

REALTIME FILE

AUCD-Promoting Accessibility in a Virtual Conference: Students Leading the Way on
Accessibility in APHA 2020
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>> Bridgette Schram: Hello and welcome. I think we will get started. We have a lot we're covering today, so we want to make sure we have enough time for our content. Thank you everyone for joining us today for our webinar entitled promoting accessibility in a virtual conference. My name is Bridgette Schram. I'm a PhD student at Georgia State University and a graduate assistant. As a student liaison for APHA, my role is to host webinars that encourage the participation and allow students and allow student to have their voices heard and share their expertise.

We're excited for today. A few little housekeeping before we get started, so just a few reminders, there is closed captioning services available for today's presentation. These should be able to be found at the bottom of your screen, typically near the chat and if you have better directions, use the chat box and use that chat box throughout, so there are closed captioning services available. We also have Interpreters and those are available. They are faces are videos, I'm sorry, entitled interpreter. So, if that is a service you would like to utilize today, you can pin their videos by scrolling over it and choosing the three small dots and you can make it always visible. For this reason, we are asking everyone to turn off their videos today, so that way those Interpreters are easier to find. When we do our Q&&A at the end, if you would like to turn on your videos, that is great, but for the main presentation today, please have the videos off.

Slides and recording for this presentation will be available. One more time, I'm going to copy the link for the slides in the chat. I might have to do that again today, but the link for the slides is in the chat box. And, once again, use that chat box throughout, ask questions. We will try to answer them in the chat throughout or we'll bring them in at the Q&A at the end. We are asking for most questions audibly to wait until the end. We have a lot of content today, so we want to get it covered and we will cover everything at the end.

So, to get started, we are honored to have June Kailes to give us opening remarks. June is a disability advocate and consultant who focuses on creating accessibility competences and capacities in health care and emergency management to ensure people with disabilities are included in service delivery processes, protocols, policies, audits, exercises and training. June works with organizations to translate the laws, regulations, case law, and guidance into practical tools and operating procedures that close service gaps, prevent Civil Rights violations and deliver equally effective services. Thank you, June, for joining us. I'm going to pass it off to you.

>> June Isaacson Kailes: Thanks, Bridgette and hi, all. This webinar represents a lot of effort and I want to recognize Mackenzie Jones the accessibility liaison for the disability section and health education specialist at Montana disability and health program. She is really helped us in so many ways behind the scenes and been the glue to some of our work with APHA.

When reflecting about today, in my past, I attended many conferences, including an annual conference attracting well over 1,000 people with disabilities and I was always amazed and frustrated by the repeated mistakes related to lack of access and lack of attention to

accessibility. So, this frustration, this anger kind of energized me and motivated me to write a guide to planning accessible meetings in the 90's and I call it "well, that will take care of that, good for me, problem solved" not exactly. It seems like only yesterday, but it was 20 years ago, I guess, I worked with a consulting team on a APHA and conference accessibility after a DOJ complaint was filed in 1999 by the disability section. From that experience, I found I had a lot in common with APHA and I stayed involved. So that book I mentioned needed a big update and in 2016, I worked with a team to update the version and it is available at no cost, free online, I will put a link to that in the chat.

This project, it is a new evolution step to an all virtual platforms and needing to apply new access, so I think it is important that as we talk today, we think about the lessons. We must be constantly vigilant regarding equipment, programmatic and communication access. Technology is so rapidly changing every day and we need to attend the continual practice, quality improvements. We need to model good practice and we need to raise our standards and most importantly, apply lessons from conducting robust post evaluations.

This culminating experience, frankly, is not going to end any time soon. Our lives have been shoved sideways by COVID and in spite of that there have been multiple positive lessons, one being to be truly disability inclusive our future events, the policies that we write and the training we conduct today will soon be outdated. The people we train they are often not there tomorrow. None of our hard work should be viewed as a one and done effort. Our work is never done. It just evolves, as we develop new standards and raise that performance bar. So, let's have it and over to you, Bridgette.

>> Bridgette Schram: Thank you, June. Yeah, so that is a great start and emphasizes the reason that we wanted to host this webinar with everything that came with COVID and this new virtual world being used more often and lots of situations, it's very likely this will continue beyond COVID. We started to view it has an opportunity to create inclusive environments in these new environments versus trying to retro actively put inclusion and accessibility in spaces we already created, which historically it has already been done. Our goal is to look at inclusion now and knowing that we all benefit from inclusive environments.

We will focus on an inclusive environment in a conference setting, although everything today can be taken into any setting. We will go through accessible posters and accessible social networking that will be offered at APHA this year, an oral presentation guidelines, how a moderator can make an environment more accessible and how to make accessible media dynamic and engaging. At the end, we will have a Q&A where our presenters and others, including Mackenzie will be there to answer questions about vest in these spaces. I will be your moderator today. I'm going to introduce you to Chandra Char. She will be the host for the rest of the webinar today. Thank you, Chandra.

>> Chandra Char: Hi, everyone. Thank you for being here. Thank you for the introduction Bridgette. My name is Chandra Char. I'm a PhD candidate at Oregon State University. I am going to be talking about best practices for presenting to deaf and hard of hearing audience members. So, I'm going start my presentation with a little bit of a story. In June 2020, I

successfully defended my dissertation proposal. Exciting, but this was the beginning of when everything was starting to become -- turn to Zoom, so we didn't know much about what accessibility looked like on Zoom or virtual spaces. OSU Zoom did not have the ability to do closed captioning at that time, so it was difficult to make this need for accessible. I invited my colleagues and friends from the deaf and hard of hearing community and I was not able to get captioning. I did have an ASL interpreter, but that only solves part of the problem, so what I ended up doing was handwriting or typing out a transcript for each slide, but as some of you know, when you present, for me I blackout and I don't remember what I said after the fact, and so it is as -- was an issue because it wasn't as engaging. It did not allow audience members who were deaf and hard of hearing to ask questions in real time. They had to e-mail me, so that was problematic and that opened my eyes to some of the issues that are happening in virtual spaces, as far as accessibility.

