



Considering Accessibility as an Inclusive Practice

Best practices in making documents and videos fully accessible to all participants

Hello!



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Agenda

- Introduction to accessibility and its importance
- Accessibility for Extension Materials:
 - Text-based Resources
 - Presentations
 - Videos
- Disability Accommodation Requests
- Wrap-up and resources

The importance of accessibility and Universal Design
for Learning

INTRODUCTION

Accessibility and Universal Design for Learning



Principles of Accessibility

POUR Principles:

- **Perceivable** – Everyone can process the output through at least one of their senses.
- **Operable** – Everyone can interact and provide input
- **Understandable** – Everyone can intuitively use and understand the resource
- **Robust** – Everyone can use their own set of tools (e.g., browser, OS, screen reader, etc.) for access

Best Practice

Use Multiple Means of Representation

Offer options that present information and content in varied ways:

- Text
- Images
- Audio
- Videos



ACCESSIBILITY FOR EXTENSION MATERIALS

1. Text
2. Presentations
3. Videos

Accessibility for promotional, educational, reference,
and printed materials

ACCESSIBILITY FOR TEXT

Fonts

The type of font used can affect the accessibility of our content

- Examples of sans serif fonts:

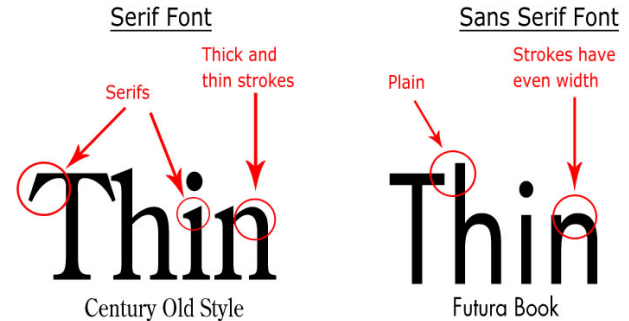
- Veranda
- Arial
- Calibri

- Example of a serif font:

- Times New Roman

- Examples:

- This font is pretty easy to understand.
- Artsy font can be difficult for readers.
- *Script can be hard to read, too.*
- **Fun font can also be a challenge to read.**



Font Color

- Color Contrast:



- Don't communicate anything exclusively through color

Titles and Headings

Headings and Subheadings

HTML elements provide information on structural hierarchy of a document. Using elements correctly will help convey additional meaning to assistive technology. In many cases, doing so will also make your document easier to edit.

For documents longer than three or four paragraphs, headings and subheadings are important for usability and accessibility. They help readers to determine the overall outline of a document and to navigate to specific information of interest.

Headings are classified into levels from one to six. The highest level is "Level 1" and often corresponds to the title of the page or major document section. Sub-headers proceed through increasing header levels.

Visual readers identify headers by scanning pages for text of a larger size or a different style. Assistive technology users are not able to see these visual changes, so changing the style is not a sufficient cue.

Instead, the headings must be semantically "tagged" so that assistive technology can identify headings. This can be presented to the user as a navigation aid.

This makes adding headings one of the most important tools for a screen reader user so that he or she can learn what is on the page. Note that tagging usually triggers a formatting change visually which can be adjusted in many documents.

