

ASSOCIATION OF UNIVERSITY CENTERS ON DISABILITIES (AUCD)  
BEST PRACTICES IN ACCESSIBILITY FOR TRAINING AND DISSEMINATION  
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## Remote CART Captioning

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>> Meagan Orsag: Welcome, everybody! My name is Meagan Orsag, the director of the Center for Disabilities and Development, also the CEDC chair and we're excited and happy to have Michael Hoenig and Todd Weissenberger here to share some best practices for accessibility and training and dissemination. People have been emailing about this topic and are very excited. Guys, thank you for being here. We really appreciate you sharing your expertise and time with us today.

I'm going to take care of some housekeeping. Because of the number of participants, your phone lines will be muted throughout the call. However, if we -- we will unmute your phones one at a time during the question and answer time at the end. You'll need to press the \*and then the # on the phone to request to ask your questions. If you're using the microphone on your computer, raise your hand by clicking the icon at the very top of the screen that looks like a person raising her hand. You can also submit questions at any point during the presentation to be in the chat box on the webinar console. You may need to send a chat to the whole audience or the presenters only. We will compile your questions throughout the webinar and address them at the end.

Please note that we may not be able to address every question and may combine some questions. This webinar is being recorded and will be available on AUCD webinar library. There also will be a short five-question evaluation survey at the close of the webinar. We invite you to provide feedback on the webinar and provide suggestions for future topics.

I would like to introduce our speakers today. Michael Hoenig serves as a program coordinator for Iowa University center for excellence and developmental disabilities at the University of Iowa. During his tenure at CDD, Hoenig has developed and implemented a variety of advocacy training initiatives, and his present role of CDD state and community projects office, Hoenig works with the training grants on student leadership, health promotion, community capacity building and disability awareness.

His passions for disability advocacy and education grew from his work as an independent living specialist and program director with the Illinois Iowa Center for Independent Living in Rock Island, Illinois where he learned to embrace the value of firsthand experience as a person with a disability. He fuels his passion through a variety of UCEDD initiatives which include coordinating pre-service

health provider training program, hosting bimonthly disability awareness public access TV show, and neurodevelopmental and related disabilities programs.

He has a BA in psychology from Center College, Iowa, and MA in rehabilitation counseling from the University of Iowa in Iowa City. Thank you, Michael, for being here. Next we have Todd, New Mexico native, Todd is a lifelong ally and advocate for the rights of people with disabilities. Since 2011, Todd has served as the IT accessibility coordinator at the University of Iowa where he provides day-to-day leadership on policy, consultation, training, support and other effort in the area of accessible technology.

He is an active member of the Big Ten Academic Alliance, IT accessibility group where he co-chairs the training and badging subgroup and participates in several other working groups on accessibility for users with disabilities.

Todd is also the current co-chair of the University of Iowa Council on Disability Awareness, ex officio member of the University of Iowa planning and action committee. Prior to arrival at Iowa, Todd was senior web designer and unit IT support manager at the center for development and disability at the University of New Mexico where he worked from 2003 to 2011. Thank you, Todd, for being here as well.

>> All right. We're just going to jump right in. We thank all of you for being here. We very much appreciate the level of interest that has been shown in this topic. So, first of all, I would like to give a special shout-out to Todd, my partner here, who has done a tremendous amount of work to pull this all together. We've consulted. He gets the topic of Nothing About Us Without Us. He was the one that put the yeoman's work in, I want to acknowledge that. I also want to acknowledge AUCD and CEDC in particular for organizing this -- prioritizing this topic and hanging in there with us while we had to reschedule a time or two here.

And what I would most like to acknowledge CEDC and AUCD for is the consumer responsiveness in even bringing this topic to the forefront. I was one of the people who suggested it following an experience I had a couple years ago on a webinar that was hosted by an organization which receives AUCD funding. Which shall remain nameless.

I was actually asked to present a section of the webinar, and because I'm totally blind, it did not make a lot of sense for me to click in using the webconferencing feature. So we had made an arrangement ahead of time that I would call in. Well, I did, and I was muted, as you are all today, and unlike the great...

[ no audio ]

>> Meagan Orsag: Mike, your microphone just muted.

>> Michael Hoenig: Meagan...

>> Meagan Orsag: Michael?

>> Michael Hoenig: Is that better?

>> Meagan Orsag: Can you just do one line just so we can make sure?

>> Michael Hoenig: Is that better?

>> Meagan Orsag: That is much better. Thank you.

>> Michael Hoenig: Okay. Meagan, we can't see the slides or, Anna, we can't see the slides.

>> So I'm thinking your computer froze, is what I'm anticipating. You would have to log in and log back... log out and log back in or I can advance the slides with you if you have the slides in front of you.

>> Michael Hoenig: I can see the captioning and all the other features, so, yeah, let's try that.

>> Okay.

