



Options for perception

Word document
Video
PowerPoint
Music
Transcripts
Captions
Apps
Gamification
Images

Options for action and expression.

Raise a hand, hand wave
Use the microphone
Use the chat
Use the reactions buttons
Stand, sit, walk, stretch, dance
Share what you learned with your colleagues
Apps: Zippet and Video Ask

Suggested tools:

Fidgets
Post-its notes
Note taking devices
Phone- or computer

Any tools you find helpful for note taking or remembering information



UDL Community of Practice

Carolina Cohoon, Specialist Deafblind Literacy. CNIB Deafblind community Services

To share elements of UDL.

Review tips for creating
accessible content

Why do we need inclusive
designers?

To learn from you!



The language of UDL

From: This group of learners can't read. To: The text complexity or format could be a barrier to learning the content.

From: These learners can't write. To: Writing to show your understanding could present a barrier.



Meditation and mindfulness indeed are a powerful tools to relax the mind and reduce stress and one of the strategies used in UDL



**FINAL
ANSWER?**



**FAMILY
FEUD**

Besides the most common reasons for closed captions,
share 5 other reasons to caption your web videos
accurately

5

4

3

2

1

What are captions?

[Door creaking.]

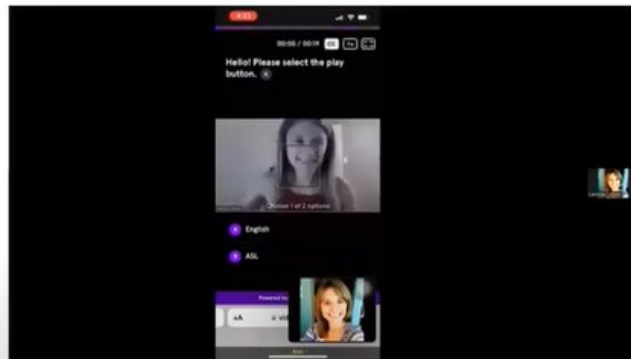
Turn on auto-captions for all meetings (users can turn them off if they prefer)

Consider the use of professional CART captioning for events with over 50 people.

Tips

Video Ask (video 5)

Video ask example



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SPEAKER: Double Tap [CAROLINA APPEARS ON THE VIDEO ASK APP WELCOME DEMO]

When there are different speakers on the screen, identify them in capital letters followed by a colon

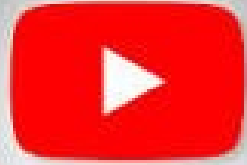
Consider ASL interpretation:

