

WEBSITE ACCESSIBILITY AND THE AMA: WHERE TO START?

DIO ADVANCING ACCESSIBILITY PLANS EVENT

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EVERYTHING ACCESSIBILITY

**WHAT IS MY
BACKGROUND?**

ABOUT ME: MY PAST

- **I have been an accessibility advocate since 1999.**
- **I have worked with accessibility projects in various North American settings, including the Canadian Museum for Human Rights, and as the owner and senior Web Developer at The Snider's Web (1999-2013).**
- **From 1999, I worked with website, document and audio/video accessibility and then in 2010 onwards added social media, computers, etc.**

ABOUT ME: MY PRESENT

- **I am currently the senior accessibility consultant and owner of Everything Accessibility.**
- **We specialize in accessibility training, workshops, educational materials, analysis, reporting, auditing and user testing.**
- **Our focus is on digital accessibility: computers, social media, websites, documents, audio/video, etc.**

ABOUT ME: SOME CURRENT PROJECTS

- **I created the 'Document Accessibility Directive' for the Canadian Museum for Human Rights.**
- **I am a member of the W3C Accessible Online Learning Community Group.**
- **I am part of the Microsoft Office Accessibility Group and the Microsoft Mac Outlook Accessibility Group, collaborating with Microsoft to improve accessibility of their products.**

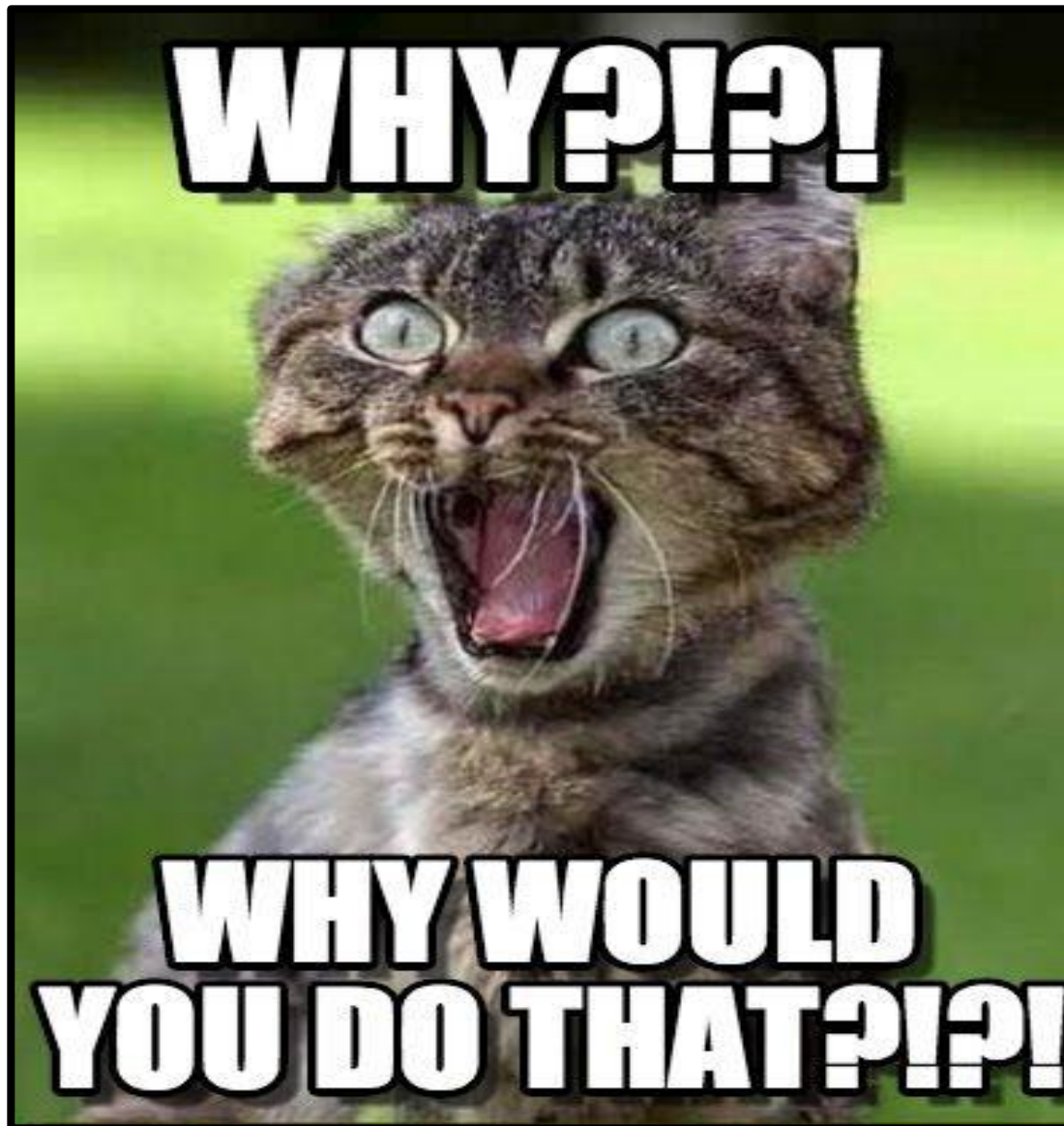
WHAT IS A WEBSITE?

