



Accessibility Guidelines AGPA Connect

Recommendations from the Health & Medical Issues SIG

Image description: A medium blue and gold-colored vector graphic image depicting the Health and Medical Special Interest Group logo. The logo is a circular seal surrounded by a golden corona, and in the center is the Rod of Asclepius, the medical symbol of healing.

AGPA is working toward making its annual meeting more accessible to ensure full participation by people with disabilities. Each Institute, Workshop or Open Session should be designed and conducted with all AGPA members' full participation in mind. Therefore, AGPA requests that all faculty and members review the following information and take the steps necessary to make all programming and interaction accessible to their participants.

AGPA welcomes all people to come as they are to participate fully and freely within the AGPA Connect conference space

ACKNOWLEDGMENT AND BALANCE

We have taken purposeful steps to provide barrier-free participation to our membership, but we realize that not all accommodations can be met or be acknowledged at present. We strive to meet our members' access needs and encourage communication during and after this event to improve access delivery. We value your feedback and hope that we may continue to improve our members' experience within AGPA.

CONSIDERATIONS FOR ALL FACULTY

Disabilities are not always visible or obvious. It is wise to assume that some members of your workshops, institutes, or sessions will have difficulty seeing visual aids (such as slides, video clips, faces and names on Zoom, etc.) and/or some will have difficulty hearing what is said.

As in all clinical situations, sensitivity to differences is essential.

Acknowledge and encourage the self care of your participants during your workshop or presentation. This acknowledgment should be verbalized and in writing. Everyone processes a long stretch of learning and emotional involvement differently. Let your participants know they are free to 1) mute 2) video off and/or 3) leave the presentation to engage in self care. In process-oriented trainings it is recommended that you ask participants to put into words any self-care needs (i.e., refill a glass of water). When appropriate, encourage your participants to sit, stand, or stretch, etc. if needed.

People feel seen when they are acknowledged. If you have any questions about whether your presentation or workshop is accessible to participants, ask them. They will be glad you did!

Note: Please do not ask an audience member to openly disclose their disability, illness, or access needs. If a participant does disclose access needs, do not single out or ask specific details about a diagnosis or to "name" their disability.

CONTENT NOTICES

Provide a written and/or verbal warning when using a slideshow, video, animation, or other visual presentation that contains bright strobing, rapid-moving, or flashing lights. These highly visually-stimulating events could trigger a seizure, migraine event, or a traumatic response in some people. This warning should also be captioned. If live captioning is used, provide interpreters with the necessary warnings.

TIPS FOR CREATING AN ACCESSIBLE INSTITUTE, WORKSHOP OR SESSION

- All faculty should use a microphone as there will be participants who have difficulty hearing and/or who use hearing devices. Using a microphone provides better audio clarity for all.
- Face the camera on your computer and keep hands away from your mouth. Visibility is important for those who may be speech reading.
- Avoid sitting in front of back-facing windows as you may be silhouetted, making facial clues and speech reading difficult. Verbally describe any photo, vector image, chart, or graph for the benefit of all, especially low vision or blind participants.
- For example: "Here I am showing a color vector graphic that illustrates in red that nearly 64% of people said they experience a reduction of anxiety during group sessions, and written in blue, 82% of the members said they would return to a group setting."
State what you are showing. For example, "This graph demonstrates ..." "shows..." "These results indicate ..."
- Do not leave out information that is depicted in your visuals. For example, if you say "if you look here, you see in this graph..." or "as you can see..." you are excluding people who cannot see the image.
Consider adding this welcome to your introductory comments: "Please let me know if I can support you with any of your accessibility needs or accommodations." Another example may be, "If anyone cannot hear/see me and each other, send me a private chat in Zoom" or "Does anyone have any visual, auditory or other access needs? Feel free to tell me now or use the chat."
- Avoid asking participants to toggle between multiple applications (i.e. Zoom and Google Documents) simultaneously during workshops or sessions. This creates a barrier for full access to participation (i.e., participants with low vision, participants reading captions, participants who do not want to divide their attention).
Avoid using Zoom chat as a workshop-related tool as participants may not have access to it (i.e., participants with low vision, participants reading captions, participants who do not want to divide their attention).

