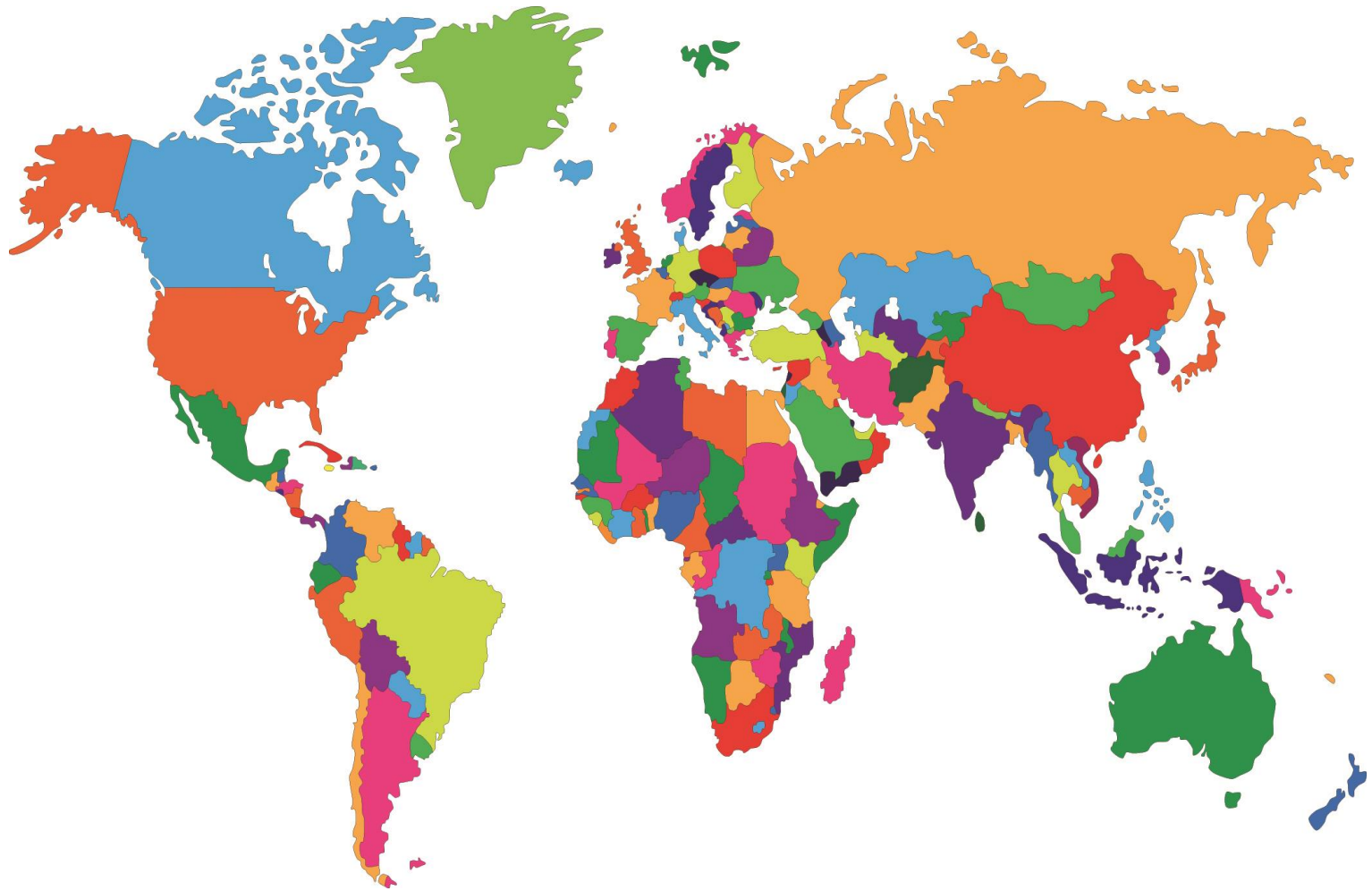# Inclusion Mindset

DELIVERING ACCESSIBLE AND INCLUSIVE CONTENT FOR ALL OF YOUR AUDIENCES

Presented by Dr. Maureen Orey, CPLP
Founder & CEO
Workplace Learning & Performance Group, Inc.