So, we use the term accessibility a lot, but what does that actually mean? It is the measure of how simply a person can participate in an activity, and this can be in regards to physical space and environment, communication, involvement in conversations and activities in general. And, it variables influence the person's ability to participate in their environment and their communities and at an event.

Particularly, this can be important in a conference setting, because it can be engaging asking questions during oral presentations and we want to make sure it is accessible. Why is this important? Why is accessibility so important especially in conference setting? 2020 has provided us a lot of new experiences, in particular, the opportunity to learn and create new experiences, so 2020 has moved everything to virtual spaces for health and safety, and so this is a good opportunity for us to create accessibility. Like Bridgette said earlier, this is a new opportunity and we should start now to creating more accessibility in the way we present in conferences, how we use virtual spaces and in many ways, virtual spaces are more accessible because we don't have the issue of physical space. In other ways, it can be a greater barrier because of some communication issues like closed captioning and ASL interpreting that can be challenging for some folks.

I wanted to talk about some definitions before we get too deep into the presentations here. Capital D. Deaf is known as culturally deaf, these folks use ASL as their primary language and they have a culture identification with the deaf community. Hard of hearing, these folks are generally late deafened, post lingually and they may prefer lip reading and captioning as their primary mode of communication. They may or may not use ASL, but generally, these folks would want to use lip reading and captioning. Now, lip reading is really challenging to do on Zoom or virtual spaces, because sometimes connections is not great, sometimes it gets delayed and it makes it hard to lip read.

I'm going to talk a little bit more on the next slide about the difference in accessibility. So, these two groups, culturally deaf and hard of hearing both have different modes of communication. So, which means they would use different types of communication styles during a conference. What is -- the difference between Real-time Captioning and ASL interpreting and why do we have both? These are two different languages? ASL is 3D language and it includes hand

signals and facial. ASL is not conveyed over captioning or text. In general, application -- providing an ASL interpreting and captioning is the application of the ADA, the Americans with disabilities act. It is important for us to know the importance of the A.D.A., especially since it was the anniversary this year.

We use a lot of different terms in explaining captioning and there are many different types, so I want to unpack that so we have a better idea of what we're working with. Real-time Captioning is used in events that is what we're using today. It is generally computer generated with a 98% accuracy this is used for transcripts, so later on speaker or presenter will go through and check for accuracy. Closed captioning is an option like what you're seeing on the Zoom screen right now. You have to select it. It is an option that is not currently visible, so you go in and you select it and you enable the closed captioning, so you can have captioning at the bottom of your screen.

Open captioning is something that you probably see in a lot of Youtube videos. It is text that always at the bottom. You can't select to turn it on or turn it off, it is just there. It is openly accessible. Subtitles are used for foreign language films, but sometimes we use that term for captioning also and it is generally when something is English text is created from a language other than English and text is created at the bottom from your screen.

So, this is all I have to say for today. So, again, my name is Chandra Char and if you have any questions, you're welcome to e-mail me and I will be around for questions at the end as well. Thank you so much. Next, we have Sonia and Taelor and they are going tell us about accessible conference posters. Ready when you are.

>> Sonia Sanchez-Alvarez: Thanks, Chandra. My name is Sonia Sanchez and I'm a graduate student at Georgia state university. I'm in my last semester with a concentration in epidemiology. I work for the center for leadership in disability at GSU as a graduate research assistant.

>> Taelor Moran: Hi, everyone. I'm as a graduate assistant at the center for leadership in disability at GSU and I'm in the graduate program at the department of public health at the Georgia state university.

>> Sonia Sanchez-Alvarez: So, Chandra briefly described the importance of accessibility, so it reduces barriers, which is important. It is as very important and to be mindful of everyone's needs. Try to create posters that are accessible to everyone. Throughout this presentation, Taelor and I will outline different things that you can do when you're creating an accessible poster. So, for example, you can use good design and easy language to help everyone understand your research and your findings. Some viewers might find it helpful when posters have bigger font sizes and bullet points are very important and we will talk about that in a few minutes. Visuals such as graphs, tables are great to include, which we will discuss again in a little bit.

OK, so plain language. To help posters be accessible to everyone, plain language is really

important. It should be used to help the readers or viewers understand what you're talking about. Plain language is designed to ensure the reader quickly, easily and completely understands what they are reading, so this can be achieved by using short sentences. You don't want to cram everything in your poster. Keep it simple, short. It is important to use active words or verbs and active words express an action, so for example, when presenting research, you can use words such as observe, summarize or conclude to better help the readers. It is as important to clearly describe and explain what the visuals are and what they mean. Be very direct when you're explaining the tables and the graphs. Let them know what they are looking at and with that in mind, the next three slides, we will show you three different examples on how you can create or outline your next poster or presentation, your accessible poster.

OK, so from this first example, the first thing you see is the middle section. It is the first thing people notice when they look at this poster this is where you state your main findings because it tells you what you are looking at and what the poster is about and the results, the methods. You can see the bullet points were used and a couple visuals were added to interpret your findings. It is as good to note the references and the contact information, which is optional can be included at the bottom as seen in this poster. Posters typically have an introduction section, method, results and discussion section.

All right, so the second example is very similar to the first. You still notice the middle section because, again, this is where we're going to talk about our main findings. Again, a couple of graphs are included to display our result or findings. At the very bottom, you will notice a QR Code. Taelor will go into detail about that in a few minutes, but if you have never heard of a QR Code, it lets viewers see the poster at a later time, so they can look at it later when they have more time, they can access the poster when they have a QR Code. I believe the other poster also had it, the previous poster. There we go. All right, our last example, again, it has the same format as the previous two slides and again, it includes the big middle section. Here, you can see instead of the one or two sentences in the middle, we have visuals, so this could be your choice depending on what your research topic is. But the bullet points are still used, and fonts are still relatively big sized. You want your font sizes big enough for people to see. Taelor will talk about the front sizes, whether it is the body or the headings or anything like that.

