

Access for All.

Wednesday, November 12, 2014



SURF

WiFi Network: **GTA-GUEST**
Password: GTAX706ATL733GAInonly!
(Case specific, exclamation point included)

TWEET

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BREAK

Ladies' Restroom

Take a left out of the conference room, right at the end of the hall, turn right again, and the restroom is located on your right next to the water fountains.

Men's Restroom

Take a right out of the conference room, take the first left, turn left again, and the restroom is located on your left.

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Christopher Lee \\ **Keynote Presenter**

Director, AMAC Accessibility Solutions

10:00 – 10:50 a.m.



Dr. Christopher Lee serves as Director for AMAC Accessibility Solutions and Research Center at Georgia Tech. In this capacity, he oversees a wide range of educational projects, with emphasis on technology services, products and research. Dr. Lee has been an advocate and pioneer in promoting social entrepreneurship to benefit humankind and further strive for sustainable social change in the field of disabilities. His work has centered on the innovation of new models and techniques to support accessible electronic information in corporate, governmental and nonprofit entities.

Mike Galifianakis \\ **Keynote Presenter**

State ADA Coordinator, State ADA Coordinator's Office

10:00 – 10:50 a.m.



Manuel "Mike" Galifianakis III is the Americans with Disabilities Act (ADA) Coordinator for the Georgia State Financing & Investment Commission. He is responsible for developing and implementing programs and activities to advance and monitor agency compliance with the ADA statewide. A frequent lecturer on disability law, Galifianakis operated his own law firm specializing in disability law, prior to joining GSFIC. His experience includes serving as Special Assistant Attorney General for the Georgia Commission on Equal Opportunity, working as an agent for the Georgia Bureau of Investigation and working at the Southeast Disability and Business Technical Assistance Center and the Persons with Disabilities Law Center. Galifianakis graduated from Florida State University with a bachelor's degree in criminology and earned his law degree from Georgia State University.

Carolyn P. Phillips \\ Presenter

Program Director and Principal Investigator, AMAC Accessibility Solutions

“Disability 101”, 11:00 – 11:50 a.m.



Carolyn P. Phillips is a nationally recognized consultant in the field of assistive technology and disabilities. She has spoken to numerous groups on topics that include assistive technology, advocacy, self-determination and living with a learning disability. Carolyn serves as Director of Tools for Life, the Georgia Assistive Technology Act Program and Pass It On Center, the National Assistive Technology Reuse Technical Assistance and Coordination Center. She has published articles in numerous journals, a chapter in a book and poetry focused on understanding and appreciating people with disabilities. Carolyn has dedicated her time and energy to promoting independence for people with disabilities through advocacy, education, assistive technology and fundraising. She received her undergraduate degree from the University of Georgia, and her Master's Degree from the University of Kentucky. Carolyn lives in Atlanta, Georgia.

Liz Persaud \\ Presenter

Training, Outreach and Development Coordinator, AMAC Accessibility Solutions

“Disability 101”, 11:00 – 11:50 a.m.



Liz Persaud is a nationally recognized keynote and public speaker addressing the need to build bridges between individuals with and without disabilities. Liz currently serves as the Training, Outreach and Development Coordinator for Tools for Life (Georgia’s Assistive Technology Act Program) and the Pass It On Center (National Assistive Technology Device Reutilization Coordination and Technical Assistance Center). Liz is an active advocate with the Muscular Dystrophy Association of Atlanta, speaking to numerous groups and organizations across the country. Additionally, Liz holds the title for the 1999 and 2005 Muscular Dystrophy Association Personal Achievement Award in the state of Georgia. She has dedicated her life to increasing independence for individuals with disabilities by educating on self-determination and advocacy, successful transition practices, using assistive technology, encouraging others to focus on abilities and promoting equality

amongst those of all abilities. Liz is a graduate of Georgia State University and lives in Alpharetta, Georgia with her family.

Joy Kniskern \\ Presenter

Assistive Technology Initiatives PI, AMAC Accessibility Solutions

“Business Case for Hiring Individuals with Disabilities”, 12:00 – 12:45 p.m.