Welcome! Please join in!

Designing Accessible Learning

This session will provide the tools to:

- Increase your awareness of access needs (and the laws that require accessibility)

- Practice writing alt text for pictures and graphics

- Integrate various design strategies to meet those needs

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Participant Poll

What kind of experience do you have working with people with disabilities?
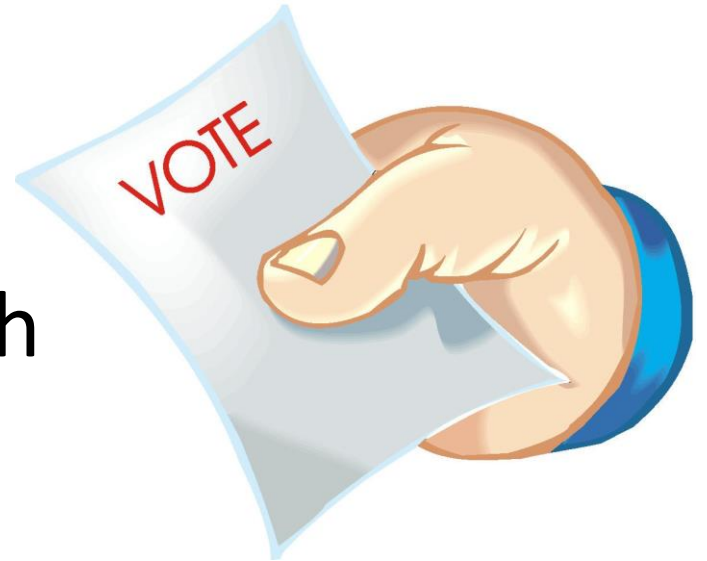
How Did We Get Here?

A bit of (U.S.) **history**

- **Rehabilitation Act of 1973**

- **Television Decoder Circuitry Act of 1990**

- **Americans With Disabilities Act – ADA (1990)**

- **Telecommunications Act of 1996**

- **Section 508 of the Rehabilitation Act**

Inclusion & Synergy

- Variety of learning environments
- Full range of accessibility needs
- Visible and invisible disabilities.

Learning Environments

Face to Face	Online – Instructor Led	Online - Asynchronous
Scenarios: • Classroom training • Coaching & mentoring • On the job	**Scenarios:** • Webinars • Webcasts • Conference calls	**Scenarios:** • E-Learning (all forms) • Websites & Wiki's • Learning Management System
Considerations: • Designing accessible curriculum & materials • Trainer preparation and awareness of access needs of participants • Supervisor preparation and awareness	**Considerations:** • Verify software accessibility • Designing accessible curriculum & materials • Presenter and SME preparation and awareness of access needs of participants	**Considerations:** • Verify software accessibility • Designing accessible curriculum & materials • Provide easy access to assistance when help

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Access Needs

Auditory	Visual	Physical	Cognitive
Types of impairments • Deaf • Hard of hearing • Hearing impaired • Cognitive processing • ADHD	**Types of impairments** • Blind • Limited vision • Dyslexia • Color blind • Cognitive processing • ADHD	**Types of impairments** • Mobility • Ambulatory • Motor coordination • Hand/eye coordination	**Types of impairments** • Ability to focus • Learning differences • Cognitive processing • ADHD • Stress or anxiety

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Learning Environment & Access Matrix
Auditory Access