To summarize or conclude the three posters that we looked at, use a lot less words. Don't cram everything in there. You want to include the most important findings what you want the reader to take away from your research topic, again, bullet points are crucial. It is really important to have bullet points and depending on your research, you can decide what you would like to create on your poster, whether this example, example three or example one that we previously saw.

>> Taelor Moran: Thanks for that, Sonia. Yep, that is good. Thank you. So, I'm going to be talking about some more in-depth portions of the posters, so this part is about visuals, so it is helpful to use the images and tables and graphs in your posters. Those can be used to communicate much like what Sonia said, it can be used to communicate things that words may have difficulty communicating to your viewers, so we want to use lots of images of tables and graphs, but we don't want them to be too complex. They should be simple to comprehend for

anyone who wants to view your poster and learn from it.

The picture should be the correct size and fit without distorting the image. You want to make sure the image you're trying to communicate is not distorted and you can tell what it is and what you're trying to communicate. They can convey the message better versus writing, so we want to include those in our accessible posters.

In terms of the ALT text and the QR Codes, so ALT text, we learned earlier provides a text over image that describes that image to visually-impaired readers, so if you hover over that image that text can describe the image visually. So, we I want to make sure we use the ALT text on all visuals to make our posters accessible and QR Codes and Sonia mentioned those briefly earlier. QR Codes are the little black and white coded boxes that we saw on the bottom of the examples and you might have used one actually during this time of COVID. You may have used one at a restaurant. They are using them for menus a lot now. So, these allow readers to review information at a later time, so it can provide text that can be read by the devices from text to speech, which can be helpful to make text accessible to the blind or visually impaired. Older phone models, you need to download a certain app, which is a QR reader app and you can use that app for QR Codes and that will allow you to access or view the information at a later time and take advantage of that text-to-speech feature. For newer phones, it is enabled in -- it is embedded in your camera, so you just open your camera and put the camera view on the QR Code and your phone will recognize it is a QR Code and scan it for you and you will have access to that information for you to review it at a later time, so both of those are helpful in making your poster accessible to all.

>> I'm going to interject real quick, there is a question about QR Code showing ALT text. QR Codes allow you to upload a different version of the poster or whatever you're looking at, so that could be an ALT text version. You can also put one with photos and make sure that document has ALT text on it, so the QR Codes are only basically take you to a link that has another document and you have to make sure to put the ALT text in the photos in that other document if that makes sense. You can put black and white versions in your documents to make them accessible. I hope that helps.

>> Taelor Moran: Thank you, Bridgette. So in terms of the title and the author, the title font size should be at least 88 point font, so it should be big and attract the viewer's attention as one of the first things they see on your poster. Author names should be relatively big, but a little smaller than the title, so at least 72-point font. We want to make sure these parts of your poster are easy to read, easy to grab someone's attention and they are accessible to everyone. Can we go to the next slide, please?

>> Yeah, sorry, Taelor.

>> Taelor Moran: So, section headers, the text should be no smaller than 60-point font, so very large. We also want to make sure you know, the section headers are easy to understand, right, we want to make sure we are using the simple text throughout the poster. The same for the body, we want to use bullet points. Bullet points are extremely helpful. They help you hone in

on the point of what you're trying to communicate to your viewers, the text and the supplemental information should be no smaller than 36-point font, so we want to keep the font big and easy to read. We want to make sure we're using bullet points in the introduction as well. It helps you get straight to the point of what you're trying to communicate to your viewers and what you're introducing in terms of your research. We want to make sure we keep the text simple throughout and use the plain language and I will be introducing some resources that you guys can use to make sure you are including plain language in your poster. We want to limit it to key information. We don't want to put as information as we can to one small section. We want to limit the introduction to what points you need to include for people to get the gist of what you are trying to illustrate in your poster and what you found in your research. Next slide, please. Thank you.

In terms of the methods, we want to name the main ideas and the main methods and we want to put the medicines that you used in a short blurb at the top and we want to use the bullet points again. We want to use them all throughout the poster they are extremely helpful, and we want to keep the text understandable and the same thing with the results. We want to provide the one sentence, overall description of the overall findings and we want to use the tables and graphs and they can be extremely helpful and help describe what you're trying to communicate that you found in your results. For the discussion, we want to interpret the main findings here. We want to describe any strengths and limitations that we may have had in our study, but just like the other sections, it is important to make sure we're using the simple terms that everybody can understand and bullet points can be helpful here as well.

Next slide, please. Here are some of the useful tips and resources I was talking about earlier. There are resources for plain language. You can check out plainlanguage.gov and that can give you guidance and tips on how to make your poster plain language and accessible and the center for plain language also has resources that you can access that can heaven guide you to make your poster in simple terms that everybody can understand. Microsoft also offers some resources that can be really helpful, especially if you're using a program in their suite like PowerPoint or Microsoft Word. There are tips and we can share that in the chat if that will be helpful. They offer an accessibility checker, so that will go through whatever document that you have created in the Microsoft suite and it will point out any parts that may not be as accessible as you think for you to pay attention to and make more accessible as well, so both of those can be really helpful. Next slide, please.

So, this is from the APHA website. You can go there for tips and guidance as to how to make your wording as accessible as it can be and here, we have an example of how to use the check accessibility feature and the word Excel and PowerPoint programs. So, you can follow along on the photo, you click the check accessibility button on the ribbon at the top and click check accessibility. One note, after you click view, you click check accessibility and under the options tab, you can click check accessibility and that will go through your document and point out any ways that your document may not be accessible in some portions and that can help you make sure it is as accessible as possible. Next slide, please. Thank you, guys for watching me and Sonia's presentation. We love sharing this information with you and we're looking forward to any questions that you may have at the end of the webinar.