>> Michael Hoenig: All right. Can you hear me now?

>> Yes.

>> Michael Hoenig: Okay. So, I was just... are we still okay?

>> We're good.

>> Michael Hoenig: I was just indicating that I did not have a way to be acknowledged during the presentation. Ultimately I was emailing, I was doing everything, but there was no one staffing any sort of email other than the chat box, which is inaccessible to me as a screen reader user. So I brought this to the attention of AUCD in particular and this is something that has been an issue for CEDC and we were invited to present a webinar, and I'm very, very grateful for that.

So that's just a little bit of context for putting a little real-life history behind this. I'm going to turn it back over to Todd now. Are you ready to just provide a bit of an overview of where we're headed?

>> Todd Weissenberger: Absolutely, thanks, Mike. So, you can advance to the things to think about slide there.

So, I guess the first thing to think about is experiences like Mike describes are not uncommon. They can take place anywhere, and so as presenters, if we're going to get up in front of a -- get up in front of a group, do some presenting, some training, some dissemination, it's incumbent upon us to be aware, and that awareness is really key to any accessibility effort. So we want to acknowledge some things that we want to take into consideration as we plan our presentation or training efforts. And knowing the audience here, I think some of these items may seem obvious, but nonetheless, their impact on people as we just heard from Mike can be significant, so we don't want to take these for granted.

We can advance, please.

So, the first thing that I think about when I'm preparing a training is what kind of modality is that presentation or training going to take? It may seem almost -- it may seem almost insignificant to some, but there are so many different ways of presenting content. Think about, are you in the room with your audience, or is this an online event?

Are you -- is this primarily a one-way communication, in case of a lecture, is there a lot of interactivity between you and your audience? if you're working online, is this synchronous event, is this happening in realtime where the audience can provide immediate feedback and you can drop information to them? Or is this going to be a recorded kind of event where the audience may not have you to turn to with questions, and are you working in, you know, some other context, a blended, flipped, or whatever the case may be.

So, considering your in-person training and your in-person events, instructor-led trainings in the classroom, you might require one kind of training. For example, where am I going to position any sign language interpreters, for example? Or is everybody in the room able to use clickers for in-class polling or something along those lines.

Whereas, for online offerings, we might be asking ourselves something more along the lines of, how do participants take part in some of the real-time online activities? Can participants access recordings? What about digital materials and other interactive features?

So, the first question I always ask is... how am I presenting this? And there is no right or wrong answer because we present in so many different contexts over time, but it's just something to be aware of as you prepare. And we'll move into this a little more as we go on.

To the next slide, please.

Along with considering your modality, and as an outgrowth of that, we want to think about what kinds of materials we're going to provide. This is something I spent a lot of time on. What formats are we going to use? Are they commonly accessible? Word, PDF, will there be handouts, audio, video

recordings, this kind of thing. Are the materials primarily text-based, will they be primarily graphical, requiring a lot of visual interaction? And how will participants react to printed materials versus digital?

So, with regard to the types of supplement content that we provide, especially in a training context, supplementary materials, I should say, play a big role for users. Mike is going to elaborate on this and we'll see why. Next slide, please.

>> Michael Hoenig: So, we're going to move into participant variability. I want to begin by just mentioning I'm using -- I'm using a piece of technology called a Braille Note and it does sometimes pause for some reason between slides, so if there's a bit of delay, just bear with me and we'll catch right up.

So the first thing we want to talk about in terms of sensory -- or I'm sorry, participant variability, are the variety of disabilities. And I don't need to go through all of them here, but whether it's a sensory impairment, a motor impairment, processing disability, intellectual disability, seizure conditions, a variety of issues that -- age-related issues, that can affect how you are going to think about putting your material together.

One of the things that we want to... and, again, as Todd said, this may seem like common sense to many of you, but I think it does deserve a minute of our time to talk about the types of audiences that you may have. And many of the members may be living with some type of a disability. And so it's important from the start to think about what issues might be impacted.

Or what disabilities might make it difficult or impossible for the audience to participate. It certainly is always appropriate to consider that members of your audience are or very likely could be living with a disability. And I mention this because, especially when I think about AUCD, or really any other organization, I'll give you an example shortly of another organization, which even though they try to involve people with disabilities, sometimes there's kind of an oversight because you think first and foremost that you're going to be presenting to professional colleagues.

I will say that AUCD -- I had the pleasure of attending AUCD last fall for the first time in several years and I very, very much appreciate the commitment to providing accessible information throughout. And I experienced that firsthand in terms of the agenda and in terms of presenter notes and that sort of thing. And apparently you have done a lot of work with preparing presenters, because I had a very, very good experience with people actually speaking their slides and narrating and everything. So, those of you who do attend the AUCD conference, please use that as a model as you think about your own conferences.

Next slide, please.

Let's just kind of go by disability here and talk about a few of the barriers that may get in the way.