Joy Kniskern obtained a M.Ed. in Community Counseling from Georgia State University, a B.A. from Vanderbilt University and is certified as a rehabilitation counselor and level one mediation specialist. Joy has spent over 34 years securing and leading innovative state, Federal and private grants to increase access to and acquisition of appropriate assistive technology. She pioneered development of a computer education program for individuals with severe disabilities in the 1980s, launched and directed Tools for Life in the 1990s and established Georgia's Alternative

Finance Program, Credit-Able. She has co-authored publications on assistive technology service delivery, has presented widely, peer-reviewed many grants, and continues to serve in leadership roles on many state and national advisory groups to assist in strategic planning and resource development for assistive technology. In 2006, she received the Touch the Future Visionary Award for her leadership in advancing assistive technology services, and has received many other awards for her work over the years.

Norah Sinclair \\ Presenter

Customer Support and E-Text Accessibility Specialist, AMAC Accessibility Solutions

“Microsoft Office Accessibility Workshop: Quick Tips for Creating Documents for All Users”, 1:00 – 1:50 p.m.



Norah Sinclair works as a Customer Support and E-Text Accessibility Specialist with AMAC Accessibility Solutions at Georgia Tech and works with the AccessGA initiative. She has a Master's degree in Media Arts and an Instructional Technology Specialist teaching license. In addition to accessibility, Norah has an interest in user-centered design and information architecture.

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Understanding Users with Disabilities

<http://www.w3.org/WAI/intro/people-use-web/diversity.html>

Understanding accessibility requires an awareness of the special needs of multiple user groups, including people with disabilities and mature users with age-related disabilities. A person with a disability may encounter one or more barriers that can be eliminated or minimized by accessible content, assistive technology, or the underlying operating system software and hardware platform.

The four main categories of disabilities are visual, hearing, mobility, and cognitive.

Visual Disabilities

Users with visual disabilities are individuals who are blind, have low vision, or have color blindness. Users with visual disabilities require alt text for images to provide a description, and often use their keyboard to navigate the website or application. Color blind users require multiple attributes be used, such as images, icons, or fill patterns, along with color to convey information.

Users with visual disabilities may use the following tools:

- Screen readers or navigable audiobooks
- Refreshable Braille displays or Braille embossers, or
- Large monitors or screen magnification software.

These devices allow users to turn text into speech or Braille, or enlarge the content beyond simple font enlargement. They also allow them to move quickly through structured content.

Hearing Disabilities

People who are deaf or hard of hearing require visual representations of auditory information.

Users with hearing loss often rely on:

- Captions
- Audio/text descriptions, or

- Transcripts to interpret audio content.

Some people, such as those using sign language as their first language, may rely on images to understand context. The primary goal is to ensure that audio output information is provided in a redundant equivalent visual form.

Mobility Disabilities

Users with mobility disabilities or dexterity disabilities have physical impairments that substantially limit movement and fine motor controls, such as lifting, walking, and typing. Examples of these disabilities include muscular dystrophy or arthritis, where the user can be limited in their ability to use their hands, limbs and other body parts.

Mobility impaired individuals experience difficulties in using the computer's input devices and in handling storage media.

Solutions for these users include:

- A specialized mouse, keyboard, pointing devices, or software to navigate the web. This may include switches, latches, and controls that are easy to manipulate, as well as media that is easy to insert and remove.
- A speech recognition software, an eye-gaze system, or other assistive technologies to make commands – all of which require additional time, control and focus to operate.

Many of these needs are supported by assistive technology, operating systems, and hardware platforms.

Cognitive Disabilities

Users with developmental and learning disabilities, such as dyslexia and short-term memory deficit, may be deterred from using websites that are overly complex, distracting, or poorly organized. Flashing content can trigger seizures for people with a seizure disorder such as epilepsy.

Depending on their particular needs, people with cognitive and neurological disabilities need:

- Clearly structured content that facilitates overview and orientation.
- Consistent labeling of forms, buttons, and other content parts.
- Predictable link targets, functionality, and overall behavior.
- Redundant input, such as providing both an audio file and a transcript of a video.
- Different ways of navigating websites, such as through a hierarchical menu or search option.

- Options to suppress blinking, flickering, flashing, rotating, or otherwise distracting content.
- Simpler text that is supplemented by images, graphs, and other illustrations.