>> Thank you, Taelor. We had some comments in the chat about this is definitely a presentation for accessible posters as in the traditional form and in-person posters. For APHA this year, they are not using traditional posters. They are doing presentations that will be -- you present using slides or PowerPoint slides, so our oral presentation will cover ways to make those accessible, which will be in two presentations, so make sure you take note of the oral presentation section for those presentations for posters and we just want to include this information because we think it is relevant because some formats are still using these posters. Go ahead, Chandra.

>> Chandra Char: This is Chandra. In addition to what Bridgette said, this is really helpful information, thank you Taelor and Sonia for sharing that, whether we're in a virtual space or in person, it is really important to make posters accessible and easy to read, so thank you for that.

Next, we're going to talk about networking and networking is such an important part for students who are coming up in our careers and so, networking is going to look different when we're at a virtual conference compared to in-person. It is going to be different than having the side conversations in the hallway after a presentation, so next we're going to have Hana and Meredith talk about virtual networking.

>> Meredith Williams: Hello, everybody. I'm the student co-chair for the difficult matching program. I'm joined by Hana who is our new student co-chair and will be on standby to answer your questions. Today, we wanted to talk to you about accessible virtual networking.

To start, I wanted to share a little with you about the disability section mentoring program. It is to improve representation for people with disabilities in public health leadership. We're working to do that by providing one-on-one support and guidance to students in early career professionals who are interested in disability and public health, as well as to students and professionals who have difficulty themselves.

This program came about because of the difficulty that so many of us with disabilities have navigating school and work, not only encountering numerous barriers working our way through school, but we rarely see ourselves reflected in community and curricular and in graduate school and the workforce around us. There are few training programs for those interested in disabilities training and people with disabilities are not represented in graduate school. This is to encourage those interested in disabilities and public health, so they can do the much-needed work they want to do centered around the disabilities priorities and our hope is to better support those with disabilities so we can make it through school, make it into the public health workforce and represent and speak up on behalf of our communities.

Because of the challenges we face finding training and mentorship, our mentoring program is really all about virtual networking, so we match mentors and mentees from all across the country in different fields in all different phases of their education and career from undergraduate on up and they connect with one another in most cases virtually.

Our overall approach when designing a virtual mentoring program has been intentional upfront about accessibility and thinking about designing our program in a way that is flexible and that makes it possible to allow the most people to participate. So, one of the ways that we do this is when mentors and mentees sign up in that very first sign-up survey we ask about communication preferences, so if the participant would prefer to communicate with their mentor or mentee by phone, e-mail, videoconferencing and so on. We match based on the communication preferences, among other factors and as soon as we make the match and notify the parties in that match, we let them know about the communication preferences upfront.

One of the things that is great about this approach is that even for programs that aren't focused on disability, collecting information on how participants want to communicate one another is helpful for everyone and it helps us take accessibility into account without requiring those with disabilities to disclose their disabilities or have to ask for social accommodations if they don't want to.

Another thing that we do after we make a match is we let matches choose the platforms they would like to use to communicate with one another. We don't require everyone to use one like chat or video platform, but they can choose the platform for their particular needs. Finally, we focus heavily on making our documents, our materials, our communications as accessible as possible, in terms of style of documents. We like to use word documents over PDF's and font style, using a simple, clean design. We always have text descriptions and images and we did our research and our research was rated highly.

Although our program is mostly virtual, there is one component that is in person and that is the student mentoring session at the annual Expo. This event has been successful for many, many years even before we had a mentoring program. As we're developing the mentoring program, we're bringing it into it more. It is typically an in-person session at the end of the day. We have great keynote speakers and then break into small groups around different mentoring topics and students can network with and have more in-depth discussions with leaders in the disability section.

In the middle of a conference, you know where you often listen to presentations, sometimes ask a few questions about the research of the program being described, this is unique and valuable opportunity for students to connect with students with disabilities and leaders in the field and ask questions that are pressing to us as individuals with disabilities, students and connect in a meaningful way.

On this slide, I have two from our mentoring session last year. In the forecast on the left, Dr. McKee and I are sitting there at a table in the front of the room and Dr. McKee is speaking into a microphone. Across from us in the first row of seats are ASL Interpreters working with Dr. McKee and Winston who you're going to hear from is moderating. In the right picture there are small groups of students and professionals sitting in circles and chairs and at the front the moderator is leading the session with an ASL interpreter beside her.

Switching from this in-person format to a virtual format this year presented us with some challenges and some opportunities. So, one of the challenges was thinking about which parts of the mentoring session are unique and helpful for students and how to retain those. I think it is easy when we're thinking about going virtual to think about presentations and speakers and really miss out on that one-to-one and small group interaction that we value so much and that this session really facilitates usually.

We had so in-depth discussions about what we wanted to do and how we wanted to do it and we landed on keeping the same general format of having a keynote speaker or two and breaking out into small groups as we are calling them mentoring circles using breakout sessions. The next question became how do we make that format, including moving into the breakout sessions accessible for those who needed captionists and ASL Interpreters. It also presented a lot of opportunities; this is accessible for many groups. It is more accessible financially, it is accessible for those who have difficulty traveling, it is more accessible for those who have difficulty navigating big conference venues, it is more accessible for those who have immune deficiencies, for which conferences were dangerous and challenging before the pandemic. It is more accessible for those who might be over stimulated by being in a conference venue and around a lot of people, so this is really accessible and exciting for those groups and it is something we wanted to do for a while and while it was seen as being too difficult logistically in the past, now we have the opportunity and the impetus to figure it out and make this session open to more people.