WEBSITES CAN BE MANY THINGS

- **Websites can be public or private facing and they can include:**
 - ✓ **Training systems or an LMS (Moodle, Canvas, etc.)**
 - ✓ **'Intranets' (internal websites/portals)**
 - ✓ **SharePoint Interfaces**

WHY MAKE WEBSITES ACCESSIBLE?

WHY WOULD YOU DO THAT?



ACCESSIBILITY IS IMPORTANT: THE NUMBERS

- **One billion people, or 15% of the world's population, have some form of disability.
[*WHO and World Bank Disability Report 2011*]**
- **In Canada, 13.7% of the adult population identify as having a disability.
[*Statistics Canada Report 2012*]**
- **In Manitoba one of out of six people, or 14% of the population, identify as having a disability.
[*Statistics Canada Report 2006*]**
- **All of these figures will only rise as our population ages.**

ACCESSIBILITY IS IMPORTANT: IT IS PERSONAL

- **Accessibility isn't just numbers on a page, it impacts all of us.**
- **Almost all of us will have a disability in our lifetimes, if we are lucky enough to live to be an elder.**
- **All of us know, or will know, someone with a disability in our lifetimes.**

ACCESSIBILITY IS IMPORTANT: USABILITY & SEO

- **The more accessible you make your website, the more usable it becomes for everyone.**
- **Plus as an added bonus, search engines love it! So it helps with search engine optimization (SEO).**

ACCESSIBILITY IS IMPORTANT: IT IS THE LAW!

- **In Manitoba, we now have the Accessibility for Manitobans Act (AMA).**

THE AMA COVERS WEBSITES

- **The AMA includes the Information and Communications Standard.**
- ✓ **Focuses on barriers to access to information.**
- ✓ **Access can be through websites or documents on websites.**

- **It will likely be based on the Web Content Accessibility Guidelines (WCAG).**
- **Everything I talk about will help you satisfy the WCAG guidelines!**

**WHO USES YOUR
WEBSITE?**

WEBSITES ARE ACCESSED IN DIFFERENT WAYS

- **Everyone views your websites in different ways.**
- **Viewers may be using a computer, laptop, device, tablet, smartphone, etc. to view your website.**
- **Viewers may be using assistive technology to use your website, or they take longer to view it.**
- **Let's look at 'who' and 'how'...**

YOUR AUDIENCE: PEOPLE WITH VISUAL DISABILITIES

- **People with visual disabilities (low vision, macular degeneration, people who are blind, etc.)**
- ✓ **May use screen reader software (JAWS, NVDA) to read the website, because they can't see it.**
- ✓ **May use a magnifier at 200% to read the website.**