SLIDE DECK PRESENTATIONS

Describe the content of graphic slides orally during your presentation.

- Have sufficient text descriptions (alt text) of graphs and tables for presentations posted online or sent digitally.
- Use of multimedia video should be captioned with image descriptions.
- Use the Slide Deck or PowerPoint presentation default font of **44-point font** for headings.
- Use **32-point font** or higher for short, simple bullets.
- Include no more than six lines of text on each slide.
- Use high **Brightness Contrast** or high **Color Contrast** for slides and handouts. For example, dark background colors (deep blue or black) with contrasting bright color text (white or pastel yellow).
- Consider using color-blindness-friendly palettes or provide a secondary, i.e., an asterisk, when color is used to convey important information. A high color contrast without brightness contrast cannot be read by those with color deficiency. Using a grayed background instead of white can assist participants.
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PROVIDING HANDOUTS

Accessible Text

Print all text visuals in as large a font size as possible

- (20 to 24 point).
- Use a non-stylized font family called **sans-serif**. The following are examples of accessible sans-serif fonts: **Arial, Calibri, Helvetica, Tahoma, and Verdana.**
- Reduce cognitive complexity by simplifying with keywords, brief and concise phrases or bullets, and avoid complex sentences.

Digital Handouts

Digital Handouts work well for individuals who use computers with screen readers or magnification capabilities.

- If tables are included in an electronic document, presenters should provide a description of those tables in plain text.
- Handouts should be available in **.PDF** format, **16-point font** or larger, and high **Color Contrast**

CAPTIONING

Captioning allows individuals who are deaf and hard-of-hearing to understand the content. Captioning can also benefit individuals for whom English is a second language or who learn better reading than listening. Presenters should use only captioned multimedia in their presentations. (You can find helpful videos on how to caption your own videos using YouTube or use other companies such as Caption First, WBGH, or REV.)

NOTE: If you use a free platform, such as YouTube, be sure to review auto-generated captions, as free captioning services do not guarantee high rates of accuracy.

CAPTIONS ON ZOOM

To start the Live Transcription (or captioning) service the host should:

- Start the Zoom Meeting/Webinar.
- Click the Live Transcript button at the Zoom menu bar at the bottom of the screen.
- Under Live Transcript, click Enable Live Transcription.
- Once Live Transcript has been enabled, the meeting host will see the caption box appear immediately with a temporary message embedded, "you have turned on live transcription."
- Attendees can view captions by clicking Live Transcript and then "view subtitles", or if they wish to, they can chose "hide subtitles" (hiding subtitles does not impact others). Attendees can also view full transcript and edit subtitle settings.
- Caption users can drag and drop the caption box to an ideal location anywhere on the screen.

WORKING WITH INTERPRETERS AND REAL-TIME CAPTIONERS

Some presenters may have sign language interpreters and real-time captioners in their sessions. Presenters should ensure that they do the following:

- Use pauses and a paced speaking rate.
- Speak directly to the person speaking or using sign language - not directly at the interpreter.
- When interpreters are present, provide them with content material to review beforehand. You may be asked to provide a powerpoint for interpreters well in advance of your workshop or presentation.
- Allow extra time when visuals are being presented to give persons using captioning and interpreting the opportunity to review the material.
- Provide the interpreter or captioner with any Content Notices (see above).

FOR MORE INFORMATION

If you are a speaker with a disability and have access needs, please contact the AGPA office for assistance (212) 297-2190, info@agpa.org or Homaira Sheikh, hsheikh@kellencompany.com (in-person faculty) or Holly Lundgren, hlundgren@agpa.org (virtual faculty).

Suggested Resource

"[Learning To Like The Mic](https://rootedinrights.org/video/like-the-mic/)", This video is a fantastic first step toward building a hearing-friendly inclusive public event and meetings. <https://rootedinrights.org/video/like-the-mic/>