

## One Hour Accessibility Lesson

### Who are we accommodating? (10-15 minutes)

- People with visual impairments
  - Blindness
  - Low vision
  - Colorblindness
- People with hearing impairments
  - Deafness
  - Hard of hearing
- People who are deafblind
- People with motor disabilities
  - Cerebral palsy
  - Paralysis
  - Broken limbs
  - ALS (amyotrophic lateral sclerosis, or Lou Gehrig's disease)
- People with cognitive disabilities
  - Auditory processing delays
  - Down Syndrome
  - Traumatic Brain Injury (may be temporary or permanent)
- People with reading disabilities
  - Dyslexia
- People who have seizures
- People with multiple disabilities
- Everyone else! Several of these disabilities are 'invisible,' meaning you would never know that someone is affected by it. Many come with an increased sensitivity to, or low tolerance for cognitive overload.

### Some fast facts & statistics (4 minutes)

- Roughly 1 in 4 people have a disability that qualifies for accommodation
- Not everyone claims this disability
- We must accommodate for those we're not aware of
- Accessibility is everyone's job – item creators are responsible for the accessibility of their own materials

**Poll:** What kind of material do you have? If you have a PDF, do you have access to the original format for altering? (1 minute)

### How-to (25-30 minutes)

Quick review of what using proper formatting tools does for accessibility (screen readers and beyond) with brief demo in Word

- Headings & subheadings (screen reader users, sighted keyboard users)
  - Why it's important to navigation
  - How to create them
  - How to reformat if desired

- Numbering & bullets (screen reader users, sighted keyboard users)
  - When each is appropriate
  - How to format
- Hyperlinks (everyone)
  - Why descriptive hyperlinks are best
  - How to create them
  - Formatting – built-in is fine
- Fonts: style, contrast, & size (low vision, reading disabilities)
  - Serif vs. sans serif – is one better?
  - Legibility is key
  - Color contrast
  - Size
- How to convey meaning (screen reader users, cognitive disabilities)
  - You can use color, bold, italics, underline, etc. but that is not enough
  - Convey meaning with text
- Spacing (screen reader users, low vision, reading disabilities)
  - Using the appropriate spacing tools
  - Inserting blank pages, page breaks, extra spacing between paragraphs, etc
- Alternative text for images and graphic elements (screen reader users)
  - Why this is important
  - Decorative images
  - Images as links
  - Best practices
- Captions (screen reader users, everyone)
  - When are they necessary?
  - How to create them
- Table formatting (screen reader users, sighted keyboard users)
  - Avoid tables in favor of linear text if possible
  - Alternative text
  - Repeated header rows
  - Do not include merged, split, or empty cells
- Table of contents (everyone)
  - Do this last, after all of your headings are properly formatted
  - Use the references tool, and if changes are made to the headings/document, update with the tool (do not try to do this manually!)

### **Checking your Work (15-20 minutes)**

How to run the accessibility checker in Microsoft products – You may need to update your software

Then, convert to PDF – Adobe tab and “Create PDF” – you may need to update for this as well

Not everything is going to transfer when you convert, but most of it will

You will need to run the Make Accessible Wizard in Adobe as well, to be certain – attach report

### **What if you need help? (5 minutes)**

Brockport Training organization in Blackboard – video tutorials and written instructions

ASIS Team (email, office hours, phone): run and interpret the checker, make adjustments

IT HelpDesk (ticket by web or phone): update or download software (585) 395- 5151 option 1 or open a Help Desk ticket

Web Team (as needed): uploading your item to the website