SCREEN READER SIMULATION EXAMPLE

Screen reader output

Page has seven headings and thirty-five links Everything Accessibility vertical bar We Are Passionate About Accessibility and Educating Others About It! dash Internet Explorer This page link Skip to main content List of one item bullet Link Home List end List of two items bullet Link Hello LSnider bullet Link Log out List end Heading level two Administrative toolbar List of nine items bullet Link Dashboard left paren View and customize your dashboard. right paren bullet Link Content left paren Administer content and comments. right paren bullet Link Structure left paren Administer blocks, content types, menus, etc. right paren bullet Link Appearance left paren Select and configure your themes. right paren bullet Link People left paren Manage user accounts, roles, and permissions. right paren bullet Link Modules left paren Extend site functionality. right paren bullet Link Configuration left paren Administer settings. right paren bullet Link Reports left paren View reports, updates, and errors. right paren bullet Link Help left paren Reference for usage, configuration, and modules. right paren List end Link Hide shortcuts List of two items bullet Link Add content bullet Link Find content List end Link Edit shortcuts Heading level one Link Everything Accessibility Heading level two We Are Passionate About Accessibility and Educating Others About It! Heading level two Status message Basic page title has been deleted. Heading level one Link Welcome! Welcome to Everything Accessibility! We 'do almost everything accessibility'. We can provide colon List of three items bullet Accessibility training, workshops, seminars and educational materials. bullet Accessibility analysis, reporting, auditing, automated and user testing. bullet website, social media, document, computer, audio slash video and email remediation, upgrading and maintenance. List end Our focus is on digital accessibility, so we help make computers, social media, websites, documents, audio slash video, etc. more accessible for people with different disabilities. We always try and make things accessible for everyone, no matter their ability. We are located in Winnipeg, Manitoba. However, we have completed accessibility projects all over North America. A select list of the projects we have been involved with in two thousand fifteen dash two thousand sixteen is on the Link Recent Work page . Please contact us using our Link Contact Us page . This page link List of two items List end Link Graphic Subscribe to Everything Accessibility RSS Heading level two Main menu List of four items bullet Link Home bullet Link About Us bullet Link Recent Work bullet Link Contact Us List end This page link List of three items List end

MAGNIFIER (200%) EXAMPLE



MACULAR DEGENERATION SIMULATION EXAMPLE

Product Categories

- Featured Products
- Sale Items
- New Items
- Books and Reading
- Branded Merchandise
- Canes and Mobility
- Clocks and Watches
- Health and Wellness
- Home and Entertainment
- Lighting

Magnifiers and Vision Aids

- Accessories
- Bar and Paperweight
- Binocular, Monocular and Loupe
- Electronic
- Hand-held
 - Illuminated
 - Non-illuminated
- Neck & Head
 - Non-illuminated
- Pocket
 - Illuminated
 - Non-illuminated



Please note that before purchasing any optical aid with a magnification of 3X or higher, CNIB recommends you discuss your needs with a CNIB low vision specialist. CNIB can also help with finding a vision specialist. Contact CNIB at 1-866-659-1843 for information and suggestions for referrals.

 <p>Binocular and Loupe</p>	 <p>Bar and Paperweight</p>	 <p>Accessories</p>
		

YOUR AUDIENCE: PEOPLE WITH HEARING DISABILITIES

- **People with hearing disabilities (Deaf, deafened, hard of hearing, etc.).**
- ✓ **May use amplification software to increase audio on a website.**

YOUR AUDIENCE: PEOPLE WITH PHYSICAL DISABILITIES

- **People with physical disabilities (no use/limited mobility of hands or limbs, may not have arms or hands, arthritis, Lyme disease, etc.).**
- ✓ **May use keyboard only to navigate websites, and not use a mouse or track pad.**
- ✓ **May use text to speech software, such as Dragon Naturally Speaking.**