So, in planning to make this session accessible, we are going to provide a keynote speakers with accessibility guidelines and make sure they are familiar with those ahead of time. We moved the session to an earlier time of day, which is more accessible for those of us who get tired with these long conference days. It will be a little earlier, middle of the day. We're going to provide information in advance about our speakers, those who will be leading or mentoring circles and the general format and how to navigate that online. And we are going to be providing captionists and ASL Interpreters for each breakout session and this makes it more accessible because Interpreters usually follow the person in the in-person conference. It is more difficult with people moving into different rooms, so we're setting it up to be accessible for everyone, so they can go where they want and do what they want and not have to worry about access.

So finally, I would like to invite you to join us at the disability section student mentoring session. It is Sunday, November 25 from noon until 1:30 P.M. Mountain Time. We're going to have Derrick Shields and Dr. [NAME] and we're going to have mentoring circles around such as navigating school and work during a pandemic, living with marginalized identities and we hope you can join us, see how it goes and find out more about our mentoring program. Thank you.

>> Hana Meshesha: Hi, my name is Hana Meshesha. I'm a student Komen or the with Meredith. I want to mention that our main goal is for mentors and mentees to have a meaningful experience that contributes to the development and in saying that if you have any questions about how the mentoring program is going, as well as, if you want to sign up as a

mentor or a mentee, please reach out. You can also put your questions in the chat box and I will try to answer your questions in the best of my ability. If it is a question that I don't have the answer right now, I will consent with Meredith and have the answer for you. I will also invite you to join our webinar. We are looking forward to it and we are trying very hard to make it accessible and inclusive for anyone who is interested in participating, so thank you.

>> Chandra Char: Sorry, I was on mute. This is Chandra. Thank you so much for that presentation on networking that was interesting to see how networking is now done virtually. We do hope students can join us on -- at that networking session, again, that is Sunday, November 25 from 12:00-1:30 Mountain Time. Next, we have Libby and Libby is going to discuss accessibility guidelines for oral presentations. This will be helpful to know if you're doing a poster presentation this will be helpful for you as well. Whenever you're ready, take it away, Libby.

>> Libby Callender Hi. I'm a PhD candidate in epidemiology at public school of health. I will go over accessibility guidelines for oral presenters. Next slide. First, I want to comment that APHA is committed to making all meetings accessible to the widest range of people possible and the information I'm presenting is available at APHA's guidelines for presenter's web page. APHA has an accessible page for more information. And finally, people requiring specific accommodations should contact APHA directly via e-mail or calling the following number on the slide.

Next slide. So APHA vetted several resources to identify the best way to CAT accessible PowerPoint presentations. APHA provides two resources on their guidelines on their presenters' page, which links to resources for creating accessible PowerPoints. First, Microsoft has a page for samples of popular PowerPoint templates for people with visual impairments and WebAim is a tool that offers several specific tips in creating PowerPoint presentations regarding templates, themes, slide layouts, alternative images and tables. Next slide.

So, this slide details a summary of tips for creating PowerPoint presentations, which include avoiding complex images, screen shots and complex pictures and graphs. You should include text when graphs are used. Use font size of 20 or greater and use Sans serif font like Calibri or Arial. Always use contrasting background on your slides, so you can use white text on a dark background or dark text on a light background and use plain language, as described in the poster presentation slides.

Next slide. Also, as previously discussed, PowerPoint has a tool called the accessibility checker within the application, which allows you to check accessibility to be sure that your content is easy for people of all abilities to read and edit. This will picture shows the file menu when you're using the PC version of PowerPoint and how to navigate in the file menu to access the accessibility checker. Next slide.

The slide shows some tips to help you when you're presenting your oral presentation. You should always describe the images or figures, refrain from saying "this shows" instead clearly describe what you're going to explain, for example, "this map of Montana shows." Speak

loudly and directly into the microphone at a moderate pace. Words should reinforce visual material. Next slide.

And the last slide offers information regarding closed captioning. Attendees who are deaf or hard of hearing can request a session be live captioned. There is a request form on the APHA website to request captioning for your sessions. Let the Captioner know if you're willing to be stopped during your presentation if they need clarification or sound adjustment and at the conclusion of the meeting, all sessions will be closed captioning for on demand viewing for a Closed Captioner. This may take three to four weeks for a captioner to become available and that is it.

>> Chandra Char: Chandra here. Thank you for that, Libby. I think some of that information is as available online. That was a great review. Next, we're going to have Winston talk about moderators. Every session is going to have a moderator, and so it is important to make sure the moderator is communicating and leading in an accessible way for all abilities, take it away, Winston.

>> Winston Kennedy: I'm fourth-year candidate at Oregon State University and I'm the student co-chair for the accessibility committee within disability section. Today, I'm going to talk to you about how you can be a moderator and support accessibility and inclusion during a presentation. Next slide.

My objectives for today is give a brief description of the new landscape of presentations, provide general tips for moderating and go into specific tips to promote accessibility and inclusion as a moderator. So, as you all know, we're all living through a current pandemic, COVID-19 and that has changed the way we interact specifically for us in academia and as professionals. Meeting face-to-face and interacting and disseminating information has changed rapidly and we're trying to meet that change, so hence the need for virtual couple conferences and virtual presentations. As a moderator, you have to be able to adjust even though you're not a primary presenter. Next slide.

So, to start off with general tips, as the moderator, keep the audience front and center during in-person presentations, it is a little bit easier to engage the audience as a presenter, not so much in the virtual medium, so the moderator has to kind of pick up where the presenter cannot coming up in that front. Also, you have to prepare and prepare in a panel format, so it is best to meet as a team, everyone who is meeting with the moderator and get on the same page and connect. Help the audience connect the dots, like I said before, there are multiple presenters, so we need to make sure the audience can sense the theme between all the presenters and our moderators Chandra and Bridgette have been doing a great job for us here.

Lastly, it is Q&A, making sure the questions connect to the presentation as well. Like I said, in-person presentations it is easier for the audience to ask questions directly, with this medium, it is not as easy and the moderator has to pick up on that and make sure the questions coming through relate to the presentation and the questions are getting back to the audience as well. Next slide.