Headings and Subheadings

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Purpose of Headings

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Heading Levels

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Meaning vs. Formatting

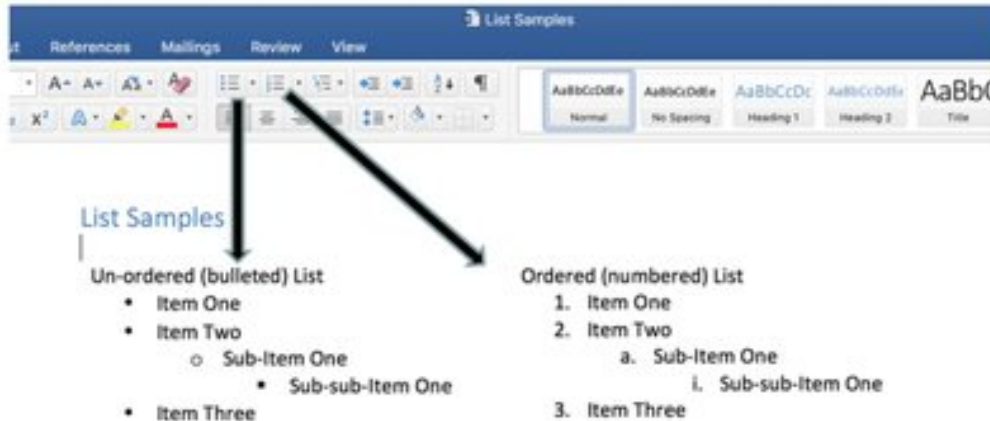
Visual readers identify headers by scanning pages for text of a larger size or a different style. Assistive technology users are not able to see these visual changes, so changing the style is not a sufficient cue.

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Lists

- Avoid hand-numbering lists
- Format lists as either un-ordered (bullet points or check-boxes) or ordered lists (numbers or letters)



Links

Use anchor text

- Use hyperlinks
 - ⊘ See a complete listing of KSRE events at <https://events.k-state.edu/ksre>.
 - ⊘ To see a complete listing of KSRE events [click here](#).
 - ✓ See a complete listing of [KSRE event offerings](#).
- Consider if it is a print or digital document

Portable Document Format (PDF)



Start with the source document

- Retains the structure when exported to Adobe Acrobat
- Be careful with using a copier
 - The document is just one big image
- Use Accessibility Checker

Accessibility for Images, Tables, and PowerPoint

ACCESSIBILITY FOR PRESENTATIONS

Images



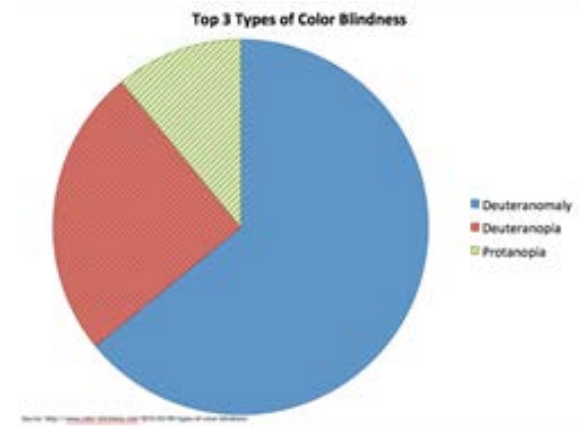
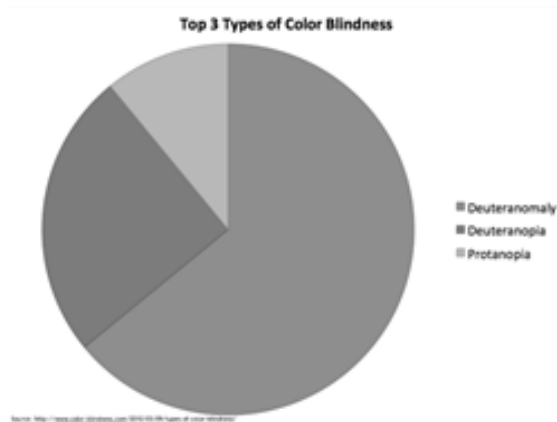
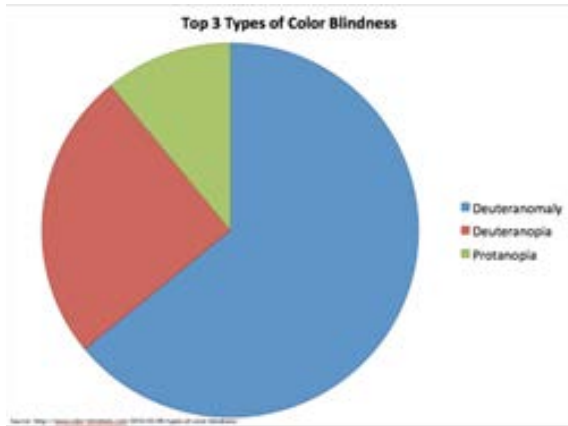
How would you describe this image over the phone?