YOUR AUDIENCE: PEOPLE WITH COGNITIVE DISABILITIES

- **People with cognitive, neurological and/or learning disabilities (ADHD, ADD, Dyslexia, brain injury, etc.).**
- ✓ **May use apps or programs to help, such as colour changing apps.**
- ✓ **May use text to speech software, such as Dragon Naturally Speaking.**
- ✓ **May use screen readers to read a website to them.**

COLOUR CHANGER APP EXAMPLE

The screenshot shows a web browser window with the URL `healthland.time.com/2012/09/13/computer-eye-strain-explained-and-how-to-avoid-it/`. The page is from TIME magazine, featuring an article titled "How to Avoid Computer Eye Strain" by Laura Newcomer. The article text discusses computer vision syndrome (CVS) and its symptoms. A "ScreenShader" app overlay is visible on the right side of the browser window. The app has a dark grey header with the title "ScreenShader", a toggle switch, and a settings gear icon. Below the header are three tabs: "TEMPERATURE", "COLORS", and "PER WEBSITE". The "COLORS" tab is active, showing a grid of 12 color swatches. At the bottom of the app overlay, it says "Copyright © 2015 Marc Guiselin" and "UI: John Jeeves".

ScreenShader [Toggle] [Settings]

TEMPERATURE **COLORS** PER WEBSITE

[Color Swatches]

Copyright © 2015 Marc Guiselin
UI: John Jeeves

Young Kids, Old Bodies

Benedict Cumberbatch Talks Secrets, Leaks, and Sherlock

Obama's Trauma Team

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WHAT MAKES AN ACCESSIBLE WEBSITE?

1: LAYOUT, DESIGN & CONTENT

- **The layout, design and content of your website should be 'calm' and easy to read and understand.**

1: CONTENT

- **The following will help to make the content easy to read and use:**
 - ✓ **Limit italics and use bold instead**
 - ✓ **Explain acronyms**
 - ✓ **Plain language when possible**

1: LAYOUT AND DESIGN

- **The following will help to make the layout and design easy to use:**
 - ✓ **White space**
 - ✓ **Bullets and numbered lists**
 - ✓ **Keep paragraphs short**
 - ✓ **Align text to the left side**

1: LAYOUT AND DESIGN EXAMPLE

 Left Aligned

Joanna's Business (Title/Heading)

About Us (Sub Title/Heading)

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Phasellus pellentesque dolor ullamcorper risus tincidunt, eget ultricies nunc accumsan. Morbi commodo urna turpis, id faucibus turpis consequat a.

Maecenas a vestibulum sapien, in eleifend tortor. Suspendisse vel urna nec ex finibus sodales. Pellentesque bibendum et ligula id sollicitudin. Sed nec arcu neque. Morbi eu porttitor neque, nec laoreet sapien. Vestibulum placerat felis et sem convallis volutpat.

Praesent dapibus elit tellus, in lacinia felis ornare ut. Donec rutrum velit turpis, eu laoreet massa rutrum ut. Integer a tortor eget lorem porta malesuada at sed nisl. Aliquam faucibus ipsum eget pharetra vehicula.

Our History (Sub Title/Heading)

Pellentesque vitae urna mattis elit suscipit consectetur. Aliquam vulputate lacus nunc, eu mollis ligula auctor nec. Fusce fermentum metus dolor, viverra placerat enim dignissim nec.

- Nulla sollicitudin tortor eget eleifend aliquet.
- Aenean non mauris sodales eros elementum molestie non eget elit.
- Nullam sed odio blandit eros ullamcorper pulvinar non quis tortor.

Ut convallis consequat varius. Aenean non nisl nibh. Vestibulum ante ipsum primis in faucibus orci luctus et ultrices posuere cubilia Curae; Nam eget convallis lorem. Aliquam ac felis ante.

White Space

 Short Paragraphs

 List

2: COLOUR

- **Not everyone can see colour!**
- **Don't use colour alone to convey information.**
- **Watch your colour combinations.**

2: COLOUR USED FOR INFORMATION EXAMPLE

Tell us who you are. (* on **required fields**)

Company:

Salutation: (please select)

* **First name:**

* **Last name:**

Job title: (please select)

Phone: e.g., 415-555-1111

Web address:

* **E-mail**

**Colour and
Asterisk NOT
Colour Alone**

The same form with additional indication

2: POOR COLOUR COMBINATIONS EXAMPLES



Portions of this website are used with permission from Penn State University.

