Websites and Access for People with Disabilities

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Who benefits from accessibility?
Assistive Technology
Activating Keys with Head Stick
Vision Impairments

Macular Degeneration

In general, magnification and high levels of illumination will assist in reading and other near vision tasks.

Photos courtesy of National Eye Institute  http://www.nei.nih.gov/photo/sims/sims.htm
Vision Impairments

Cataracts

Age related cataracts are often yellow or brown causing loss of sensitivity to blue.

Photos courtesy of National Eye Institute  http://www.nei.nih.gov/photo/sims/sims.htm
Diabetic Retinopathy

This is the largest single cause of visual impairment among those of working age.

Photos courtesy of National Eye Institute  http://www.nei.nih.gov/photo/sims/sims.htm
Vision Impairments

Tunnel Vision/Retinitis Pigmentosa

This impairment often makes it possible to read small print but not large print.

Vision Impairments

Color Blindness

Visicheck Website Simulation

Avoid using color as the only means of distinguishing between choices.
Color Blindness

Avoid using color as the only means of distinguishing between choices.
If the colors used in a site have poor contrast, it may be difficult for some users to read.

This text has better contrast, but the headers below are better.
Assistive Technology
Refreshable Braille Display

Photos courtesy of tiresias.org, deafblind.com and the University of Maryland
Assistive Technology
Screen Reading Software and Headset

Good
AccessIT

Needs Improvement
Bienville Parish Library
Choice of Standards

• Section 508 of Rehabilitation Act

• World Wide Web Consortiums’ Web Content Accessibility Guidelines (WCAG) 2.0
Web standards: Section 508

(a) Text Tags
(b) Multimedia Presentations
(c) Color
(d) Readability
(e) Serve-Side Image Maps
(f) Client-Side Image Maps
(g) & (h) Data Table
Web standards: Section 508

(i) Frames
(j) Flicker Rate
(k) Text-Only Alternative
(l) Scripts
(m) Applets and Plug-Ins
(n) Electronic Forms
(o) Navigation Links
(p) Time Delays
The issue:

• Screen readers can’t “read” a photo or other graphic image
Section 508
Text Tags

Provide a text equivalent for every non-text element
Text Tags
(Also known as ALT Text)

Graphic

<IMG src=… alt="United Nations Flag" width=… >

Alt text No No’s
Too long:
“Image of the United Nations Flag, blue background with white olive branches surrounding map of world, about one and a quarter inches by one inch
Text Tags
(Also known as ALT Text)

Graphic that’s also a link

<IMG src=… alt="Aeronautics Home Page" width=…>
<IMG src=… alt="Visit the Aeronautics Home Page" width=…>

Alt text No No’s

Reference to link:
“link to aeronautics home page” – Screen reader knows it’s a link and says so
More ALT Text No No’s

File information:
“spacer.gif 236 bytes”

Meaningless out of context:
“Click here”

Example: Graphic for registration should say Registration not not Click Here
Multimedia Presentations

The issue:

- People who are deaf can’t hear audio files and the audio part of multimedia

- People who are blind can’t see the video part of multimedia content
Multimedia presentations must include synchronized alternatives, such as captioning and described video.
Multimedia

• Include a text *transcript* for informational audio files

• Provide synchronized text equivalents (*captions*) for the audio content of a multimedia presentation

• Provide synchronized *audio descriptions* of *significant* video information in multimedia presentations
Media Access Generator (MAGpie)

Free caption- and audio-description authoring tool for making multimedia accessible to persons with sensory disabilities developed by the National Center for Accessible Media
Color

The issue:

- Screen reading software can’t discern what color things are

- People who are colorblind can’t distinguish between certain colors
All information conveyed with color must also be available without color.
Color Alone - Problem

Tell us who you are. (required fields in red)

**Company:**

**Salutation:** (please select)

**First name:**

**Last name:**

**Job title:** (please select)

**Phone:** e.g., 415-555-1111

**Web address:** http://

**E-mail:**
Color with asterisk - OK

Tell us who you are. (* indicates required fields)

**Company:**

**Salutation:** (please select)

* **First name:**

* **Last name:**

**Job title:** (please select)

* **Phone:** e.g., 415-555-1111

**Web address:** http://

* **E-mail:**
Forms

The issue:
Labels (e.g. First Name) are often not clearly associated with the fields that needs to be typed in or checked
Online forms shall allow people using assistive technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.
Forms

• Do not use JavaScript to automatically change the location of the web browser

• Instead, allow the user to select the menu item, then select an adjacent form button to go to the page for the item they have selected (go, enter, submit buttons)
Data Tables

The issue:

• Data tables are designed for viewing

• Column and row headers can be discerned while reading data but difficult for screen reader to pick up
Section 508
Data Tables

Identify row and column headers for data tables
<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Age</th>
<th>Birthday</th>
</tr>
</thead>
<tbody>
<tr>
<td>by birth</td>
<td>Jackie</td>
<td>5</td>
<td>April 5</td>
</tr>
<tr>
<td>by birth</td>
<td>Beth</td>
<td>8</td>
<td>January 14</td>
</tr>
<tr>
<td>by marriage</td>
<td>Jenny</td>
<td>12</td>
<td>Feb 12</td>
</tr>
</tbody>
</table>

Shelly's Daughters
Frames

The issue:

• A frameset is a web page which defines a collection of at least two other separate web pages, which are combined in the same visual space

• Frames are presented to screen readers as lists of website pages
Frames - Examples

Welcome to the Alabama State Treasury!

Greetings from Lucy Baxley,
Alabama State Treasurer

What the person using a screen reader hears:

FRAME: frame 70890
FRAME: frame 70888
Give frames titles that make sense and facilitate navigation
Flickering

The issue:
Flicker in the range 2 Hz to 55 Hz may cause seizures in people with photosensitive epilepsy.
Avoid causing the screen to flicker with a frequency greater than 2 Hz and lower than 55 Hz.
The issue:

- Navigation links usually precede the main content
- People using screen readers have to listen to those links on every page, so main content is difficult to get to
Navigation

On every page have to listen to all side and top links before get to content
Section 508
Navigation Links

Users must be able to skip repetitive navigation links
The easiest method of creating a "skip navigation" link is to put it at the top of the page in regular text. Put the corresponding anchor (link destination) at the beginning of the main content.
“Invisible” Skip Navigation Link

Other developers have decided to hide the link entirely. The most common method is to place a small invisible .gif image at the top of the page with alt="Skip navigation" as the alternative text.

This method does not work well for all users.
Links

The issue:
People who use screen readers often pull up a list of links to figure out what’s on the page.
Links - Examples

“Click here” doesn’t tell anything about the link

Not clear which links go with which offers.
Links

• Use descriptive link text that lets the user know where the link goes

• Links to the same place should have the same text; links to different pages should be different
Questions?

Next: general usability features (universal design)
• Navigation

– Provide multiple pathways for navigating through the website (e.g. table of contents, site map, site search)

– Navigation that is on multiple pages should remain in the same location on all pages, and use the same labeling

– What you click is what you get, page titles should match link titles

– Links that go to the same location should have the same name

– Links that go to different locations should have different names
• Hierarchy

– Use descriptive titles for all pages on the site

– Reading and navigation order should be logical

– Page structure should be obvious to both sighted and non-sighted users (e.g. Sighted users should be able to visually see the hierarchy on the page. Non-sighted, screen reader, users should be able to “see” the hierarchy with HTML coding for headings, lists, and specialized text)
• **Content**
  – Use CSS to control positioning and styles for all content, not HTML
  – Avoid crowding the page with too much content, or too many links
  – Avoid content that moves, blinks, or flashes; or pops up automatically
  – Avoid horizontal scrolling
  – Identify the language of the page using the HTML lang attribute, and where appropriate sections of content that are in another language
  – Define ambiguous or unknown words with adjacent text or a glossary
  – Define abbreviations
Universal Design

• Text

– Use text colors with effective contrast
– Keep line lengths to no more than 80 characters wide
– Use left or center text justification, not right or justified
– Keep line spacing at least ½ the height of text
– Keep paragraph spacing at 1 ½ times line spacing
– Allow people to enlarge or reduce text (e.g. program font size with “Ems” instead of “Pixels” or “Points”, or provide alternate stylesheets for larger font sizes)
– Do not rely on shape, size, color, or visual location for text directions (e.g. “Click on the blue circle to the right to continue”)
Usability Evaluation

– Turn off Style Sheets, does page still make sense?
– Turn off images, missing any important information?
– Check heading structure
– Check colors for contrast
– Check link text, does it make sense
– etc, etc…
Would you like to look at your site?
Where to go for more information

www.access-board.gov/508.htm - Section 508 standards and helpful guide to the standards

www.webaim.org - Web Accessibility In Mind, providing resources, tips and training on web accessibility

www.w3.org/wai - The World Wide Web Consortium’s Web Accessibility Initiative has comprehensive recommendations for web accessibility

www.vischeck.com - Vischeck shows how a web page looks to someone who is color blind

www.ncam.org - Resources for producing accessible multimedia including captioning video.
Where to go for more information

New England ADA Center
800-949-4232 v/tty
www.NewEnglandADA.org