	Face to Face	Online – Instructor Led	Online – Asynchronous
Auditory Access	• Sign Language (ASL) interpretation • Provide hard and/or soft copy of materials • Ensure that all course videos you use, have closed captioning • Provide specific written directions for learning activities and worksheets	• Utilize LIVE closed captioning of the webinar • Provide transcripts of live presentation & dialogue • Ensure that all course videos you use, have closed captioning • Provide transcripts of course videos • Develop a script prior to session if possible	• Closed captioning of all spoken words • Ensure that all course videos you use, have closed captioning and/or transcriptions • Review all auditory directions provided in the course, and ensure that the same directions are provided visually

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Webinar Tools & Captioning

Function	Zoom	WebEx	Teams	Meet	GoTo Meeting
Auto Captioning	No	No	Yes	Yes	No
Captioning Capability	Yes	Yes	Yes	Yes	Yes

Did you know…

- PowerPoint has auto closed captioning?
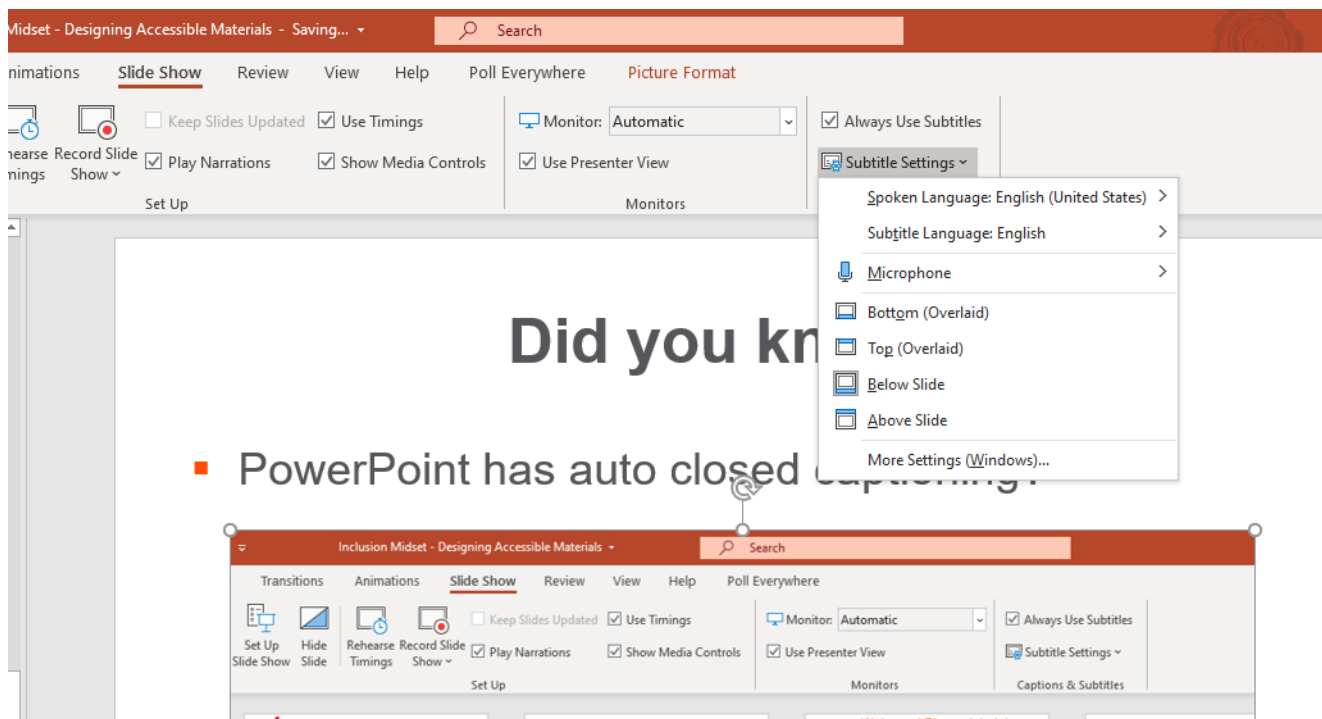
Learning Environment & Access Matrix
Visual Access