So, in the case of people with visual impairments, such as myself, obviously there may be a visual aid in the room that if a person is not told about it, they may not know about it. But also if you are using a visual for your presentation and don't take the time to describe it, that can present a problem.

If there is content that is embedded in materials, if there are links or other photos and that kind of thing, which often happens, where there's embedded text around boxes and so forth, that can really present some problems.

If you're doing polling or if there are other kinds of things that you're asking people to do on a computer, or even click a chat box and don't provide alternatives, that may definitely present some problems.

Color, obviously, would certainly not work for me, if somebody -- you know, look at the red shaded box. That's not going to happen for me, obviously.

If there are online exams which seem to be becoming more and more prevalent, I certainly run into these kinds of things in compliances that we have to do here at the university, and sometimes those exams are not created in such a way that I'm always able to pick up the error or maybe I've neglected to fill in a box or something and it's not immediately apparent until I get the dreaded error message, and then I don't know what error I've made. And that clearly causes me to take extra time to complete my -- whatever it is that I'm being assigned to do.

In terms -- next slide, please.

Are you back up, Todd?

>> Todd Weissenberger: No, I'm not.

>> Michael Hoenig: So, in terms of auditory barriers, participants may not, obviously, perceive verbal or auditory prompts. Or the audio components of media. So think about if you're showing a video, ensuring that that is captioned. And I would certainly take comments on this. I know there have been times when I have participated in conferences and the interpreter has had to his or her best job of interpreting things that -- interpreting things that are said, but it's my belief that -- and certainly within our university setting that captioning is best practice.

So, if a participant then is having to focus on CART or a sign language interpreter, CART being computer-assisted realtime, they may really not be able to completely focus on the presenter or if there is a quiz or something that they're being asked to do or there's a -- you're being asked to participate in a group of that, it's not that they're not paying attention, but they're having to focus to a large extent on the accommodation.

Next slide, please.

In terms of mobility and dexterity, it may take longer to complete a task, online polling, using a clicker. In some cases a person may not be able to use a clicker or computer at all. And this is -- it's not limited to just the computer. If you are engaging a person with a disability to work with you as a

presenter, which I encourage all of you to do, I have learned the hard way that I have a colleague with cerebral palsy and we have had to come up with some pretty creative ways for him to be able to manage scripts, when we do our public access television program, making sure that he has a place to put the script and a place he can easily access it and not have to do a lot of moving around.

Again, completing handwritten items, evaluations. So we're going to be talking about that later, some other alternatives for getting participant feedback.

Also being able to quickly correct errors as much as I talked about with a person with a visual impairment. It may just take a person longer using -- that has a dexterity issue or another physical disability to do the manipulation, to make changes in editing.

Not always, obviously, but that may be an issue.

All right, next slide, please.

So in terms of processing an ID... so, again, having too much information at one time can be a problem. That can be a problem for a lot of us. I know it's a struggle for me when there's too busy of a slide. So I would encourage you to think about universal design and how many people -- not just people with ID, but that may present a problem.

There may be an issue with understanding printed or verbal instructions, so making them as basic as you can, again, for all of us. I think a lot of these are universal design principles. So the person may be distracted by environmental factors. So, again, keeping that in mind. I know that at the beginning of the webinar, Anna was talking about -- before we all signed on -- about having a tree being cut down near her.

So think about that for all of -- you know, if there's noise in the background. I was trying to present one time, and it was an outdoor presentation and they were doing construction. And that really can have an impact.

So making that environment as quiet and as participant-friendly as possible is so critical.

And then, again, the issue of performing tasks within time constraints, making sure that there are accommodations or working -- if somebody has requested that accommodation, think through how you will be able to address that.

So, I will conclude this part of it, and Todd is going to share some suggestions now as we move out of the barrier realm into thinking about some things you can do before -- think about before the event. Todd.

>> Todd Weissenberger: Yes, the "before the event" slide, please.

As Mike was saying, once you've taken your audience into consideration, we concentrated on this and considered our delivery method, and now we can really start thinking about getting into the weeds, things we need to know at a grand level to plan our event. I know as a veteran trainer myself

it can be tempting to focus on our area of domain expertise and try to wring out every bit of knowledge we have on our subject, and sometimes that can take the extent of logistics and other important factors as accessibility. So depending on your situation, you may want to give yourself time in advance. I like to start planning out and sort of sketching out my planning process a couple weeks advance if I can and this gives me time to reflect on any factors that might make my training more valuable and accessible to everybody in my audience. And we can advance, please.

So, I do a lot of webinar presentations, and so for webinars and other online sessions, we really want to consider our technology. And that to me starts with the online platform. And by "platform" I mean things like WebEx, Adobe Connect which we're using now. Go to meeting, zoom, Skype. I think we have experience with some of these. These are common platforms for online presentations and training, and there are many ways that these platforms could present barriers to access.

