# Accessibility Checklist

*Developed by Jordan Birkner, LLC*

It is important that the audiences we reach are able to engage, access, and respond to any information presented.

Review the following checklist for presentations, lesson plans, or activities to ensure they reach as many people as possible.

## General Considerations

☐ Is content developed with thought-provoking questions suitable for individuals regardless of disability status?

☐ Are the goals of the activity clear and measurable?

☐ Are alternative materials providing consistent information?

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Questions asked should provide an opportunity to engage with critical thought. Answers should also remain relatively easy to discuss.

There should be multiple ways to determine whether responses show engagement and consideration of materials at hand.

## Deafness or Hard of Hearing

☐ Are captions and text-to-speech technologies readily accessible, with speaker notes and presentation points written and available?

☐ Are there methods in place for non verbal questions to be easily received and responded to?

☐ For videos or virtual meetings, are captions enabled?

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It is important when communicating to ensure it is as clear as possible to all people taking in the information.

Interpreters and technologies are not always able to accurately convey verbal information

## Reading, Learning, and Attention Disorders

☐ Are fonts chosen legible for those with reading difficulties?

☐ Are there frequent opportunities for clarifying questions to be received?

☐ Is it possible to distribute written material to reduce the amount of written/spoken information content to be organized mentally?

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Sans serif fonts of 12 pt. or higher are recommended.

A faint yellow or green paper can help to reduce visual stress.

*Information is currently presented in Century Gothic, with printable versions encouraged on light yellow paper.*

## Wheelchair Users, Physical and Motor Disabilities

☐ Are spaces used for activities physically accessible?
☐ Does interacting with the information presented require precise physical mobility?
☐ Can the goals of activity be met through a variety of means?

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Questions and materials can be presented and answered by verbal, gestural, or audible means.

There can be physical models useful for understanding structures, but it is not necessary for someone to physically modify the model to answer questions about its characteristics.

## Color Blindness, Blindness, and Visual Impairments

☐ Are visuals clearly labeled?
☐ Do graphics provide clear color or shade variations?
☐ Is information organized in a way that is clearly understood using a screen reader or assistive technology?

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Alternative ways to present the information can reduce a gap in understanding.

Organizing information without solely relying on color-coding or visual methods supports audiences with disabilities.

Examples are 3D models having color and physical differences.