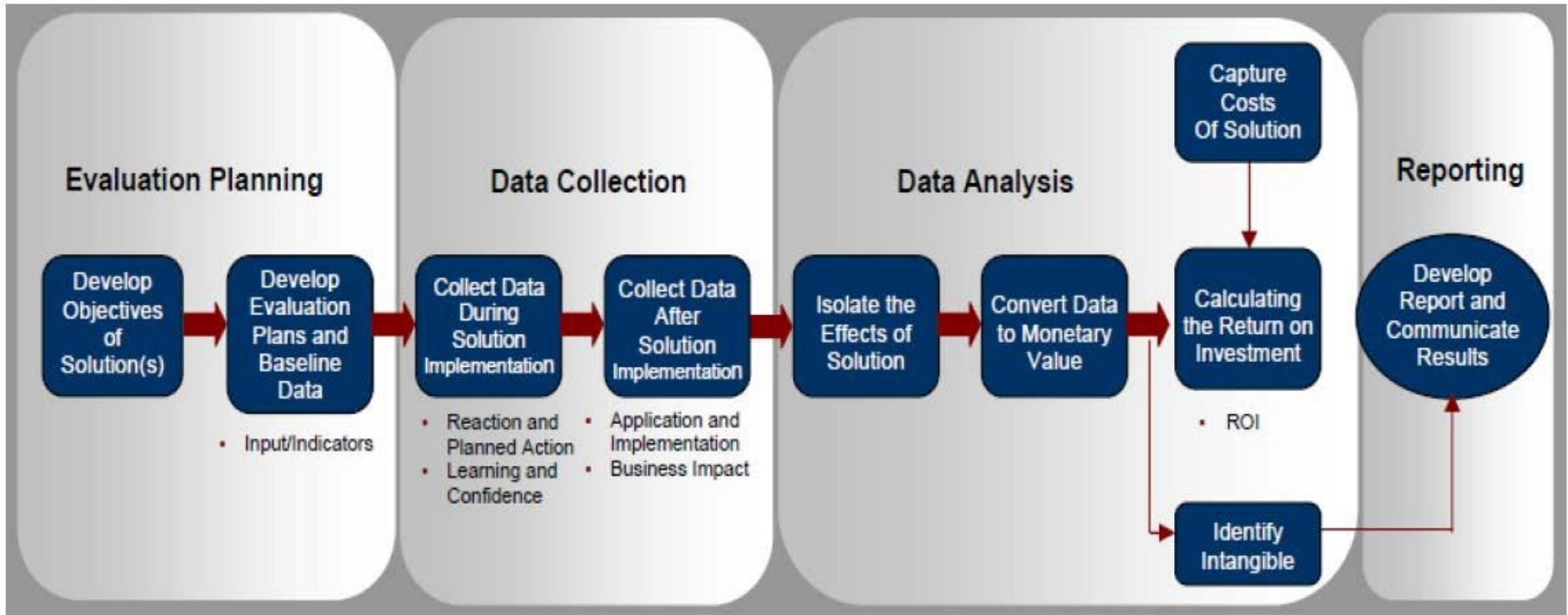|	Face to Face	Online – Instructor Led	Online – Asynchronous
Visual Access	• Provide hard and/or soft copy of materials prior to class • Create clear verbal description of all photos and graphics (capture the context) • Examine color choice and contrast of slides and graphics • Be very specific when providing directions about breaks, lunches, activities, restrooms, etc.	• Ensure screen reader can access "live chat" stream • Provide clear verbal description of photos, graphics and videos • Use "Alt-tabs" on photos and graphics for screen reader access • Webinar software must be accessible via keystroke • Examine color choice and contrast of slides, graphics and other visual images	• All content must be accessible via keystroke. Mouse enabled - drag & drop doesn't work. • Use "Alt-tabs" on photos and graphics for screen reader access • Review all visual directions provided in the course, and ensure that the same directions are provided auditorily • Test the program to ensure it really is accessible.

Practicing Alt Text

How would you describe this picture with Alt Text?