3: LINKS

- **Links must be descriptive.**
- **The link text must tell viewers what the link is, if it is taken out of the page.**
- **What is being linked to? Is it a website, document, etc.?**
- **All viewers want to know where they are going!**
- **Viewers who use a screen reader to read your web pages use a shortcut to hear the links all at once.**

3: LINKS ON A WEB PAGE EXAMPLE

Descriptive Link Example (Link provides context):

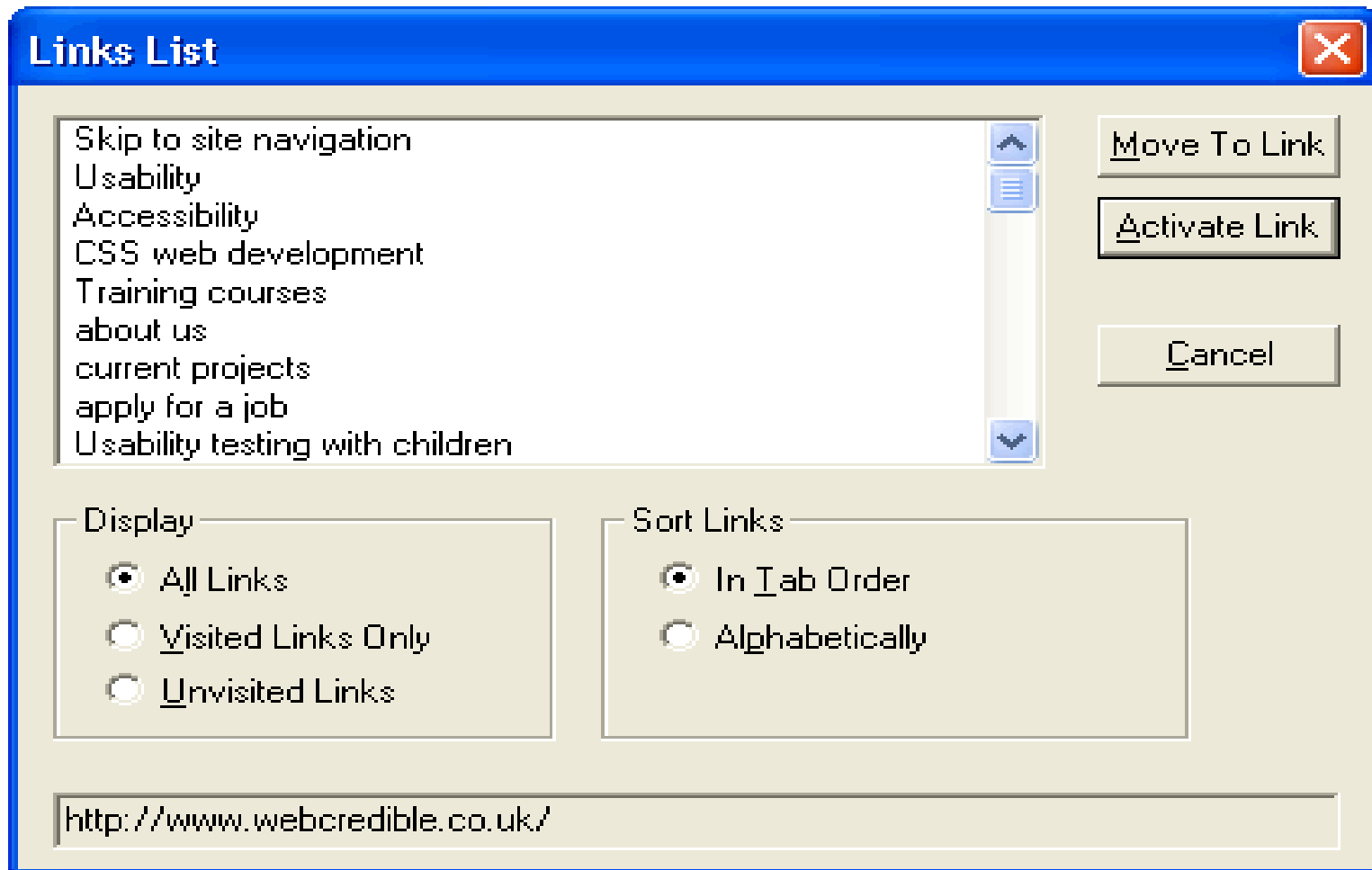
NO: [Click here](#) for more information on our business.