For more information on how people with disabilities use the web visit www.w3.org/WAI/intro/people-use-Web/Overview.html.



Content with Accessibility in Mind

Write content all users can understand.

Use clear, simple language that everyone (including those with cognitive disabilities) can understand.

- Structure text with headings and subheadings.
- Use a journalistic or “inverted pyramid” style of writing: make your point and then explain it, leaving the least important content at the end.
- Make one point per paragraph.
- Use short line lengths: seven to 10 words per line.
- Use plain language whenever possible.
- Don’t use acronyms unless you plan to use them frequently, and always spell out the acronym on first reference. Don’t use unusual words, idioms, unnecessary jargon, or slang.
- Use bulleted lists.
- Write with an active voice.
- Include a glossary for specialized vocabulary, e.g., medical or legal terminology, and provide definitions in simpler language.
- Don’t use images to display text- always use plain text and CSS for layout.

Add descriptive links.

Make sure your links state what they lead to so people using screen readers can easily scan the links on the page. For example, instead of “[click here](#) for our Twitter page”, link the words “[Twitter](#)” or “[Twitter page](#)”. Users with a screen reader can even request a list of links on a page, and the title of “[click here](#)” is not explanatory.

Include proper alt text for images.

Alt text should be provided for images so that screen reader users can understand the message conveyed by the images on the page. This is especially important for informative images (such as infographics). *The exception to adding alt text to images is when an image is used purely for decoration. In this case, the alt text can be left empty so that the screen reader user is not distracted from the more important content on the page.*

When writing alt text:

- Brief is better.
- The usual rule is to be informative, not poetic.
- If the graphic includes text, put all of the words in the alt text.
- Put the most important information first. For example, "Acme Logo: Sun rising over white sand dunes" is better than "Sun rising over white sand dunes: Acme Logo."
- Check your spelling and try to avoid abbreviations. Screen readers will mispronounce words that are misspelled.
- Describe the function of the image. Especially if the image is a link, "Search the Card Catalog" is much more useful than "Photo of a collection of books and other reading materials scattered on a library table." Always provide alt text for images that are links, as the screen reader will read the file name if alt text is not added.

Make your tables accessible.

The use of tables increases the verbosity for screen readers, and can distract the screen reader user from the content. Whenever a screen reader encounters a table, the user is informed that there is a table with "x" number of columns and rows, and then is read the content contained in the table.

When using a table, make sure it is only being used with tabular data, and not plain text. To be accessible, tables should indicate which cells are headings and rows. If your website is using a table that doesn't have these cells labeled, people using assistive technology may not be able to read the information in a way that makes sense. In some cases, the content may be read in an order that does not match the visual order of the page.

| Service | Cost | Minutes |
|----------------|-------------|----------------|
| Massage | \$90 | 60 |
| Facial | \$65 | 30 |

For example, if this table wasn't formatted for accessibility, someone using a screen reader would hear: "Service cost minutes massage 90 dollars 60 facial 65 dollars 30". With the headings identified correctly, the reader hears "Table with three columns, three rows. Service: Massage. Cost: 90 dollars. Minutes: 60", and so on for each row.

Avoid blinking images.

Organizations often assume that flashing content will draw attention to their website, but any content that flashes more than three times in one second could cause a customer with epilepsy to have a seizure. Section 508 compliance standards states to

not include any text or graphic elements that flicker with a frequency greater than 2 Hz and lower than 55 Hz.

Provide alternatives to multimedia content.

Captioning and transcripts should be provided for audio content, and descriptions should be provided for video content. Amara.com and Dotsub.com are two popular services that provide a free way to add captions and subtitles to your audio content. AMAC Accessibility Solutions also provides services for audio captioning.

Provide an accessibility statement.

Writing an accessibility statement expresses a commitment to your users in creating and maintaining an accessible website. Make sure to state standards and guidelines your website meets, how users can access information if they're having trouble, and information on any accessibility limitations the website has or is working on. All agencies on the GeorgiaGov Platform can use the universal accessibility statement provided in the footer.

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Accessibility and the GeorgiaGov Platform

The GeorgiaGov Platform was designed to reduce barriers to content for visitors with disabilities by implementing requirements that allow an inclusive, accessible online experience for users with assistive technology. Examples of the platform's accessible design include:

- Easy and logical navigation;
- Access to information in a clear and consistent manner for screen readers;
- Keyboard accessibility; and
- Legible fonts and high-contrast colors for easier readability.

