Including Everyone: Accessible Technology in Education

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We must express $x$ (and any other dependent variable) in terms of the variable $y$ before we attempt to antidifferentiate.

Example 2

Use the method of cross sections to find the volume of the solid of revolution generated by rotating the region bounded by the curve $y = x^2$ and the line $y = 4$ about the y-axis.
If you don’t want to enter this information when inserting objects, change the Accessibility preferences.
Well, here we are obviously in front of our nation's capitol.
IT Accessibility

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Students are Diverse!

- Socioeconomic Status
- Race, Ethnicity
- Culture, Language
- Gender
- Age
- Technology
- Ability
Ability on a continuum

See
Hear
Walk
Read print
Write with pen or pencil
Communicate verbally
Tune out distraction
etc.
Technology Accessibility: Who is Responsible?

- Special Education Teachers
- Teachers Using Technology
- Web Designers / Content Authors
- Authoring Tool Vendors
- Technology Vendors
- Publishers
- Procurement Officers
- Administration/Policy Makers
- Legislators?
Accessibility & The Law

- Section 504 of the Rehabilitation Act (1973)
- Individuals with Disabilities Education Act (1990)
- Americans With Disabilities Act (1990)
  - Title II (public entities, including public schools)
  - Title III (places of public accommodation, including private schools)
  - DOJ is proposing new rules related to web accessibility
- 3,165 disability-related OCR complaints against education institutions in FY 2008
Standards & Guidelines

• World Wide Web Consortium (W3C) Web Content Accessibility Guidelines 2.0
  – Perceivable
  – Operable
  – Understandable
  – Robust

• Section 508 Standards
  – Federal law
  – Covers a wide variety of information technologies
  – Currently undergoing a refresh
Web Accessibility CBI Proceedings

Building Institute

November 29 - December 1, 2007
Hotel Andra, Seattle

The Web Accessibility Building Institute was directed at the University of Washington. The purpose of the institute to develop strategies that lead to systemic change.

The ultimate goal was to enhance the development of accessible software and information technology. The institute would include administrative web applications, including those used by universities, primary to K-12 schools, and other organizations.

Participants at the web accessibility building institute included universities, primarily from the United States.

Agenda

The agenda for the CBI was as follows:

- Successful participation of people with disabilities in STEM career programs. Higher education institutions are exploring and beginning to implement strategies that lead to systemic change.

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More W3C Guidelines

• W3C Accessible Rich Internet Applications (ARIA)
  – Roles, states, and properties can be added to HTML elements
  – Browsers expose this information to AT
  – AT passes it on to the user

• User Agent Accessibility Guidelines 2.0 (draft)
• Authoring Tool Accessibility Guidelines 2.0 (draft)
Questions to *Always Ask When Procuring Product*

- Is it accessible?
- Can users perform all functions without a mouse?
- Has it been tested using assistive technologies such as screen readers?
- Is accessibility documentation available (e.g., Voluntary Product Accessibility Template)?
- If an authoring tool, how does one create accessible content with it?
Questions?