

Resources for improving accessibility:

1. Visual Accessibility Nearly 10% of adult Americans are visually impaired.

- a. Colorblindness:
 - i. colorbrewer2.org Colorbrewer 2.0 generates color palettes for figures that are accessible to colorblindness, and can translate from color to greyscale figures easily. This online tool was developed to assist with cartography, but translates well to any color figure design.
 - ii. <http://www.colororacle.org> Colorblindness can be simulated for digital documents using Color Oracle.
- b. PDF documents: to keep pdf documents accessible to screen reader technology, always print to pdf directly from a word document, rather than scanning pages as a large image.
- c. <https://www.perkinselearning.org/technology/blog/how-write-alt-text-and-image-descriptions-visually-impaired> Concise descriptions of figures in documents and on websites can be provided through alt text, which can be accessed using screen reader technology.
- d. When giving presentations with visual elements, images should be accompanied by a concise verbal description of what is being shown.
- e. <https://accessibility.psu.edu/legibility/fontface/> Not all fonts are equally readable. Sans-serif fonts (e.g. Arial, Calibri, Century Gothic, Verdana, Tahoma) are generally more readable than serif fonts (Times New Roman, Georgia) for people with dyslexia. <https://brailleinstitute.org/freefont> has developed a new, extra-legible font. Readability is also improved by increasing inter-word spacing and larger line spacing.
- f. Printed materials should be made available in large print and, if possible, Braille. Materials may be provided alternatively in electronic formats compatible with screen reader software.

2. Auditory Accessibility Approximately 13% of Americans over the age of 12 have hearing loss

- a. <https://accessibility.arl.org/wp-content/uploads/2015/02/stamford-a-guide-to-accessible-video.pdf> Captioning should be provided for all videos. This includes not only the scripted text for the main presenter, but off-script things such as questions from the audience, annotation for periods of silence or music, and anything else that is not visually apparent to a hard of hearing viewer.
- b. <https://accessibility.psu.edu/video/> Penn State has a website that provides directions for caption planning as well as how-to resources for a wide variety of digital platforms.
- c. Consider the amount of background noise in a venue that may conflict with a presentation. Limitations in hearing aid technology make it difficult for hard of hearing persons to isolate sound from one presenter in loud environments.
- d. Provide real-time speech-to-text services or sign language interpreting through a professional interpreter. Keep in mind not all sign language is the same, and

individuals may have preferences between ASL, BSL, or SEE signs
<https://www.nidcd.nih.gov/health/american-sign-language>

- 3. Neurodiverse Accessibility** Including autism spectrum disorders, post traumatic stress disorder, brain injuries, and seizure disorders.
 - a. <https://www.disabilitysupportguide.com.au/information/article/what-is-a-quiet-room> Make quiet rooms accessible for participants — having quiet time to regroup and calm down helps many neurodiverse persons to navigate long meetings/days successfully.
 - b. <https://autisticadvocacy.org/wp-content/uploads/2014/02/ColorCommunicationBadges.pdf> Color communication badges to indicate a participant’s ability/willingness to engage in conversation or be approached by others can ease anxiety

- 4. Other**
 - a. <https://accessibility.cornell.edu/event-planning/accessible-meeting-and-event-checklist/> Cornell’s website provides a checklist for meeting prep that includes physical accommodations
 - b. http://www.uwyo.edu/union/reservations/accessible_meetings_toolkit.authcheckdam.pdf U Wyoming has a similar and detailed checklist
 - c. <https://aea365.org/blog/angie-aguirre-on-making-your-webinar-accessible/> hosting an accessible webinar