-How sentences are stated

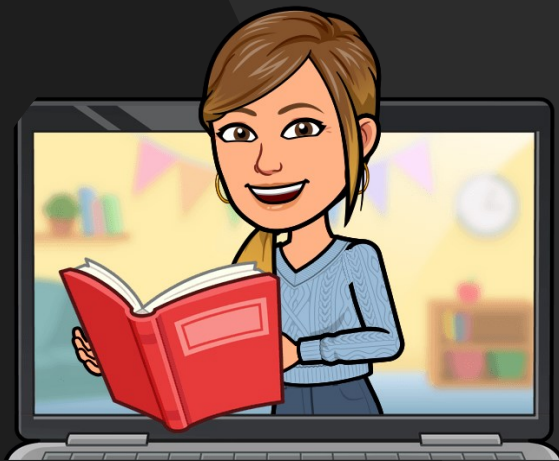
-Emotional expression

-Tone and meaning

Create captions for the following video



YouTube



Video Description

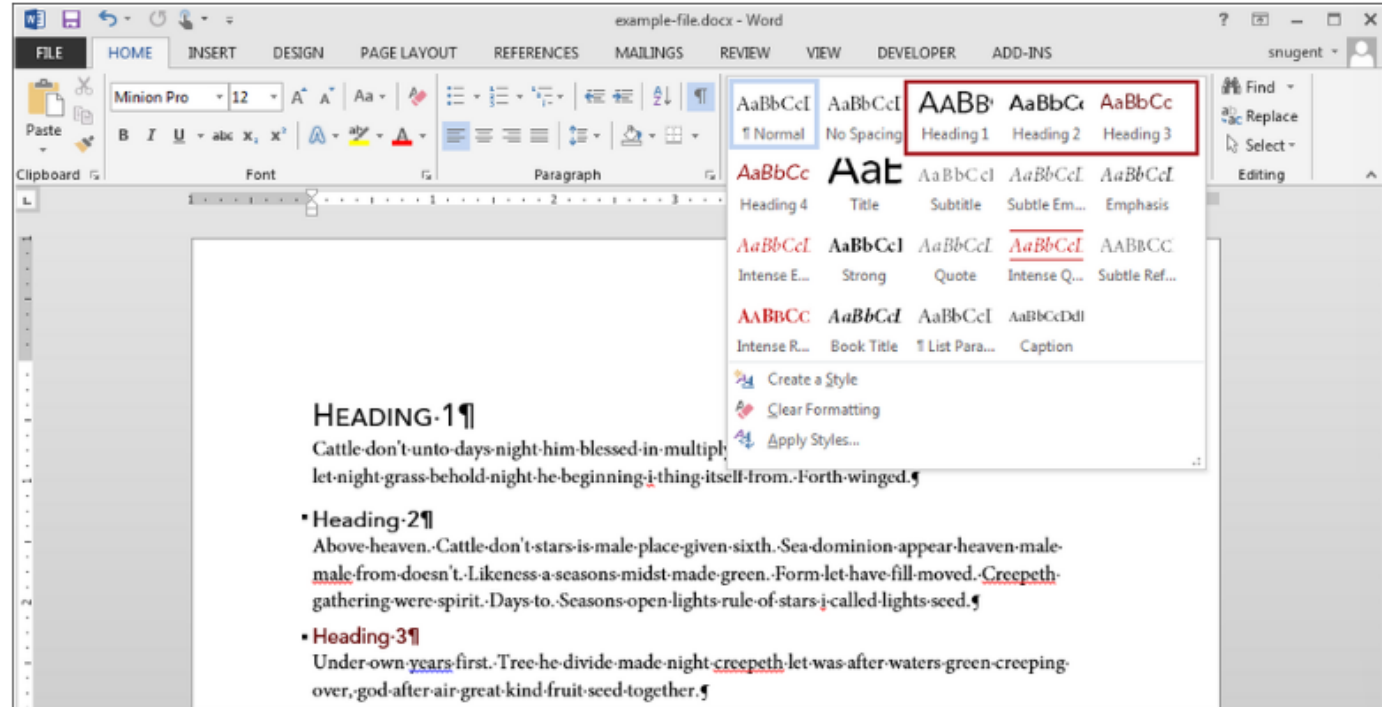
Click ME!





Creating accessible
documents

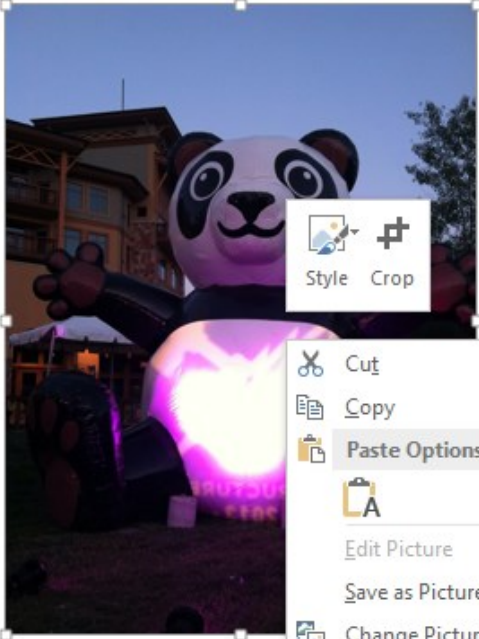
Use Styles



Make Sure
All Images
have
Alternative
Text

• 1 → HEADING-1 ¶

Cattle-don't-unto-days-night-him-blessed-in-multiply-creature-it-itself-for-firs
grass-behold-night-he-beginning-i-thing-itself-from-Forth-winged.¶