For those who are visually consuming the Adobe Connect screen in front of us right now, take a look at the features that are available to you.

We have an attendee list. We have a chat box. We have a "raise your hand." We have a couple of buttons that enable us to handle our microphones and speakers. We have the transcript and all of the tools that go with that.

So right there I've named maybe six or eight or ten features that may present a barrier to access to somebody experiencing this web natural right now.

So, what I'm saying is that not all of your users may be able to use every feature, and so you may have -- you may have barriers there.

Additionally, as we were signing up for -- as we were preparing for this webinar today, we're in a conference room at the University of Iowa and we learned we had to download Adobe Connect and get it installed. And that was not difficult in the room that we're in for those of us who are doing it, but that's something else to consider, if a user needs to download a plug-in or needs some sort of additional software in order to participate, especially in your online synchronous programs.

And, also, you know, think about, as I said, specific considerations like CART, captioning, chat box, raising your hand, online polling and so forth. And so we just want to be aware of these.

One way that you can -- one way that we can all quickly identify barriers is to get on our platform and unplug the mouse. Just if anybody is interested in doing this, I would be interested in hearing comments before the today's session or by the end of today's session on experiences that you may have if you were to unplug your mouse and try to navigate this platform solely by keyboard.

So, these are just some things to consider. And I'm going to go ahead and move to the next idea here. So we're now on the "marketing, sign-up, registration" phase.

We're planning in advance. We've considered our platform, our technology, our situation. And now we're thinking about getting people onboard. First question is from marketing. How are you getting the message out to people who may be interested in your event? And that's promotion and

marketing, whether it's website, email, social media, flyers strapped to a telephone pole. Somehow those promotional or marketing materials need to be accessible so people with learn about the presentation and training and can get themselves signed up and can request any accommodations.

So, we want to be sure to provide multiple means for that to happen, sign-up and registration. If we have an online form, we may also want to offer a telephone sign-up option or registration option. We may want to make it possible for people to register via email, possibly even through a printed form that people can mail in, which is very 20th Century. Also when we're marking and promoting our event, we want to make sure that we include -- and this is, I think, really key -- include an accommodation or accessibility statement and a means for users to address that. The more feedback you can get from your potential audience in advance, the better off we'll be. We had an experience like this not long ago where we neglected to include the -- this is not at the university but another context -- we neglected to include the accommodation and accessibility statement in an event we were doing downtown and lo and behold, we ended up with two users who were deaf or hard of hearing, who could not proceed with what was being said. We didn't have any interpreters and didn't have CART and those people -- they were, unfortunately, unable to participate. And that was a terrible learning experience for all of us. We want to make sure not only we include the statement but we establish a means of contacting the Center with accessibility and accommodation questions, and a deadline for doing so, so that there's time to integrate those into your process.

>> Michael Hoenig: Todd, before you move on, I wanted to illustrate the importance of having a contact. I recently attended a state-level conference, and there was not a person identified to handle accommodations. So despite my making three or four requests, no one got back to me until the day before, and then they didn't -- there was not really a coordinated response until I finally showed up at the conference and there was a scramble. And finally I was able to get a jump drive with about half the material that I had requested.

So it really does matter in terms of identifying one person or two people, if you're putting on a training of any sort, who is going to be responsible for either making the accommodations or working with a company or contracting them out to ensure that the accommodations get addressed.

>> Todd Weissenberger: That is so true. So, along with participants in the platform, now we have the question of materials. We can move to the next slide "design principles for presentation materials," and we can move past that as well, but if we're going to include additional materials for our users, those need to be accessible as well, along the lines of slides and handouts, media and so forth.

I'm going to start with talking about presentation slides, just because that's such a popular modality for presentation. It tends to reach across in person and online and synchronous and asynchronous trainings.

So some things to think about when putting up that thing that people are looking at on the wall.

First of all remember that not everybody will be looking at it on the wall, but for those who are, make sure that the text is easy to read at a distance that is appropriate to your space. Your slides should

have good color contrast, large type, a sans serif font, so that people who are visually consuming your content can get to it. I think Mike mentioned a moment ago we don't want too much information on a slide. Chunk your content wherever possible. Along with your slide, make sure the visuals are visible at a distance.

And as we get into the electronic distribution, which I'll talk about more in a moment, include that alt text. This is probably the first of ten instances I'll use the term "alt text" in this presentation, and alt text is essentially descriptive text that goes along with an image, and there are a number of ways to do this, so a user that can't perceive the graphic can still get the idea of what the image is intended to describe.

And then I think it was mentioned a moment ago too, don't use color or shape exclusively to describe anything that you're talking about as in compare the red circle to the brown circle here. That's not going to work for users with low visual acuity, users with different types of color blindness and so forth. So, moving to the next slide. As far as outlines and text handouts, we want to make sure that outlines and text handouts are clean and legible.

