**Accessibility Considerations for Presenters:**

Please keep in mind that someone in your audience might not be able to see, hear, move, speak or understand information that is presented and individuals in your audience may have both visible and invisible identities and accessibility needs. Please consider the following tips to help ensure an accessible and inclusive experience for all attending your presentation. If you would like more information on the topics below, or just have questions or feedback, please notify the Diversity & Inclusion coordinator for the Vancouver 2020 meeting - Troy Baker; [troy.baker@noaa.gov](mailto:troy.baker@noaa.gov); 206-526-6606). The Western Division Diversity & Inclusion Committee ([wdafs.diversityandinclusion@gmail.com](mailto:wdafs.diversityandinclusion@gmail.com)) is a second email point of contact for questions.

General Tips for Inclusive Language:

* Be intentional about addressing a diverse audience with visible and invisible identities that may include all abilities, ethnicities, genders, geographies, nations, races, sexualities, and socio-economic statuses.
* Consider your own [implicit bias](https://implicit.harvard.edu/implicit/education.html).
* Use person first language, terms that focus on people rather than categories, when needed. For example, “woman who is blind” rather than “blind woman.”
* Think about how culture relates to your presentation subject. Provide examples that reflect diverse cultural perspectives and backgrounds, if appropriate.
* Make sure that statistics, demographic data or trends presented are diverse-conscious. This means being transparent about who is and who is not included as well as the potential implications of that. Include information about racially, ethnically, and linguistically diverse groups when appropriate.
* There may be reasons that you use language that would otherwise be ill-advised. If this is the case, be transparent and provide context for your terminology.
* If you are unsure about language or presentation strategies, feel free to contact the Western Division Diversity & Inclusion Committee (wdafs.diversityandinclusion@gmail.com) for assistance.

General Tips for Presentations:

* Indicate whether the resources highlighted in your presentation are available in different languages, including sign language.
* Consider having a flash drive file of your poster or PowerPoint presentation available for attendees who experience blindness or low vision. If necessary, electronic files can be shared with participants after the end of the conference via email.

Tips for Oral Presentations:

* Consider modifications for your PowerPoint font and layout to make it accessible to attendees who experience blindness or low vision. Download [this PowerPoint presentation](http://www.aucd.org/docs/annual_mtg_2008/accessibility_ppt_apha2007.ppt) from the American Public Health Association for more information. It is an informative guide and good PPT template.
* When presenting, describe slides and graphics briefly. For example: “This slide covers these three key points…” “This graph illustrates these key points.” Always try to present key terms and concepts visually as well as orally.
* Unless you indicate what “this” means, avoid demonstrative pronouns such as “this, that, these, and those”. For example: “This map shows…, These results indicate…” rather than “This shows…”
* Speak clearly at a moderate pace and face the audience when speaking. Many individuals with hearing or attention disorders rely on watching someone speak to understand the material. Speak directly into the microphone, when available, and encourage participants to use the microphone as well. Do not cover your mouth when speaking.
* When taking questions, repeat them for the entire group before answering.
* For presentations that include video, ensure the video has been captioned, if at all possible.
* Do not rearrange the rooms in a manner that may prohibit access.

Tips for Poster Presentations:

* Consider modifications for your poster font and layout to make it accessible to attendees who experience blindness or low vision. Read “[Guidelines for Creating Accessible Printed Posters](http://www.aucd.org/docs/annual_mtg_2008/accessibility_posters_gilson2007.pdf)” for more information.
* Offer to describe your poster to attendees who experience blindness or low vision.

Tips for Handouts (if used):

* Use 18-point font for all text. Larger fonts may be used for headings.
* Use a bold serif font (such as Times New Roman) for body text and a bold simple sans-serif font (such as Arial) for headings and other information that is set apart from body text. Do not use any compressed fonts.
* Make lines heavy/thick in charts and graphs.
* Use a minimum of 1.5 line spacing; use double spacing when possible.
* Do not use small caps, italics, or all caps for text. Use initial caps and lower case for titles and text.
* Use underlining for emphasis instead of italics.
* Print on single-sided 8.5" by 11" paper and stapled at the top left corner.
* When possible use letter orientation to achieve maximum visibility.
* Left justify all paragraphs and do not use columns.
* Keep a one-inch margin on all.

**Accessibility: Color Vision Deficiency (CVD)**

People with Color Vision Deficiency find it difficult to distinguish between different colors and approximately 8% of men and 0.5% of women are affected worldwide. Presenters should consider the following recommendations to improve accessibility of their information:

* Use a combination of different shapes, line types and thicknesses, contrast, and coloring patterns to ensure information is conveyed to all users
  + Use solid and dashed lines as well as different colors, to assist viewers
  + Use thick lines when possible
  + Use sufficient contrast between text or object and the background
* Use descriptive language other than just color to indicate what you are referring to. This includes a detailed explanation of the meaning of the figure or graphic in a descriptive text-only slide included immediately after the graphic slide.
* If you have a choice and are taking a laser pointer to the meeting, green laser pointers are easier for more people to see than red ones.
* Test out the accessibility of images, maps, or other content with web tools, such as [Color Blindness Simulator](https://www.color-blindness.com/coblis-color-blindness-simulator/), or [ColorBrewer 2.0 for cartography](http://colorbrewer2.org/#type=sequential&scheme=BuGn&n=3).
* Choose color palettes that can be easily identified by people with all types of color vision, as described in Figure 1 below.

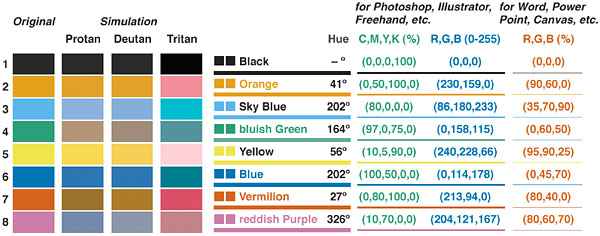


Figure 1. Three types of simulated color visual deficiency palettes compared to original colors. Only black is unambiguous across all the simulations compared to the original. Protan, Deutan, and Tritan are different types of color visual deficiencies. (from [Okabe and Ito 2002](https://jfly.uni-koeln.de/color/); <https://jfly.uni-koeln.de/color/> (Accessed by T. Baker on 10/8/2019)

**Inclusive and Accessible Information: Selected Additional Resources**

* Association of University Centers on Disabilities (AUCD) Guidelines for Accessible Presentations (2008) <http://www.aucd.org/docs/annual_mtg_2008/accessibility_organizers_2008.pdf>
* Disabilities, Opportunities, Internetworking, and Technology (DO-IT) - A checklist for making professional organizations inclusive by Dr. Sheryl Burgstahler <https://www.washington.edu/doit/equal-access-universal-design-professional-organizations>
* Disabilities, Opportunities, Internetworking, and Technology (DO-IT) - Universal Design of Instruction (UDI): Definition, Principles, Guidelines, and Examples by Dr. Sheryl Burgstahler <https://www.washington.edu/doit/universal-design-instruction-udi-definition-principles-guidelines-and-examples>
* Professional and Organizational Development (POD) Network - Inclusivity and Accessibility Recommendations for Presenters <https://podnetwork.org/inclusivity-and-accessibility-recommendations-for-presenters/>
* Association for Counselor Education and Supervision (ACES) - Presenter Guidelines for Accessibility and Inclusion <http://aces2017.net/Accessibility/>
* American Speech-Language-Hearing Association (ASHA) - Accessibility Guidelines: Creating Accessible Continuing Education <https://www.asha.org/CE/for-providers/Accessibility-Guidelines/>