So, let's dive into more specifics about promoting accessibility and inclusion as a moderator. Like we mentioned before, closed captioning is important and a lot of it revolves around making sure the technology is working, so a part of showing up early is making sure the closed captioning is available and working and in our case, we're using Zoom, so making sure Zoom is working and available for the audience. Next slide.

Interpreters in virtual presentations, Interpreters may still be needed. A lot of times, some presentations might utilize breakout rooms in the case of Zoom. How you organize breakout rooms, you can do it randomly or spontaneously this may not be the best way to do that, especially if there are Interpreters, because you want to make sure people who need the Interpreters are in the same room if you're in breakout rooms, if you want the interpreter and the person needing the interpreter to be in the same room. To do that, it is best to assign people specifically if you're going to have breakout rooms or small groups.

The chat feature becomes extremely important in using the online virtual presentation medium. You have a couple of options for utilizing the chat box. You can disable the chat box to control the flow of questions. You can have attendees send chats directly to the moderator or co-moderator and they can regulate when they want to facilitate the question and answer portion. Things to consider, some people may be using a screen reader, but overuse of the chat box may use the screen reader to glitch or delay, so either way it is best to have a plan for your chat box as a moderator prior and making sure you're implementing that throughout the presentation. Next slide.

During the presentation, the last, I know Libby talked about this, if you're saying things, it is best to say be specific. Instead of saying "this shows" if you have a picture of a map, say "this map shows" same case for acronyms, make sure you say the whole word before using the acronym. As a moderator, it is OK to give a gentle reminder to presenters because sometimes presenters can forget the rules. You can use the chat box to remind the presentation if you don't feel comfortable interrupting during the presentation.

In summary, the major points, log on early this helps with ensuring all support technology is working, you get extra time to communicate with everyone else who is part of the presentation and ensure the audience has the support they need, utilizing the chat box, make sure the closed captioning is working effectively, if they need Interpreters that Interpreters are ready and available. Lastly, have fun. The moderator is the person who unifies the whole panel, the whole presentation and if you're not having fun then the audience won't be engaged and it is important through virtual mediums to have fun so they stay engaged throughout the presentation. That sail have for you and I look forward to answering any questions you may have.

>> Chandra Char: Thank you for that, Winston. These can be helpful suggestions even in a post-COVID world. We're not sure what that looks like yet, but it will be helpful to get there early and work as a team to make sure that the information is presented clearly and accessible to everyone in the audience.

Next, we have Shoshana and Shoshana is going to talk about accessibility from a scholarly perspective and how to make accessibility less awkward. Whenever you're ready, Shoshana.

>> Shoshana Finkel: Thank you. I just want to commend all of my co-speakers today. We have covered so much grounds in terms of accessible materials and what I'm adding here is icing on the cake in making things accessible and aesthetically pleasing and accessible really truly to all.

So a bit about me, I'm a current JD candidate at Brooklyn law school. I'm interested in disability and public health law, so my time at Brandeis lead to where I am now and while I was at Brandeis, I was an undergraduate researcher at the Lurie institute for disability, which is based at Brandeis and I worked as a communication assistant for the Lurie institute designing content for their websites. One of my highlights of the undergrad experience. I got to present a poster for women on births with disabilities.

My personal perspective on how I came to be passionate in making academia accessible, I have been visually impaired since I was born and growing up, I was lucky to be given accessible materials in school, but it was like these big, clunky, large-print textbooks and ever since I was little, I was so self-conscious about the accessible materials they had in the classroom, and when I got to college and I became involved with a difficult advocacy effort on my campus and met other students with disabilities, realized we had this common experience of our accessible materials in academia being one of contention between us and our professors and something that was always lacking in giving us sort of a similar baseline experience to everyone else. I think it is important to have a disability justice perspective in how we talk about accessible media, especially in academia, because people who are disabled and multiply marginalized are less likely to reach higher education and facing so many more barriers than just those of a disability and it is important to think about when we're conducting research or creating media that we want to be accessible, who is at the table and who this media is going to reach and there is a clip art in the corner of two thought bubbles of words in them, little lines.

So, why make accessible materials available? We have been talking about this and some other presenters have touched on this, but I think it is important to underline the importance of inclusion with people with disabilities in a research space and there is this universal design side of things that when you make materials accessible to people with disabilities, you're making it better for anyone who might be interacting with those materials and when done right, it is a small step with a big payoff with the materials accessible to everyone. I think it is important to be proactive in making your research materials accessible and not waiting for people to down you and say I want to read your research, but it is inaccessible to me and having to back pedal.

An example they wanted to include about maintaining your aesthetics and the appearance and presentation of research materials or any materials to people with disabilities on the right side of the screen, I have two screen shots of a legislative toolkit I worked on while I was with the Lurie institute. This was a legislative toolkit for parents advocating for their rights in state laws

and once the first one was published, we developed a plain language version of the toolkit, and the font is tiny. I don't expect anyone to read on the screen, but they have the exact same layout. They have the theme colors of the institute of parent was disabilities, they have the same stylized graphics of the big quotation marks where there is a quote on the screen. I think this is a good example of the materials that are providing the materials looking the same and feeling the same for those for the general public. It is important for the audience to deserve the same experience as everyone else and I have seen plain language or large-print materials and this is true for print materials, but also digital ones, when you get the accessible format, it will be plain block letters, no pictures or colors in the standard one and I think that sends a message of you're not getting the same beautiful materials as everyone else.