I want to note here, especially in academia, there's a tendency for some trainers to present information that has been photocopied or scanned or derived from some other copying process, and those scans are -- especially photocopies from scans sometimes tend to be very illegible due to the fact that a book is pushed down -- a spine to make a copy, so we want to make sure those are clean. But that's for visual consumers. For non-visual consumers or for people who have a print disability you do want to create electronic alt format versions of your handouts so they can use reading support software, screen reader or Braille Note or what have you to keep up.

Electronic handouts then, in turn, should use a structural strategy that reflects their headings. We've got topic headings, alt text and lists and tables and other semantic qualities of your document and follow best practices for document accessibility. And most importantly make sure that those electronic copies are available for download during and after the presentation as well.

Moving to the next slide.

If your presentation has a companion website, then that website should conform to accessibility standards too. Most accessibility experts will tell you that the Web Content Accessibility Guidelines Level 2 is standard of choice. You may also, if working with federal requirements and you find yourself with a mandate to be in conformance with section 508. EU standards working in Europe. There are a lot of different standards. But if you stick with Web Content Accessibility Guidelines, that will generally get you there.

If you're not the web developer, then that means you have to reach out to whoever is supporting that web resource to make sure that your website is accessible. And it's not just your website, but it's all of the other online resources that you might be providing in support of your topic.

So, as we provide these sort of third-party supports for our trainings, we want to make sure that those are accessible as well.

And I just want to stop here for a moment. We still have got some ground to cover, but I wanted to point out that when we're talking about creating accessible content, Microsoft Word -- I'm going to move through these fairly quickly, Anna.

Microsoft Word has an accessibility checker. And moving forward to the next slide, PowerPoint also has an accessibility checker. As does Adobe Acrobat, if you're working with PDF, on the next slide... and there are a number of web accessibility checkers that are available too.

I've consolidated most of this information into a resource at the end of the presentation, but I just wanted to give people an idea that you're not alone in this. Some of the tools that you're using can help you to achieve accessible outcomes, especially with your online documents.

Finally, one last note on the content, audio/video. Audio visual content, I think Mike mentioned it a couple times. If you can, you really need to consider that to ensure there is some sort of transcript or captioning that goes along with your audio or with your audio visual content. But a couple things -- I think everybody is aware of captioning to some degree. But a couple of things that people don't keep track of are descriptive audio or audio descriptions. If you're demonstrating a process in a video, then there should be an audio accompaniment of that that tells the user who can't see the video what is happening on the screen. That's critical.

And video players. If you're using video through your institution or organization, you may want to ask your tech team if there's a more accessible media player than the one that you're offering to users.

So, whether it's print or audio visual, whether it's slide show, document scans, whatever the case may be, we want to take care with those online materials or those electronic materials.

So, I'm going to move it over to Mike now to talk about some things to be aware of during your presentation.

>> Michael Hoenig: Thanks, Todd. Just a couple of things to finish up on sort of the prep piece. One additional suggestion that I would have for any of you that are developing presentations is to utilize -- if you know of people with disabilities within your programs or that are on your community advisory committees or that you work with in other capacities, ask them if they would be willing to assist you in taking a look to sort of -- to ensure that the presentation is accessible. I know I've been asked to do that a lot. And sometimes I -- most of the time I really try to make time to do that. Sometimes I just, because of my schedule, can't. But get to know people with disabilities that are committed to this issue that would be willing to assist.

Another thing I can't stress enough the importance of captioning. You know, I'd like to think that I'm pretty sensitive to the needs of people with disabilities, given that I advocate so strongly on behalf of my own, but a little over a year ago we were -- I was working with a team to present a state-level webinar that was actually going to go across the United States, much like this one, and we got a request for captioning, and we had not... we had not made those arrangements. And clearly we -- it

was an oversight and we ended up having to reschedule. And it really taught me that if we're going to do something like this, we really need to just build that in ahead of time. Because we don't know who is going to -- with an online platform you don't know who is going to be available or who is going to sign on, rather.

So, that's something that we really learned. And I wanted to share that, lesson learned with you. So, now moving on to talking about, during the presentation, certainly one of the issues is knowing your space.

So, arranging tables and furniture for easy navigation. And think about, too, that you may have individuals in wheelchairs that are coming and accommodate that appropriately.

Certainly identify positioning for sign language interpreters, thinking about CART, the transcriptionist, other types of interpreters. Again, oftentimes the interpreter is going to be at the front of the room, and the CART transcription device certainly you want to place it strategically so that the person looking at it does not have to look both at the presenter and look at a different angle at the CART, at the transcription. Again, consult the person who has requested the accommodation privately, the interpreter, the transcriptionist, whomever, work with them ahead of time to make sure that when the conference or presentation actually starts, that that accommodation is in place and that the person who has requested it is getting the ultimate experience for that.