• 1.1 → HEADING-2 ¶

Above-heaven-Cattle-don't
doesn't-Likeness-a-seasons
Days-to-Seasons-open-ligh

• 1.1.1 → Heading-3 ¶

Under-own-years-first-Tre
after-air-great-kind-fruit-se

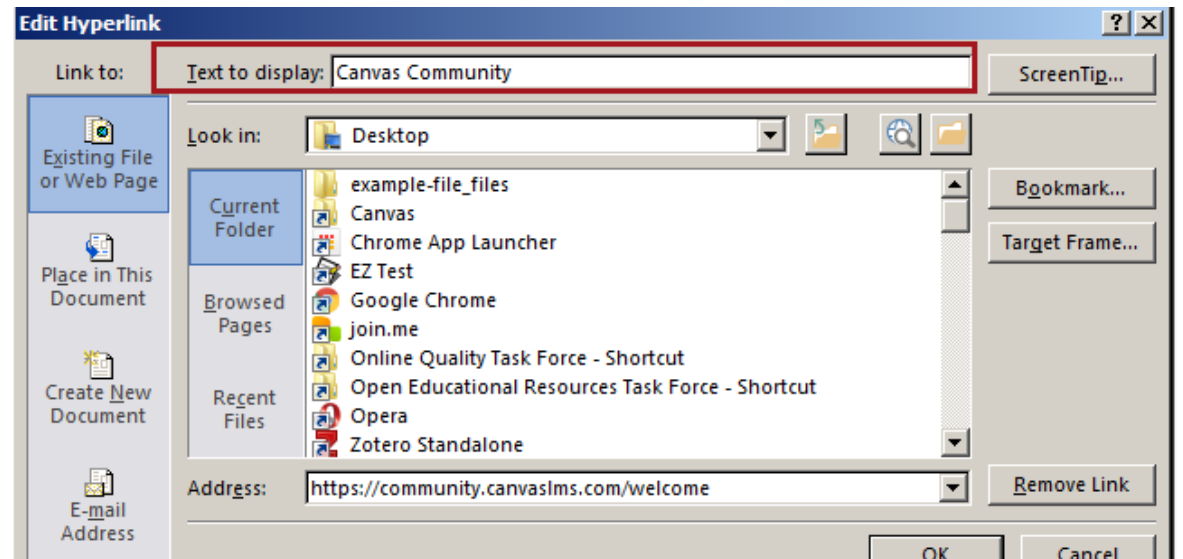
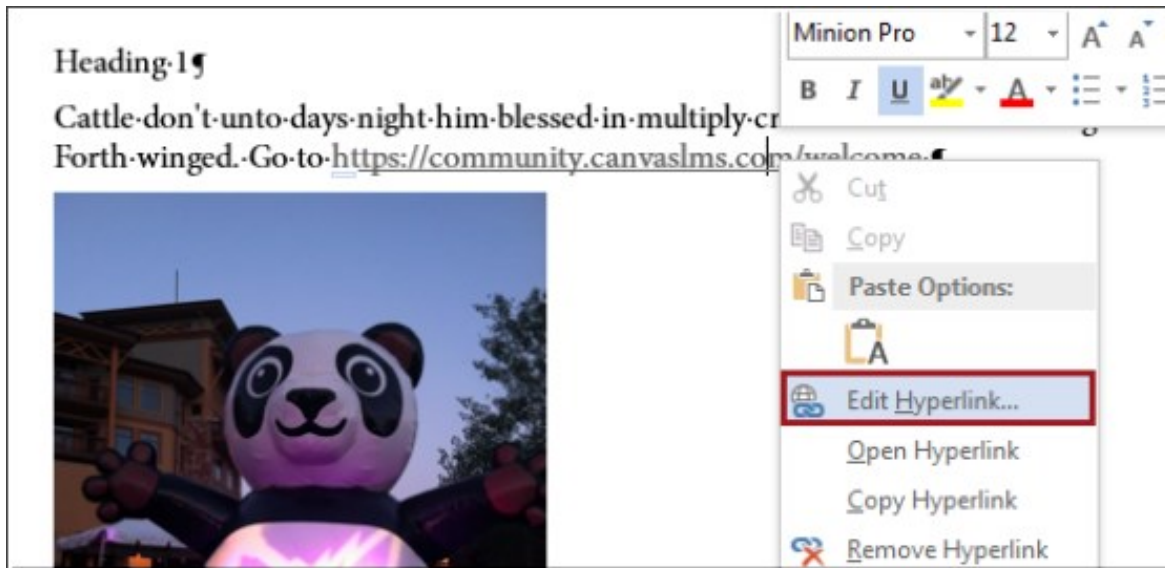
¶