YES: For more information on our business, please go to [Joanna's Business website](#).

3: POOR LINK DESCRIPTIONS IN SCREEN READER



3: GOOD LINK DESCRIPTIONS IN SCREEN READER



4: HEADINGS/TITLES

- **When you produce a website, each web page has a title, sub title(s) and paragraphs of text.**
- **It is similar to a book with a title, chapters and paragraphs.**

4: HEADINGS/TITLES DETAILS

- **You need to make sure that everyone knows the titles (main title, sub titles, etc.) exist, and that they know how important the titles are within a web page.**
- **You must make those titles into signposts for people who are blind and using a screen reader.**
- **If there are no signposts, the person has no clue what is going on in the website (think about a book without a title or chapters!).**

5: IMAGES

- **Images can be photographs, clip art, a chart, an illustration, etc.**
- **Not everyone will see this image.**
- **Always provide a 'text alternative' for it, so there is an explanation of the image in words.**
- **First thing to do is ask 'is this image important?'.**

5: IMPORTANT IMAGES

- Does the image **ADD** to the meaning and context of the words on the website? If yes, it is an important image.
- Provide a text alternative that indicates what the image is and why it is important.
- Put this in the code (alt attribute) or text near the image.

5: NON IMPORTANT IMAGES

- Does the image **NOT** add anything to the meaning or context of the words on the website? If true, it is a non important image.
- These are just decoration, or they back up what the text already says.
- We indicate this ‘non importance’ in the code (alt attribute).

6: AUDIO

- **Not everyone can hear audio, or wants to hear audio.**
- **You need a text transcript.**
- **Make sure the player is accessible!**

7: VIDEO

- **Not everyone can hear or see the video, and some don't want to hear or see the video.**
- **You need a text transcript and captions.**
- **You also need audio description for people who can't see actions in the video.**
- **Don't forget sign language! It can be someone's first language.**
- **Make sure the player is accessible!**

7: VIDEO CAPTIONS, AUDIO DESCRIPTION & TRANSCRIPT

The image shows a video player interface with a video frame on the left and a captions/transcript panel on the right. The video frame shows a woman with glasses in a kitchen. The captions panel is open, showing a list of captions. The first caption is "Underneath, DO-IT." The second is "[music]". The third is "Words appear in a white box: World Wide Access." The fourth is "(Narrator) You want these people. They order your products, sign up for your services, enroll in your classes, read your opinions, and watch your videos. You'll never see them, but they know you- through your website. Or maybe not. Your website's visitors aren't a faceless mass of identical mouse-clickers but a vibrant community of individuals with varying tastes, styles, and abilities. This includes people with disabilities". The video player's caption area shows "(Narrator) You want these people." Red arrows point from the transcript panel to the video player's caption area.

Auto scroll: Language: English

Underneath, DO-IT.

[music]

Words appear in a white box: World Wide Access.

(Narrator) You want these people. They order your products, sign up for your services, enroll in your classes, read your opinions, and watch your videos. You'll never see them, but they know you- through your website. Or maybe not. Your website's visitors aren't a faceless mass of identical mouse-clickers but a vibrant community of individuals with varying tastes, styles, and abilities. This includes people with disabilities

(Narrator) You want these people.

0:10 / 0:53 Speed: 1x Paused

THANK YOU!

- Questions?
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