OK Zoomer Accessibility Resource Guide

Tips and Resources for Creating Accessible Virtual Classrooms and Content

Now you know:

By now, you know that all of your classes and content need to be accessible to everyone. This guide provides additional information and resources to ensure you are doing just that.

(Note that the formatting of this document is optimized for screen readers, using the "styles" feature in Google Docs to allow screen readers to toggle between subject headings.)

Tips for Accessible Zoom Classes:

1. The invitation

Having an accessible class starts with the invitation and opening the dialogue with your students.
- Let people know what accommodations you are already planning to provide.
- Provide a means for people to let you know if they have any other accommodations needs so that you can address those.
- Define sufficient notice to allow you to make the necessary accommodations.

Sample language:

We strive to make all our classes accessible to all. This class will have:
- Accessible materials (handouts, PowerPoints, Google Docs, etc) available a week in advance
- The event will be recorded with transcription and closed captioning will be available.
- If you have any other accommodation requests, please let us know at [include how/where to contact people with requests].

Potential accommodations:

- Translators (ASL, Spanish, etc.)
- Advanced copy of materials
- Alternative forms of materials
- Content Warnings: Disclaimers/notifications of class materials or presentation content

2. Materials/Resources

Disseminating material that is easy to read and well-formatted reflects well on you as an educator and as an organization and demonstrates a level of sensitivity and understanding to alternative learning styles and accommodations for all your students.

The following accessibility checklist will serve as basic guidelines to help in the preparation of materials for presentations:

Preparing Handouts:

Background or supplemental information provided to all participants for later review can be made available online after the class session.

Any materials that will be distributed to students must also be:

- Shared in advance of the class session when possible
- Available during the session
- Formatted as an accessible document and tested.
- Made available in alternative accessible formats (braille, large print, or computer disc) to meet the needs of all participants attending these classes.

Additional Considerations:

- Consider numbering slides for easy reference for those following along.
- Some students prefer printed documents over digital ones. Materials that are to be referred to by all students during the course of the class i.e. agenda, schedule, syllabus, or other documents should be offered in either Braille or large print for attendees who are blind or visually impaired to use during the class.
- Preparing multiple formats takes time. Create the final version of your materials at least two weeks prior to the event, so that there is ample time to create the braille, large print, and electronic versions. Submit materials as Word or Excel documents only.
- All braille materials must be proofread by an experienced braille reader prior to embossing multiple copies for dissemination. The quality of Braille materials is just as important as the quality of other materials.
- Keep visuals clear and simple. This allows for fewer distractions and increases clarity for students who are neurodiverse and those with visual impairments.

3. The Presentation

- Remain close to your computer microphone (be turned toward the screen), or wear a headset to accommodate any participants with hearing impairments, and verify that people can hear you at the start of the class.
- Disclose any recording and gain consent from participants.
- Describe available tools and interaction options such as Translators, captioning, transcription, Q&A, Chat, etc.
    - Consider using the Q&A or chat that goes to hosts only as opposed to everyone so that the chat is not interrupting the speaker for those with screen readers.
    - Chat can be used if you create room for it in the presentation and allow chat to be the main means of interaction.
- Encourage other participants to speak clearly when raising questions or making comments
- The speaker should repeat all questions or comments by attendees to accommodate other participants
- Provide verbal context for any visual information.
    - Identify the number of attendees when possible and conduct initial self-introductions of all people present to accommodate all participants to know who is in attendance.
    - Narrate slide changes and read aloud any information appearing on any visual displays, or referred to in the written materials.
    - All slides, graphs, charts, or other graphic material should be described (unless

descriptions are provided in advance in electronic and/or other accessible formats)
  - Describe the key visual elements of video to ensure that any participants with visual impairments understand and can follow the demonstrated purpose and intent of the video for the class. If needed, someone can be designated to provide visual input during videos.
  - Don't rely on directional description alone (e.g. "on the left", "Up here", "as you can see there is a list". Instead pair those with context: "on the left in the global navigation heading", "Up at the top of the page in the Profile menu", and "When I choose the Menu button from the Homepage it displays a list".
- Be acquainted with and comfortable using common disabiity-related terms, such as "people who are blind or visually impaired", "Deaf or Hard of Hearing", "Deafblind" (it is one word), "Disabled" (instead of "handicapped", "special needs" or "differently abled")
- Be aware of the different between person-first and identity-first language and know which your student(s) with disabilities prefer.

Additional resources

Understanding Digital Accessibility

Accessibility | Zoom

Tips for Hosting More Accessible Meetings | Zoom Blog

Accessibility Features Of Zoom And How To Make Zoom Meetings More Accessible

Teacher's guide: How to make learning materials accessible

Tip for creating accessible Word docs

Make your document, presentation, and sheets more accessible - Google Docs Editors Help

3 Steps to a More Accessible Classroom | Common Sense Education

How you can help break the cycle of everyday ableism