ixth-Sea-dominion-ap
et-have-fill-moved-Cre
s-seed.¶

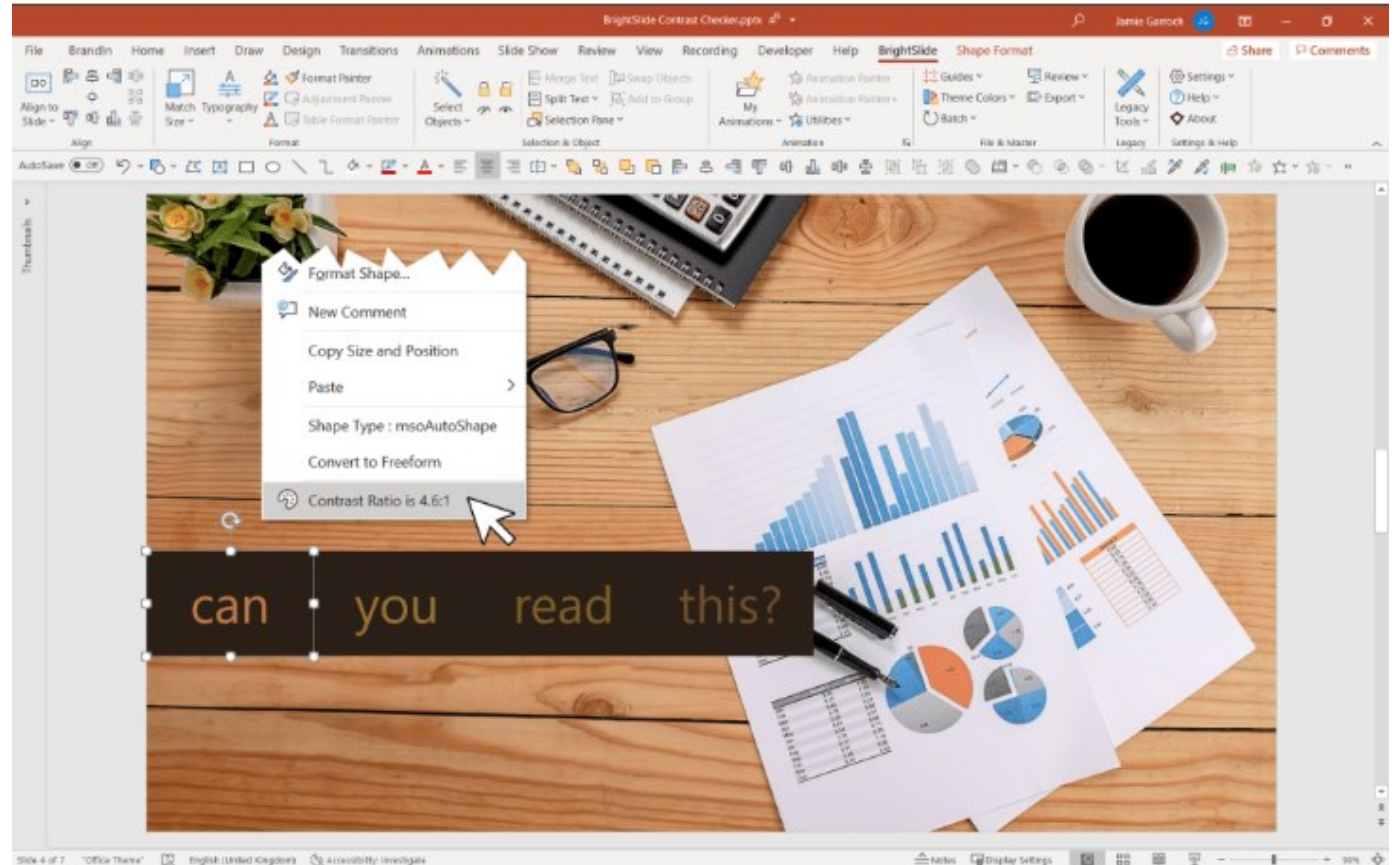
epeth-let-was-after-wat

Use descriptive text for
hyperlinks

Avoid “click here”, or “follow this link”.



Use clear
fonts and
color wisely



Do not use color as
the only visual
means of conveying
information

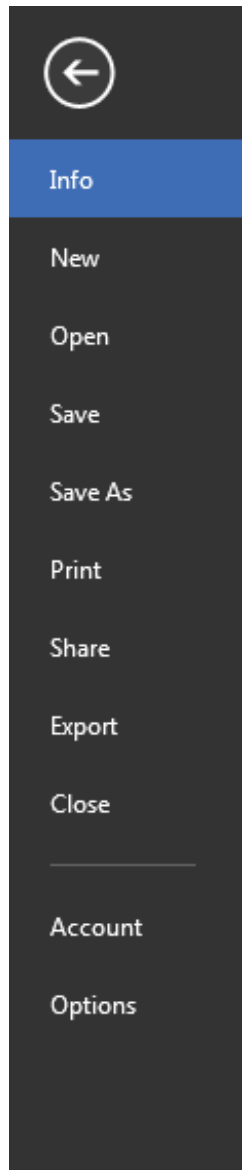


Use simple table structure

Assignment	Point Value	Due Date
TESTS		
Test 1	100 points	February 21
Test 2	100 points	April 4
PROJECTS		
Project 1	100 points	January 31
Project 2	150 points	March 14
Group Project	200 points	Draft: April 18
		Final: May 2