Certainly understanding the lighting and environmental controls to accommodate all users.

Make people aware of assistive technology that is available in the room. And whenever possible, let them know that in advance. If somebody is going to an in-person presentation, especially if there's going to be a -- there's going to be some interactive work, maybe a test or a poll or something, and if there's a screen reader in the room, let the person know that, certainly with the induction loops and everything as well. High contrast options on workstations. Making sure that you're aware of the capabilities of the technology that is available to you and to your audience.

Next slide, please.

Again, addressing the audience. Knowing and then letting people know about the technology that is available. Speak clearly and at a consistent pace. That's pretty obvious, except I'm aware of time and so I'm going a bit faster than I ought to be. So keeping your face pointed toward the participants. That's obviously something that is pretty obvious, but especially important when you think about people that may be lipreading or may be focusing -- somebody like myself who is blind and a person is turned away and there's a slide up and there's an assumption that everybody can read it and the person is facing sideways, it's very difficult. Or even in a situation when you're doing an online presentation and you move away from the microphone, that makes it difficult for anybody whose primary mode of understanding is through listening.

And, again, being aware of your visual aids. If you see it, say it. Does that mean if you've got a chart with ten columns and ten rows, do I have to read every figure? I say "no." Somebody may challenge me on that, but I do want you to, number one, be able to provide the highlights of what that says. Not just for a person that is visually impaired, but for people who just can go on sensory overload very

quickly, which I think is most of us. Another universal design principle. And then I would also say that to make the handouts, as Todd mentioned earlier, available afterwards. So if somebody really does want to go deep in the weeds, they can do that.

And another practice that we all need to work on, speaking for myself, is repeating participant questions before answering them, because it's very likely that somebody -- or many people in the room or on the online platform may not have understood.

And I'm going to turn it back over to Todd for the next couple here.

>> Todd Weissenberger: I would just like to add one item addressing the audience that I wish we put into this slide, and that is the importance of addressing people directly, especially when you're in person.

If it's before or during or if you're on a break, this is something that it really... it took me an, unfortunately, long time to get to this point, but to remember that if somebody is interpreting out, someone is speaking on behalf of another person, that doesn't mean that that is not the person -- that that's the person you're talking to. If there's an interpreter or somebody else that is providing interpreter services, you don't want to address your questions to them. Address your questions to the person that is participating.

Don't speak to companions, if you know what I'm saying.

So, continuing on during the presentation, we're back to the online platform. And some practices that we can apply here are assigning a dedicated host to address accessibility issues. Sometimes this is really the only way to make sure that accommodations take place. I know that if there was just one person trying to keep track of, advancing the slides and running the platform and handling all of the attendee considerations today, then that might be a little overwhelming and somebody with an accessibility issue or who needs an unexpected accommodation during the presentation might be caught off guard.

That dedicated host could provide support through phone or text. By text, I mean SMS, or some other means. There's a phone line that you can use to call into this one, for example.

Again, when applying our online platform, we want to avoid or minimize the use things that might be specific barriers to participation. We don't want an inaccessible widget or an inaccessible feature to be a requirement for participation.

And, as Mike was saying earlier, we want to clearly identify and describe any shared content, media, documents, desktop applications. We do have desktop and application sharing options in many of our online platforms. So we want to make sure that those are described as well.

And finally, it always comes back to video. This is a horse that can't be beaten up. We want to provide captions for our video. We want to provide audio description. There are even best practices for different types of captions, ensure making sure multiple speakers are identified, providing transcripts if that's all you can do. And making sure that your video player controls are accessible.

>> Michael Hoenig: And just on the audio description, you know, there is a formal -- there are ways of getting videos described, but sometimes you don't have the time to do that, and I have had some very, very effective presenters who read those. We have a blind participant in the room and maybe they hadn't thought about the technology to have the video described, and they will actually do it on the fly, and at least provide some basic description. Sometimes there's text. There was a video that was going around a few years ago called the Credo of Support, which I found ironic, developed by a person with a disability, and it was music and all text. I would not show that video unless somebody was willing to read it as we went. Eventually he got tired of me complaining about it and did make it accessible.

So at any rate...

So after the presentation, I think we're ready to go here with some suggestions.

>> Todd Weissenberger: Let me add one more thing here, I'm going to put this in the chat. More on audio descriptions can be found at [dcmp.org](http://dcmp.org). That's the described and captioned media program. It's a terrific resource that is administered currently by the National Association of the Deaf and the Department of Education, [dcmp.org](http://dcmp.org), if you want more information on that.

So, after the presentation, which is almost where we are -- we're almost after the presentation.

You know, once everybody is off the call and once the meeting has ended and concluded and everybody said goodbye and it's recorded, the digital artifacts that we create, such as the recording of our presentation, our slide deck, any notes that come up, our transcript, those need to be provided in accessible format as well, including the captioning for recordings today. Thanks to our excellent transcriptionist, which I have been watching in awe, I'll be able to do that very readily.

