

Jumpstart Your Accessibility Plan Workshop

Breakout Activities

Breakout #1

If your breakout group is members of your own School District or organization, assign one note taker to capture key themes or valuable insights.

If your group includes a variety of organizations, take your own notes on valuable insights or ideas you'll borrow for your own plan.

1. What will your approach to the Accessibility Plan be?
2. How will you define your commitment to accessibility and inclusion?
3. What is your purpose?
4. Who will take the lead on each section of the Plan?

Breakout #2

Use the Barriers and If your breakout group is members of your own School District or organization, assign one note taker to capture key themes or valuable insights.

If your group includes a variety of organizations, take your own notes on valuable insights or ideas you'll borrow for your own plan.

1. What are your next steps for getting your committee up and running?
2. What are your next steps for getting your feedback mechanism up and running?
3. How are you going to identify the barriers to accessibility & inclusion?
4. What are some of the barriers to accessibility that you already know of?
5. What are some of the achievements around accessibility that you already know of?
6. What do you see as a priority for action items in the Plan?

Examples of Barriers and Some Suggestions

Barriers to Accessibility & Inclusion: Communication/Information Barriers

Some Examples:

- Inaccessible documents that can't be read by a screen reader
- Unclear, high-level language
- Videos that aren't captioned and don't have transcripts
- Curriculum that is not engaging and/or does not meet the needs of all types of learners
- Materials that are too small to see, too cluttered, or that lack colour contrast
- Providing documents only in paper format

Some Suggestions for Educators:

- Use accessibility checkers to ensure that all documents are accessible
- Use [plain language](#)
- Provide information in various formats
- Allow students to show their learning in ways that work best for them
- Provide students with assistive technology and accommodations that will allow them to access information
- Use a dyslexia-friendly font such as Verdana and Arial, size 14

Resource: [Universal Design for Learning](#)

Barriers to Accessibility & Inclusion: Technological Barriers

Some Examples:

- Lack of assistive technology
- Inaccessible websites and online documents
- Lack of alternative text for images
- Learning Management Systems that can't be accessed by screen readers
- Improper formatting of lists, bullets, headings, and tables
- Lack of training and understanding of accessibility features in technology

Some Suggestions for Educators:

- Become familiar with the [Web Content Accessibility Guidelines \(WCAG\)](#) and implement them
- Use [alternative text](#) for all images
- Use an online website checker such as [WebAim Wave](#)
- Use proper formatting for lists, tables, bullets, & headings
- Use named hyperlinks to enhance comprehension
- Enable accessibility in pdf's and tag pdf's

Resource: [BC Campus Accessibility Toolkit](#)

Barriers to Accessibility & Inclusion: Barriers to Policies & Practices

Some Examples:

- No flexibility in course selection or options for hybrid learning
- Having unclear learning objectives or instructions
- Lack of accommodation procedures
- Lack of support for mental health and other invisible disabilities
- Lack of funding and time for disability awareness training
- Lack of emergency evacuation protocols, individual plans and evacuation equipment for students with various disabilities

Some Suggestions for Educators:

- Provide flexible learning options including part-time learning, hybrid learning, and alternatives for course selection
- Create learning objectives that are “strength-based, meaningful, authentic, responsive, and triangulated” ([Shelley Moore](#))
- Prioritize mental-health supports and other disability supports
- Provide more funding and time
- Include students with disabilities and their support network in emergency planning

Barriers to Accessibility & Inclusion: Attitudinal Barriers

Some Examples:

- Assuming that a person with a disability is incapable or 'less than'
- Using non-inclusive language and language that is not person-centric
- Forming ideas about disabled people based on stereotypes or preconceived ideas
- Thinking that giving accommodations is special treatment or unfair to the other students
- Not utilizing or celebrating the strengths of a student

Some Suggestions for Educators:

- Always presume competence
- Use inclusive, person-centric language
- Have representation of people with disabilities in curriculum and materials; as well as in the school staff and leadership
- Avoid unconscious bias
- Educate yourself and others about people with disabilities
- Find and utilize the strengths of all students
- Recognize that accommodations are a human right
- Provide Disability Awareness training to all staff and students

More Tools- Prioritizing Actions