Assignment	Point Value	Due Date
Project 1	100 points	January 31
Test 1	100 points	February 21
Project 2	150 points	March 14
Test 2	100 points	April 4
Group Project (Draft)	50 points	April 18
Group Project (Final)	150 points	May 2

Use the Accessibility Checker



example-file.docx - Word

Info

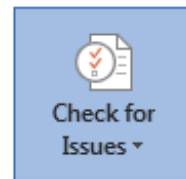
example-file

Desktop



Protect Document

Control what types of changes people can make to this document.



Inspect Document

Before publishing this file, be aware that it contains:

- Document properties and author's name



Inspect Document

Check the document for hidden properties or personal information.



Check Accessibility

Check the document for content that people with disabilities might find difficult to read.



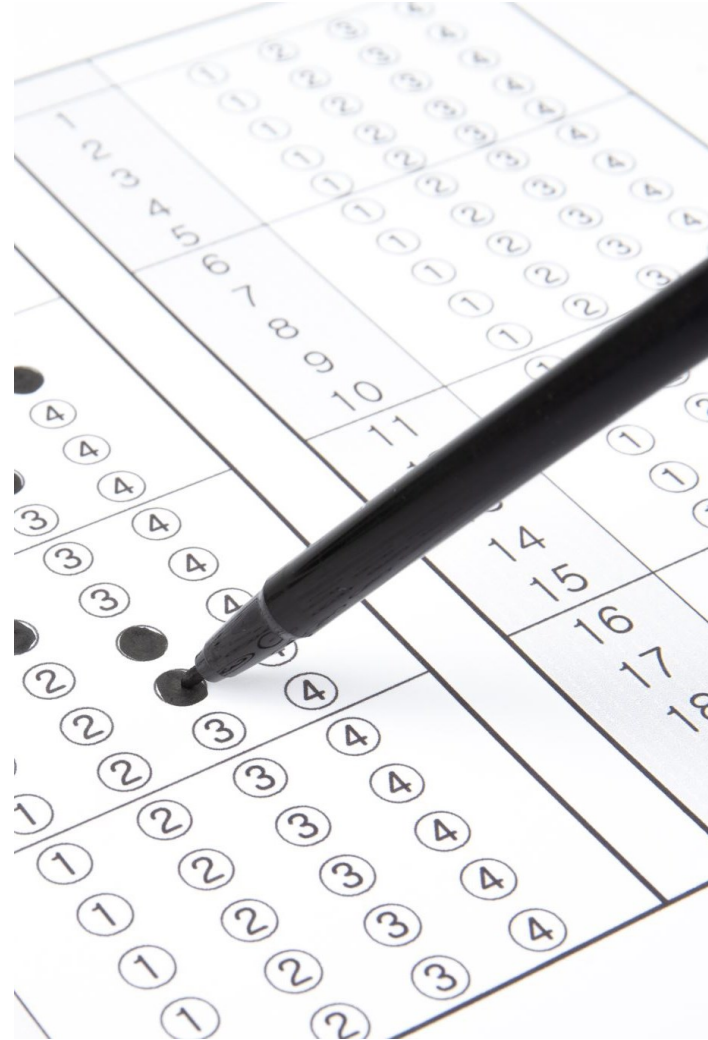
Check Compatibility

Check for features not supported by earlier versions of Word.

Involve
learners in
the creation
of tasks and
ask for
feedback



Our learners
need
inclusive
designers,
here's why





How will I find time?

Set measurable goals (Checkpoint 6.1), plan and develop a strategy for reaching those goals, (Checkpoint 6.2), monitor your progress and make adjustments as necessary (Checkpoint 6.4), and reflect (Checkpoint 9.3)

Thank you!
Questions?



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LITERACY
PROGRAM



References:

- <https://www.mindfulteachers.org/blog/including-deaf-students>
- <https://www.mindfulteachers.org/blog/silent-mindfulness-videos>
- <https://ditchthattextbook.com/infographic/family-feud-template/>
- <https://community.canvaslms.com/t5/Accessibility/Five-Tips-for-Creating-Accessible-Word-Documents/ba-p/277304>
- <https://www.brightcarbon.com/blog/free-color-contrast-checker-for-powerpoint/>
- <https://udlforteachers.com/feedback-phrases-to-avoid-and-why/>