Practicing Alt Text

How would you describe this graphic with Alt Text?

Evaluation Planning

- Develop Objectives of Solution(s)
- Develop Evaluation Plans and Baseline Data
  - Input/Indicators

Data Collection

- Collect Data During Solution Implementation
- Collect Data After Solution Implementation
  - Reaction and Planned Action
  - Learning and Confidence
  - Application and Implementation
  - Business Impact

Data Analysis

- Isolate the Effects of Solution
- Convert Data to Monetary Value
- Capture Costs Of Solution
- Calculating the Return on Investment
  - ROI
- Identify Intangible

Reporting

- Develop Report and Communicate Results

Learning Environment & Access Matrix
Physical Access

	Face to Face	Online – Instructor Led	Online – Asynchronous
Physical Access	• Ensure that there is physical access to the training location (ie. ramp) • If there is an activity that requires physical movement, inquire about ideas for inclusion • Never assume they can't participate • Allow extra time for individual activities, worksheets and assignments	• Vary methodology for participation – live chat and vocal discussions • Consider movement limitations, and allow extra time for transition to breakout rooms • Allow extra time for individual activities, worksheets and assignments • Never assume they can't participate	• Remove time based restrictions in the course. • Consider enabling both keystroke and mouse enabled content (such as drag& drop) to allow for multiple avenues • Provide both audio and visual directions • Include closed captioning to provide additional access

Case Study Example

What NOT to do…

What would you do to make this accessible for:

1. Visual needs
2. Hard of Hearing
3. Cognitive Processing
4. Movement disorder

Learning Environment & Access Matrix
Cognitive Access

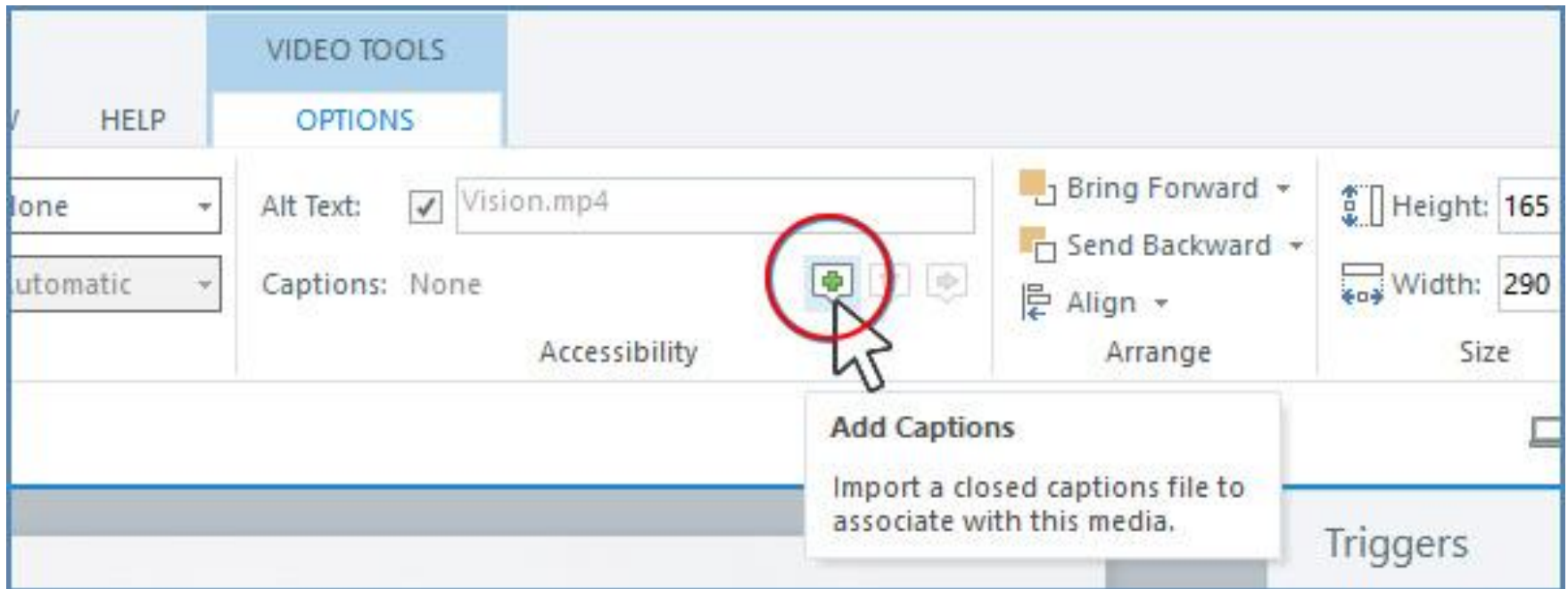|	Face to Face	Online – Instructor Led	Online – Asynchronous
Cognitive Access	• Remember that cognitive and psychological needs are invisible and you may not be aware of a need for accommodations • Be flexible to requests for variation if possible • Variety is key – all of the above methodologies for access, can apply here. • Allow extra time for individual activities, worksheets and assignments	• Ensure that all directions and expectations are clearly communicated. • Be flexible to requests for variation if possible • Variety is key – all of the above methodologies for access, can apply here – especially auditory & visual • Allow extra time for individual activities, worksheets and assignments	• Remove time based restrictions in the course. • Consider enabling both keystroke and mouse enabled content (such as drag & drop) to allow for multiple ways for access • Provide both audio and visual directions • Include closed captioning to provide additional access