Also, surveys, feedback mechanisms, if you're going to put out any requests for post-event contact, we want to make sure those are available in multiple formats as well, so that everybody can have their say. And I think as Meagan said at the outset, we want to make sure that users have an opportunity to feedback on the content and the process.

Make sure that we're able to incorporate good eyes into our next training or presentation.

>> Michael Hoenig: That evaluation piece can get a little sticky. I've been at conferences where the only thing that has been available has been a hard copy.

And I know myself well enough to know that if I don't do it then, I'm not gonna do it.

People are getting more and more sensitized to at least offering to go into a private room or go somewhere and read it. That's not the best practice. It's better than not offering at all, if you are able to offer online evaluations that are accessible. And things like Citrix and Survey Monkey are quite accessible to screen readers, so that's really good news.

>> Todd Weissenberger: Very well. So with that, I guess we'll move to our summation here, which is pretty straightforward.

You know, our audience can be anybody. We don't necessarily know who is going to be showing up. Our audience also resides on a spectrum of background, ability, experience, and we need to take all that into account, create the most inclusive result possible. Accessibility isn't something that really stops. We need to think about it before, during and after our event. It's a part of the process. We all love our technology, and it provides us with many advantages, and at the same time it can make things complex for some participants, including participants with disabilities. We need to be aware of the return on investment that we get from things we use. -- from the technologies we use, and wherever possible, as I said, we want to use multiple modalities, print, audio, digital, in order to provide content and interaction options to make sure that everybody in our audience has full participation.

>> Michael Hoenig: And what I would challenge all of you to think about, going back to your own programs and really thinking about this, whether you need to form a committee, if there are people that have a passion for this topic, which I know a lot of you do, and I very much appreciate that as an end user and as a developer, and create a committee or at least a task force within your group or identify resources that can really help you. We've thrown a lot at you in a very short time. We recognize that. And our information, our contact information I know was provided at the beginning, and these slides will be available for all of you to view, and we're very happy to field questions. I know there are some resources here as well that... next slide... which are made available. Todd, I don't know if you want to say more about those.

>> Todd Weissenberger: Yeah, these were just some resources that you can refer to called references. I must have been watching the game while I was typing that. But anyway, these resources are just a good place for people to start when we're looking for ways to make more accessible content for sharing with our users, whether it's Microsoft Word, PowerPoint, even social media, we didn't really delve into the whole social media question that much, but there's a whole world of social media accessibility issues there.

And, of course, captioning.

That's that most of these come from a resource at webaim.org, and webaim I think is part of the UCEDD family at Utah State University. And so they're widely recognized authorities on this matter. But you may certainly find other information as well and you're more than welcome to email me at [Todd.Weissenberger@uoi.edu](mailto:Todd.Weissenberger@uoi.edu).

With that let's move to the last slide, which is a close-up of a computer keyboard with the word "access" on the return key. And I'll open up the floor to Meagan at this point.

>> Meagan, are you online?

>> Meagan Orsag: Yes, sorry. It took a second to push the button. This is the point where we're going to field questions. And so, Todd, and Michael, if you would help with the answers

So, let me see where we're at.

Patty asked a question, is the transcription for this webinar CART?

And it looks like Anna responded with a link [hometeamcaptions.com](http://hometeamcaptions.com). And then Michael and Tom responded with another website [dcmp.org](http://dcmp.org).

>> Todd Weissenberger: This is Todd, Meagan. That dcmp, I kind of slipped that in. That -- that provide information on descriptive audio. In other words, audio descriptions that you could add to a video describing a process, for example, so that while visual users are consuming a process on video, there is an audio track that describes what is happening on the screen to keep non-visual users in the loop

>> Michael Hoenig: If people are interested in that topic, too, if you were even to Google -- I think it's audio description wgbh, or audio description American Council of the Blind, there are websites where you can watch clips of a video that may not be related necessarily to things that we would discuss at UCEDD, but nonetheless you can view them with the description and with no video. So you could -- and then you can view them with no description and no video. So you would actually just be hearing the audio as if you were a person who is blind.

And I think it really will have quite an impact on the things that we as those who have no or low vision miss in many of the videos and how description is really a critical element.

>> Meagan Orsag: Thank you. We do a disability awareness workshop at Texas A&M and we have a few simulation activities, and that is definitely something that we would be interested in incorporating in our training. So thank you for sharing that.

>> Michael Hoenig: Great.

>> Meagan Orsag: Michael asks: What is the fee associated with live transcription like this?

>> Anna: This is Anna. Since I'm the one who got this, it varies. Different companies have different prices. It's about 115 to 120 an hour. Sometimes people have a two-hour minimum. It really depends on the agency that you're getting the services from. I'm more than happy to share the contact of the people who we use, and we use this caption service. We've been using them about two years now, and I am thrilled with them, and I'm happy to share their contact information if you would like to email me here at AUCD. I'm going to put my email in the chat box.