So more examples I would give of just questions to ask yourself when designing your accessible versions of materials, some of these examples don't apply to a digital conference, but I think there are good things to keep in mind. If you're preparing large print or Braille materials, make sure they are bound just as nicely as the standard written materials that you are giving out. I have been at conferences where I get the materials and they are not held together by staples and fall apart when you flip through them. Give the message to your audience that you deserve to be here like everyone else. If you have large print materials, don't just run them through a copy machine and they are all hard to see and the pictures are blacked out. Make sure you have taken care that the image descriptions make sense. I am asked about how they should write image descriptions and sometimes they include everything they could about the picture whether it is written or oral descriptions and that get so bogged down in the details, it is not providing an accurate description in the picture. When I had the picture of me standing in front of my post are, I did not say that is a picture of a 5'1" blonde girl standing in front of a yellow poster, if it was a fashion magazine, I would say it is a floral shirt. The important part is the images to get across.

Sorry. And then, with ASL Interpreters or captioners, my example about this is an in-person event, but I think it translates to online. We had an event at Brandeis once where there were CART services requested and organizers did include CART services, but the screen was a little screen in the corner of the room and the deaf and hard of hearing audience members to do sit around the screen to see the CART services. When an event is organized that way, it is sending a message to those members of the audience. I comment organizers of the Zoom call for making sure that the Captioners linked up with the native captions in the Zoom call, because I have seen other Zoom calls where the captions are showing up an one of the Zoom, you know, the participate boxes and no one can find it and it is important to make sure you plan these things ahead, so it does not come across in an awkward way to the people who need the service aren't fully included in this event.

Just a quick note on cognitively accessible materials, this is something that not everyone is familiar with, but it is important when you plan out your documents or posters or whatever it mate by that the information flows in a way that the logic is easy to follow and not just helps people with cognitive disabilities, but anyone who might be evaluating your materials.

Just a note on the principle of universal design, this term gets thrown arm a lot in disability

spaces and the image I have in the right that I think illustrates this well is a standard crosswalk on a suburban street and it is brightly painted there are curb cuts where the street meets the sidewalk, there's bright yellow tactile markers for blind or visually impaired pedestrians and when a crosswalk is designed like this, it does not just help people with disabilities, it helps anyone trying to cross the street, people with strollers or cart on wheels. When a street is designed this way, it does not just help people with disabilities, it helps the whole population and I think that principle can be very well adjusted to apply to research and any kind of accessible materials that might be designing, there's thoughtful steps that you can take to make sure your materials are accessible to everyone like large print, high contrast colors, captioning and plain language.

Just a few tips to leave you with, there is a lot of great websites, feel free to reach out to me. I can send some specific once along, but they are easy to find with the Google Search for running your text through readability site to make sure your plain language is inclusive, to check the colors of an image or text to make sure they are high contrast, there's lots of helpful resources from disability organization on how to make your materials accessible and it is important when you're educating yourself on how to do this, find the resources from disabled voices and disabled researchers, but it looks like APHA's guidelines are fantastic, so I'm sure that is a great place to start. I did not know about that before I put this together. It is important that your organization has established relationships with ASL and CART services, so you don't have to run after those on a one-off basis every time it is requested because that is what often leads to the services being added in a clunky and awkward way. If you're not sure if your resources are accessible, don't be afraid to reach out to friends and colleagues with disabilities and say hey, would you mind looking at my PowerPoint or legislative toolkit, or whatever it is and there is a clip art there is a magnify glass looking at a graph. So, that is all I have for today. Thank you so much and I can put my contact information in the chat if people have questions.

>> Chandra Char: Chandra, here. Thank you so much, Shoshana. These are some really helpful resources and I do believe these slides will be available on the AUUCD's website, beyond this presentation. Unless Bridgette has something she wants to add, I think we're going to enter into our question portion, so if anyone has questions, you can drop it into the chat and/or unmute yourself.

>> Bridgette Schram: I just want to thank everyone for coming and thank our presenters. I feel like we got a lot of content in in the last hour. A few questions have come you would about how this information will be distributed, the recording and everything today. The slides, recording, transcript, we will share those with everybody, maybe Sunday it out to everyone who has registered, including there was a request for the poster templates. I know those are available in a couple of spots, so we can include that throughout the presentation. Those are things that we will try to get out to everyone for resources for the future.

We do, you know, at this point, feel free to ask any questions. We do have additional people from APHA's committee is here and on top of our panel of people who presented today, we have additional people so we can heaven answer any questions that people have on accessibility. One thing that came out was the QR Code, someone asked about the format.

The format for a QR Codes or the document that you need to use for those is up to you, as long as the document you're linking to the QR Codes is accessible where you have ALT text, you have the accessibility requirements, the format does not matter. If it is a PowerPoint presentation, you can use a PowerPoint, Word, that is fluid, so you can choose that.

We do have our first question here, so does anyone have information about making these accessible to deaf/blind participants, the transcript in Zoom did not seem to be updating with voice over, but I might have missed something. So, Anna is that something the transcription should do as update with over or is that something that the Zoom option has?

>> I'm sorry, can you repeat the question?

>> Bridgette Schram: It is as in the chat box, but I will read it out loud, does anyone have information about making these accessible to deaf/blind participants, by meaning this presentation, the transcript here in Zoom didn't seem to be auto updating with voice over when I tried it, so I might have missed something. Does Zoom have the capabilities of doing auto updates with Zoom over, and are we making this accessible to deaf/blind participants.

>> I do not believe it has auto updates. Are you talking about AI like, computer automated? I don't believe it has voice over, but we do provide, for this presentation, we will have a transcript of the presentation separately along with the recording and the slides.

>> Michelle Williams: I was asking in general as we were talking about accessible virtual conferences and I'm putting together some similar information that I could not find how exactly a transcript can get translated into Braille which typically comes from the feedback from a screen reader, so I was trying to understand, I know that Zoom is probably the most accessible videoconferencing tool, because of what it provides and I saw the transcript was able to be opened in a window, but I was trying to see is that enough to get the information real time to a Braille display for a deaf/blind participant. I didn't know if anyone had information on that.