Learning Environment & Access Matrix

Learning Environments & Access to Learning

	Face to Face	Online – Instructor Led	Online – Asynchronous
Auditory Access	• Sign Language (ASL) interpretation • Provide hard and/or soft copy of materials • Ensure that all course videos you use, have closed captioning • Provide specific written directions for learning activities and worksheets	• Utilize LIVE closed captioning of the webinar • Provide transcripts of live presentation & dialogue • Ensure that all course videos you use, have closed captioning • Provide transcripts of course videos • Develop a script prior to session if possible	• Closed captioning of all spoken words • Ensure that all course videos you use, have closed captioning and/or transcriptions • Review all auditory directions provided in the course, and ensure that the same directions are provided visually
Visual Access	• Provide hard and/or soft copy of materials prior to class • Create clear verbal description of all photos and graphics (capture the context) • Examine color choice and contrast of slides and graphics • Be very specific when providing directions about breaks, lunches, activities, restrooms, etc.	• Ensure screen reader can access "live chat" stream • Provide clear verbal description of photos, graphics and video • Use "Alt-tabs" on photos and graphics for screen reader access • Webinar software must be accessible via keystroke • Examine color choice and contrast of slides, graphics and other visual images	• All content must be accessible via keystroke. Mouse enabled - drag & drop doesn't work. • Use "Alt-tabs" on photos and graphics for screen reader access • Review all visual directions provided in the course, and ensure that the same directions are provided auditorily • Test the program to ensure it really is accessible.
Physical Access	• Ensure that there is physical access to the training location (ie. ramp) • If there is an activity that requires physical movement, inquire about ideas for inclusion • Never assume they can't participate • Allow extra time for individual activities, worksheets and assignments	• Vary methodology for participation – live chat and vocal discussions • Consider movement limitations, and allow extra time for transition to breakout rooms • Allow extra time for individual activities, worksheets and assignments • Never assume they can't participate	• Remove time-based restrictions in the course. • Consider enabling both keystroke and mouse enabled content (such as drag & drop) to allow for multiple ways for access • Provide both audio and visual directions • Include closed captioning to provide additional access
Cognitive Access	• Remember that cognitive and psychological needs are invisible, and you may not be aware of a need for accommodations • Be flexible to requests for variation if possible • Variety is key – all of the above methodologies for access, can apply here. • Allow extra time for individual activities, worksheets and assignments	• Ensure that all directions and expectations are clearly communicated both spoken and in writing. • Be flexible to requests for variation if possible • Variety is key – all of the above methodologies for access, can apply here – especially auditory & visual • Allow extra time for individual activities, worksheets and assignments	• Remove time-based restrictions in the course. • Provide both audio and visual directions clearly • Include closed captioning to provide additional access • Be flexible to requests for variation if possible • Allow extra time for individual activities, worksheets and assignments • Send positive messages to encourage progress.