Bad example: duck.jpg

Modified Alt Text: "Duck swimming in a pond"

Color in Graphics

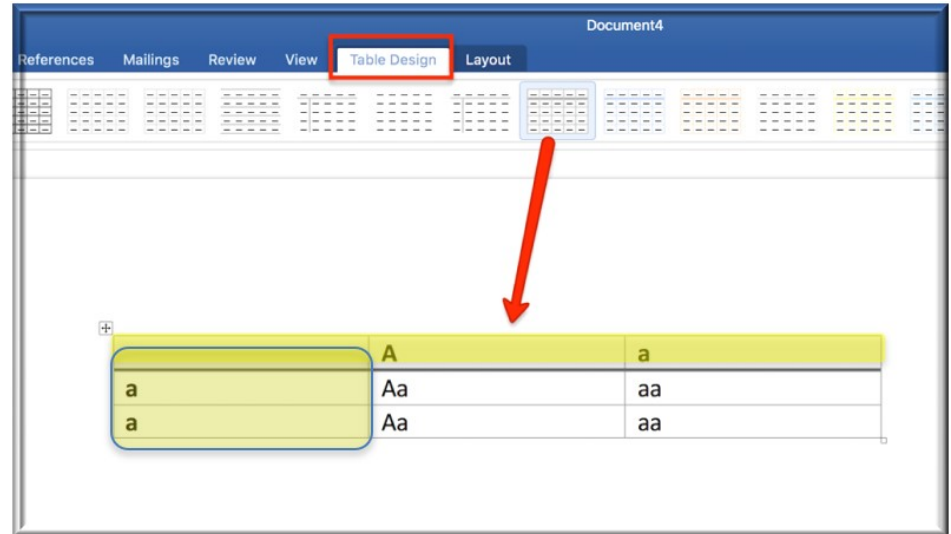
For non-text graphics use: color plus shape, color plus size, color plus texture or pattern, or some other means of visually distinguishing information differences.



Tables

Simplicity is key!

- Screen readers will read content
 - row by row,
 - left to right,
 - and top to bottom
- Avoid creating merged cells
- Avoid nesting tables



Slideshow Tips

The previous tips also apply to PowerPoint

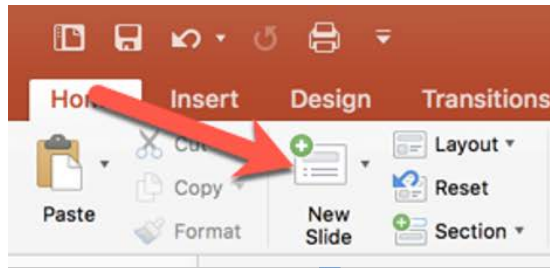
- Well-structured headers (styles), lists, and tables
- High contrast colors
- Fonts that are easy to read (min. 18 pt)
- Avoid: background images, watermarks, slide color schemes that can decrease contrast
- Add alt tags and captions to images

