning
- [https://webaim.org/techniques/captions/]

Improving the Accessibility of Social Media for Public Service.
- [https://digital.gov/resources/federal-social-media-accessibility-toolkit-hackpad/]

Shift
Access