Note: This tool is not comprehensive – the intent is to provide an overall view of learning environments and designing access to learning.

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WORKPLACE LEARNING & PERFORMANCE GROUP

Use those accessibility tools in your software

Using Accessibility Tools in e-Learning Software

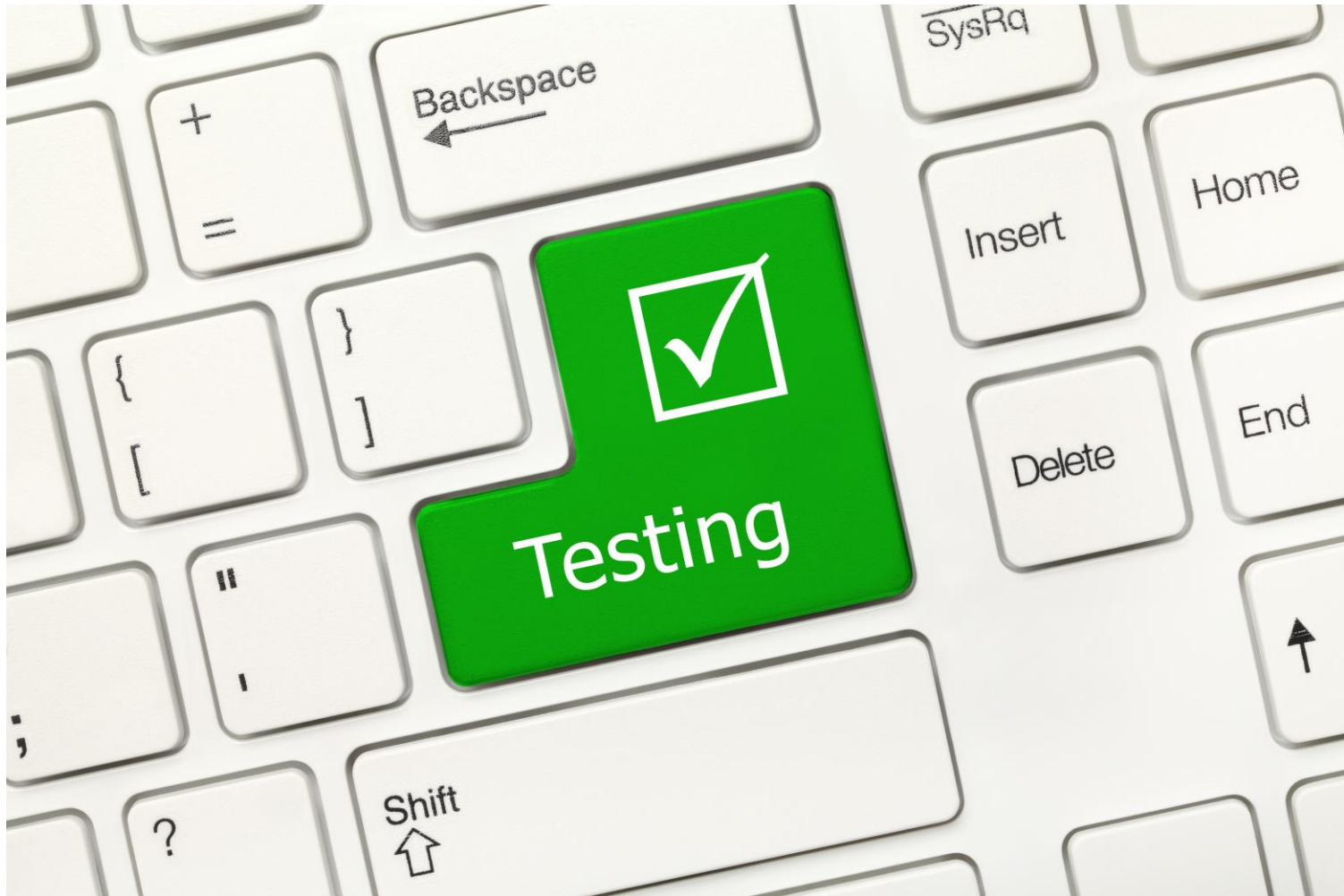| Section 508 Accessibility Requirement	Storyline Support
Keyboard Support	You can execute most Storyline functions using a keyboard. Exceptions include drag-and-drop and hotspot interactions.
Content Focus	Storyline displays a yellow box around the shape that's currently in focus and reports it to assistive technology.
Flicker Reduction	Storyline doesn't use flashing or blinking text, objects, or other elements with a frequency greater than 2 Hz and lower than 55 Hz. (Video imported by course authors should also conform to this standard.)
Non-Visual Operation and Information Retrieval	Storyline supports the JAWS screen reader.
Large Text	Storyline supports the JAWS screen reader and makes it easy for course authors to create large text versions of slides.
Text Equivalents	Author controlled. Storyline provides text equivalents (alt text) for every non-text element. Learners must use supported screen readers and browsers for Storyline 360, Storyline 3, or Storyline 2.
Assistive Technology— Ready UI	Storyline reports an object's type, state, and description to the accessibility interface.
Assistive Technology— Ready Forms	When forms are used, Storyline provides the type, description, and state information for field elements. (Note: Course authors must include clear written directions for completing the form.)