Recommended Practices

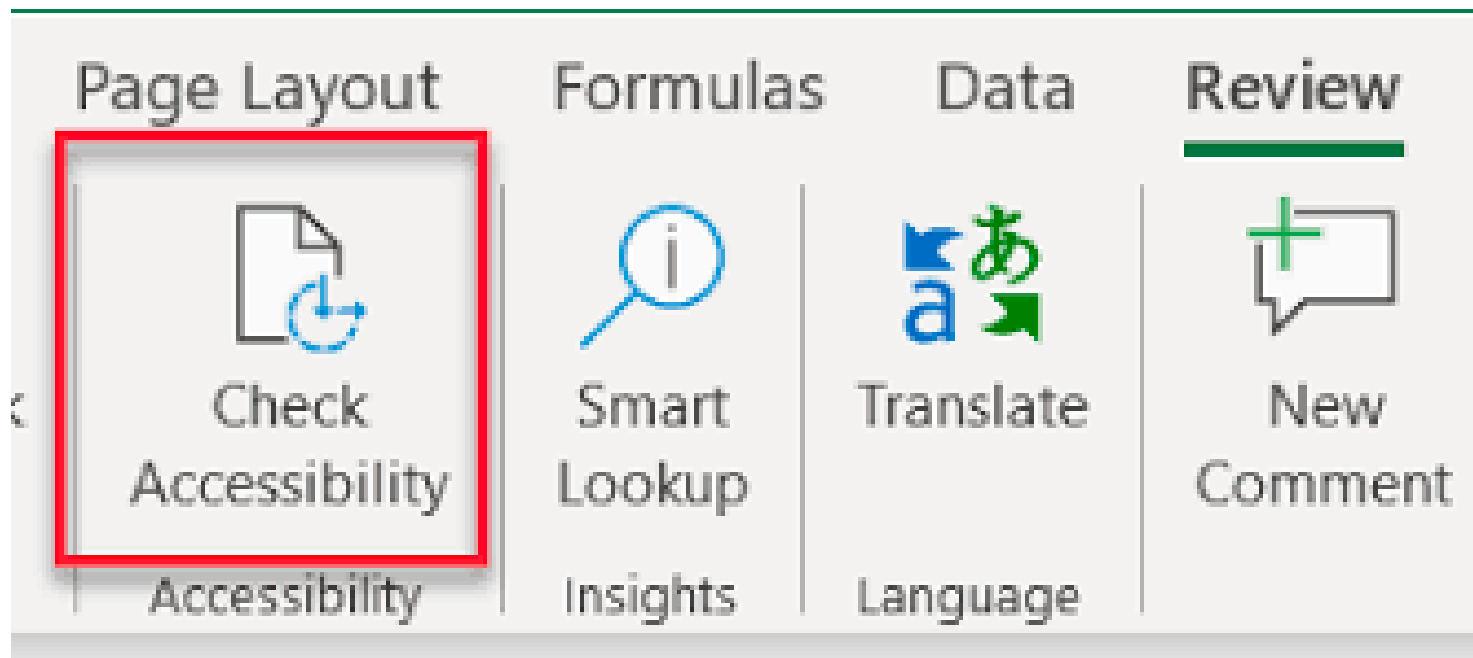
Use Accessible Templates

- Use pre-set layouts
- Limit the number of lines in each slide
- Every slide has a unique title
- Leave space above and below each line
- Use speaker notes to provide more in-depth information
- Images are a great way to break up blocks of text
- Set reading order correctly

Headers and Titles



Accessibility Checks



Accessibility for recordings and video materials

ACCESSIBILITY FOR AUDIO AND VIDEO

Audio/Video Best Practices

Captions for Videos

- Auto-captioning available in PowerPoint, YouTube and Zoom cloud recording
- Correct ALL captioning
- Provide transcripts for presentation recordings
- Provide direct Zoom link to recording which includes a transcript
- Summaries / descriptions

KSRE's Accommodations request process and resources

DISABILITY ACCOMMODATIONS

Disability Accommodations

[KSRE Civil Rights Accessibility Page](#)

- Equal Opportunity Statement
- Accommodations Procedural Steps
- Accommodations Requests
- Education & Training Resources

Reviewing what we've learned and sharing resources

WRAP-UP

Accessibility in Action



Watch [Accessibility in Action](#) on YouTube.

Resources: Materials

- K-State Accessibility Checklists

<https://canvas.k-state.edu/info/accessibility/checklist.html>

- KSRE Civil Rights Accommodations page

[https://www.ksre.ksu.edu/employee_resources/civil_rights/accommo
dations.html](https://www.ksre.ksu.edu/employee_resources/civil_rights/accommo
dations.html)

- WebAim

<https://webaim.org/>

Resources: Training

- WebAIM (\$125)
<https://webaim.org/training/docs/>
- KSARN
<https://ksarn.org/>

Resources: People who can help

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Accommodations



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Digital Accessibility



Conclusion

Thanks for choosing to learn about promoting accessibility in Extension!

By taking the time to make things more accessible to some, we help everyone.

Please reach out for more information or with questions. We're here to help you get started!



CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!