The platform incorporates federally mandated Section 508 compliance standards and best practices recommended by the World Wide Web Consortium's Web Content Accessibility Guidelines (WCAG 2.0) for web accessibility. Some of these included are:

- Text alternative fields for every non-text element (e.g., "alt text" fields).
- Designed web pages so that all information conveyed with color can also be understood without color (e.g., blue links are underlined, colored action boxes have icons, required Webform fields have red asterisk).
- Legible fonts and high-contrast colors for easy readability.
- Designed web pages so that all content presented without an associated style sheet does not lose information or structure.
- Identified row and column headers in data tables.
- Keyboard accessibility, where all functionality is available through the use of a keyboard and without the use of a mouse.
- "Skip to main content" link at the top of each page permitting users to skip repetitive navigation links.
- Moving or scrolling information that starts automatically, lasts more than 5 seconds, and is presented in parallel with other content. There is a mechanism for the user to pause, stop, or hide the content.
- Designed online forms allowing assistive technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.

Resources

Accessibility Standards and Guidelines:

- Web Content Accessibility Guidelines (WCAG) 2.0
<http://www.w3.org/TR/WCAG20/>
- Section 508 Standards Guide
<https://www.section508.gov/section-508-standards-guide>
- GTA Website Accessibility Standards
<http://portal.georgia.gov/interactive/web-standards/12-website-accessibility-standards>

Accessibility Websites:

- World Wide Web Consortium (W3C)
<http://www.w3.org/standards/webdesign/accessibility>
- Web Accessibility Initiative
<http://www.w3.org/WAI/>
- Accessible Digital Office Document (ADOD) Project
<http://adod.idrc.ocad.ca>
- AccessGA Wiki
http://accessga.org/wiki/Main_Page
- The Federal Information Technology Accessibility Initiative
<http://section508.gov>
- Disability.Gov
<http://www.disability.gov/>
- Glossary of Terms
<http://www.usability.gov/what-and-why/glossary/index.html>
- Title II of the ADA Website Accessibility Checklist
http://www.ada.gov/pcatoolkit/ch5_chklist.pdf
- Title II of the ADA Website Accessibility Action Plan
http://www.ada.gov/pcatoolkit/ch5_toolkit.pdf

Accessibility Services:

- **AMAC Accessibility Solutions-** <http://www.amacusg.org/>
AMAC Accessibility Solutions offers a range of services in accessible material, assistive technology, compliance and technical assistance to ensure your users with disabilities are accommodated with quality products in a timely manner.
- **WebAIM-** <http://webaim.org>
WebAIM offers complete web accessibility services in accessibility training, site certification, evaluation and reporting, consulting and technical assistance, ensuring your site is accessible and usable for those with disabilities.
- **Siteimprove-** <http://siteimprove.com>
Siteimprove is the only web governance software that helps you better manage and maintain your website through quality assurance, accessibility, web analytics, and SEO.

Accessibility Articles:



Deafness and the User Experience
(<http://alistapart.com/article/deafnessandtheuserexperience>)



Facts and Opinions about PDF Accessibility
(http://alistapart.com/article/pdf_accessibility)



High Accessibility is Effective Search Engine Optimization
(<http://alistapart.com/article/accessibilityseo>)



Developing a Web Accessibility Business Case for Your Organization
(<http://www.w3.org/WAI/bcase/Overview>)



Introduction to Web Accessibility
(<http://www.w3.org/WAI/intro/accessibility.php>)



Accessibility of State and Local Government Websites to People with Disabilities
(http://www.ada.gov/websites2_prnt.pdf)



Accessibility for Web Writers: 17 Part Series
(<http://www.4syllables.com.au/2010/09/accessibility-web-writers>)



Can You Hear Me Now?
(<http://portal.georgia.gov/interactive/blog/2014-04-15/can-you-hear-me-now>)



Leading the Way for Inclusive Information and Communication Technology
(<http://portal.georgia.gov/interactive/blog/2014-09-02/leading-way-inclusive-information-and-communication-technology>)