Don't re-invent the wheel

Acceptable Option for Access to Programs

▸ Instead of redesigning your programs, create an alternative access route

Testing and Auditing Your Program

Automated Evaluation Tools

Section508.gov
GSA Government-wide Section 508 Accessibility Program

Site Map | About Us | Accessibility | Contact Us | Technology Accessibility
Playbook

Home » Automated Evaluation Tools

Automated Evaluation Tools

No automated evaluation tool can tell you if your site is accessible, or even compliant. Manual testing is always necessary.

Agencies

This list represents tools currently in use by some agencies and should not be regarded as a recommendation.

Contract Requirements tool for Section 508 compliance

- DHS Accessibility Requirements Tool (DART) - related Exception and Market non-availability forms

Website Review tools for Section 508 compliance

- Compliance Sheriff
- Accenture
- WorldSpace
- ADOBE ACROBAT PRO Accessibility Checker
- ComplyFirst
- SortSite

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Testing Tools

Testing Tools

Inspect

Web Accessibility Toolbar (WAT)

Java Ferret

Web Accessibility Favelets (WAF)

Expand All Sections

Inspect   +

Web Accessibility Toolbar (WAT)   +

Java Ferret   +

Web Accessibility Favelets (WAF)   +

Free Accessibility Needs Review

A Complimentary Service Provided By WeCo's Accessibility Specialists

WeCo Sr. Accessibility Specialist, Chad Koch, working with a client on product accessibility.

Schedule a **Free Accessibility Needs Review** with WeCo today. Whether you're starting an accessibility initiative, launching a new website, or evaluating past compliance work, WeCo can help you to:

1. Evaluate where your website, documents and communication processes are today.

2. Formulate a plan for your organization's Section 508, ADA and WCAG 1.0/2.0 compliance needs.

We can work with you both **in-person or virtually**–the choice is yours!

To **request your Free Accessibility Needs Review**, contact WeCo's Accessibility Services Department at: **accessinfo@theweco.com 55-849-5050 x1 or**

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The "Hand Off"

Next Steps?   Action Planning!

Thank YOU!!

Feel free to reach out to me

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619-475-8397

Connect with me on
LinkedIn, FB, Twitter, Instagram