>> So, it is two different things and normally for the real-time Braille, I believe it is a different link you give to them, you they are not getting it off of the Zoom. They are getting it like, there is a stream-to-text link that you give to the real-time Braille, I believe, and it is two separate things. It is another thing you have to do. So, when you're requesting captions for the webinar and you assign your Captioner, you also -- you will ask for -- they will be able to assist you, but you will be asking for real-time -- I'm sorry, StreamText.

>> Michelle Williams: Thank you so much.

>> Sorry, my head was not wrapping around the question.

>> Bridgette Schram: Thank you, Anna for jumping in and helping answer that question. Do we have any other questions? You're welcome to put it in the chat or un-mute yourself.

>> Meg: Hi, this is Meg with the disability section, I wonder from Michelle, is there something

from the disability section or APHA can do to help push this technological advance, it sounds like there seems to be work two sync between Zoom and captioning services, so it is more available in one space, but streamline process, is there any advocacy to do from your perspective?

>> Michelle: I'm not sure. I'm just thinking through all of the different populations of technologies and accommodations and such and that is one I hadn't heard brought up and I haven't heard it in other presentations as well and I haven't seen it in the disability Twitter anybody talking about it either, so I was wondering if anyone experienced what does that experience look like real time opposed to after the transcript is available. It might be interesting to understand, how focus management happens with the transcript feature in Zoom, so it can be more real time and maybe within the same window rather than separate, I have seen real time captions happen in September print -- separate windows and that might be enough. I'm not sure.

>> Meg: Thought that is a really good point. In the comment, just how we have a lot of work to do in terms of this new front around cognitive accessibility and I think we still have a lot to do in terms of building in our audio descriptions as well and you bring up another important kind of front to be pushing on. So, thanks, Michelle.

>> Michelle: Yes, thank you.

>> Bridgette Schram: Taelor also shared a resource in the chat for automatic live captions on Zoom at rev.com and Chandra shared one for real time captioning at StreamText.net.

>> Chandra Char: This is Chandra. So, the StreamText website is free and it can be linked to a Zoom account, so it works in the background and create a transcript after a presentation. You have to make sure the microphone is on, so it can pick up the presenters on Zoom, so kind of works in tangent, yeah, you just have to create an account for StreamText and make sure you set up an appointment at the sail time -- same time as the presentation.

>> Bridgette Schram: Great, thank you.

>> Meg: Do you know what the accuracy is with that service compared to real-time captioning? Is that quality indicator been promoted with the service?

>> Chandra Char: I don't know exactly. The times I use it, I go through and check and make sure before I send out a transcript, just to make sure it was accurate because sometimes I talk really fast, but I don't know. I'm not sure how accurate that is. It was kind of a quick thing. Somebody sent it to me and I used it once before and it worked relatively well. I think it would be good in an emergency situation when open or closed captioning is not provided and/or a request is made late and accommodations is not able to be made, I think it can be helpful.

>> Bridgette Schram: Do we have any other questions or resources that people have used in the past?

>> June Isaacson Kailes: This is June. One of the workarounds for a quick fix is otter. It is still AI, but it does come with both a recording and text, so even when it messes up the text a bit, you can listen to the recording for a way to quickly correct it. It is kind of a nice piece and I know they are working on a Zoom interface, but I don't know if the Zoom interface includes the recording element.

>> Bridgette Schram: Is that otter like O-T-T-E-R?

>> June Isaacson Kailes: Yes, otter.ai.

>> Bridgette Schram: I will put that in the chat and if we find the exact link, we can put that in as well. All right if there is no other questions or comments --

>> Meg: This is Meg. I just wondered, does picking up on Shoshana's point about universal design. Maybe a little to Michelle's point, once you have a transcript that it can be converted into other formats like Braille, has anybody had any experience taking a transcript and feeding it into Google translate just to extend the accessibility into other languages or people who may be -- for whom language is their second language? Anybody on the webinar who has taken that next step?

>> Bridgette Schram: So, to restate, you're wondering if anyone used Google translate on a transcript and looked at accuracy?

>> Meg: Or had any experience doing it anecdotally.

>> I would --

>> Bridgette Schram: That is OK. Julie stated it was not totally accurate.

>> Shoshana Finkel: At the Lurie institute, we have a translator sort of on call to provide services for our legislative toolkits or any of the research briefs. We always had Spanish translation and Spanish plain language, I believe, so I think it is best to go through a human translator and not through something like Google translate.

>> Julie: I had a student working to develop not a P SA campaign, but a quick fact sheet for farmers markets and it was geared towards Spanish-speaking community and we tried to do translate from English to Spanish and it was not as accurate as it could be, but it needs a translator to check for accuracy.

>> Bridgette Schram: Thank you, Julia for following up.

>> Shoshana Finkel: If I can just add, maybe if you can't get like a trained translator either for monetary reasons or short on time, maybe the second best thing would be putting it through Google translate and you know, asking a native Spanish speaker to check that over and check

for mistake, so it is not a huge time commitment from them, but it is a combined effort of AI translator and native speaker.

>> Julie ya: We did the same thing and we reached out to our Spanish department and that is where we got the translator to take care of the accuracy for us. So it became a student project at the same time.

>> That's great. This is Meg again. The county health departments have been using indirect service like in COVID testing sites is to have language line as a service on an iPad and I just wanted to see if others had experience in providing interpreter service within a direct service context if you have services or vendors that you have used or solutions to make Interpreters service or transcription available in that real-time space, I think that will be use to feel be thinking about together.

>> Bridgette Schram: All right, on that, we are at our time now, so some will be hanging out for additional questions, but at this time, with will let you all go. Thank you for joining us and we will get this, all of the resources disseminated as soon as it is ready to go. Thank you.

>> Chandra Char: I echo what Bridgette said. I'm going to give out a party hat. Thank you for being here and supporting the student section and have a great day, everyone. We will be around if you all have questions.

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Communication Access Realtime Translation (CART) is provided in order to facilitate communication accessibility. CART captioning and this realtime file may not be a totally verbatim record of the proceedings.

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