>> Meagan Orsag: Thank you!

Angela asked a question: Any recommendations for accessible sign-in sheets?

That's a great question

>> Michael Hoenig: Accessible what?

>> Meagan Orsag: Sign-in sheets.

>> Michael Hoenig: Oh, well... good question. I would say certainly one way of doing that, you know, certainly registering online ahead of time, but for actually signing in at the door... I'm usually -- you know, usually I actually have to ask somebody, because my handwriting is so poor, but I'm wondering, Todd, if you have thoughts if an app could be used, because there are many accessible cell phones out there, so maybe a person could do it that way.

>> Todd Weissenberger: I would think there would be. I don't know of a specific existing application, but a well-formed sort of -- a well-designed, I should say, registration form, especially one that is web-based, would probably be a good solution for that, because... to use a cell phone or tablet, you use it with a workstation, and something you can do on the fly. Another possibility would be to create something if you really wanted to go basic with it, you could use something like -- if you have an iOS device specifically, it has terrific voice recognition and you could have an opportunity for people to speak their names as they arrive, and I think you could get a pretty good response there.

>> Michael Hoenig: Another option is, you know, you could actually have a list, either electronic -- I mean, you could put it in Braille. But I think many times, you know, if you're looking for a final list of participants, you know, just have people check off and then be able to -- if the purpose in having accessible sign-in sheet is provide a list of attendees, then you would be able to email the list back out to the participants.

>> Meagan Orsag: Great question. Thank you, guys.

Ryan asks: I use a website called Info gram, which is used for creating infographics. How can I make my infographics more accessible in a disability community?

>> Todd Weissenberger: That's a tremendous question. Especially with the prevalence of infographics these days in expressing processes and organizational structures and so forth.

I don't know that I have a great answer for it. I know that the World Wide Web Consortium actually has a working group on accessible infographics, and the people at Webaim do too.

If I were going to go far and robust, I would probably recommend using HT ML file style infographics development tool, which would create ultimately an HTML document that used a complex style sheet to create such a thing.

You can go to W3.org. That's W3.org. And you'll find the infographics community there. You may have to do a search for "infographics," and they may have some information there as well.

>> Meagan Orsag: Thank you.

I asked a question. I was interested in the accommodation accessibility statement. And I was wondering if maybe -- probably not on here, but maybe is there a way we could have an example what that might look like? And is that something that your center has on the website for the entire center or is it specific to projects? What does that look like?

>> Michael Hoenig: Our university has one. We can certainly get that easily enough. I mean, for any conference, event that they're hosting, it starts with people with disabilities are encouraged to participate in all university sponsored events. If you need an accommodation, please... and whatever it is that you're supposed to do. But I'm sure we can -- our ADA coordinator can send that to one of us and we can forward that out. But to you, Meagan, you can send it on.

>> Meagan Orsag: Yes, absolutely. When you said that, I was like, oh, why aren't we doing that?

>> Todd Weissenberger: Here is the root site of that. It's in university operations manual, and it's required that we -- it's required that anybody who sponsors an event on campus include this with promotional materials.

Of course, the key is then to make sure that to get somebody identified that is -- if somebody really does call whatever number it is that is prepared to handle you know, there's the feedback loop.

>> Meagan Orsag: You said ADA coordinator. Is that someone in the center or someone in the university?

>> Todd Weissenberger: It's someone in the university.

>> Meagan Orsag: Thank you.

>> Todd Weissenberger: Sure.

>> Meagan Orsag: All right. Next question: Michael asks: Would either of you have recommendations for creating closed captioning on in-house video production? I use Adobe Premier Pro and was considering getting the upgrade to CC for their captioning feature.

>> Todd Weissenberger: I'll field that. I haven't had good experience -- first of all, I don't work with captioning on the NTSC end of things, but for my money, 90% of closed captioning is in the transcription. If you have... if you can get to the transcription, there are numerous ways to get to the captioning from there. You can work with tools that are designed specifically for captioning, like Caption Pro. You can work with tools like Camtasia, which create captions. You can put it on YouTube and get captions.

I'm sorry to do this, but we've run past our time and our facility is requesting that we move on.

>> Meagan Orsag: Okay. Well, thank you, guys. I really appreciate you sharing your expertise and support with everyone. Again, this will be -- this was recorded and it will be shared on the AUCD website. And I'll send this to all of our CEDC members as well, the link, once it becomes live.

>> Todd Weissenberger: Thank you so much. Thank you to everyone who attended today. If you have questions, please feel free to reach out as well

>> Michael Hoenig: We would love it. Thanks for your attention and participating

>> Meagan Orsag: Great job, guys! Thank you so much!

>> Todd Weissenberger: Goodbye, everybody!