[Yes, so sorry, I kept getting errors when trying to connect].

>> Great, looks like we have captioning working at this time. I'm going to give our moderator a heads up that I'm going to start the recording in a minute. Thank you, everyone, for your patience today.

>> All right. Hello, everyone. Welcome to our webinar today. I'm Jenna Gabriel, the manager of special ed at the center. I'll be your webinar moderator today. I want to quickly thank all of you for bearing with us and for working with us to offer this webinar and providing us with that informative introduction to the webinar platform. So...let's get going. Today's webinar is called Engaging Everyone: Tips for Accessible Presentation. At the end of today's presentation, there'll be an opportunity to ask questions about the material. During this open-ended question-and-answer time, you can raise your of hand if you wish to speak.

We'll send a link to the recording of today's presentation, a copy of the PowerPoint slides and webinar transcript. You can go back to watch the recording and review supplemental materials in addition to any notes you take during the webinar itself.

Our July webinar tips and techniques for accessible digital materials and handouts will take place on July 11th at 3:00 p.m.

Eastern Time. The registration link can be found on the screen in front of you and again, we encourage our lead presenters to please take advantage of this professional development opportunity.

If you are active on social media. I invite you to connect with us using #VSA webinar. Facebook, we are VSA International and Twitter, we are VSAINTL. We would love to engage with you.

With that, we'll hand it over to today's presenter, Diane Nutting.
>> Thank you so much, Jenna. Good afternoon, everyone, it's wonderful to be with you virtually today through the magic of technology. I'd like to echo what Jenna is staying to Robin who has been so instrumental as we've prepared and set up for today. I'm really excited to talk to you this afternoon about how we can make our presentations accessible to everyone. It's conference season, as you know, a lot of us are traveling to different places, I recognize a lot of folks on the call today are presenters through the intersection conferences coming up in August, hosted by the Kennedy Center, but hopefully what we talk about today will be applicable to any conference that you find yourself in.

Today, as we think about our session overview, we're going to be focusing on three different areas. The first one is thinking about content and structure, as we're designing and thinking about our session. Then we're going to talk a little about the design of the physical space and materials we'll be using and then we'll follow-up with participant engagement techniques.

I'm coming to this with an interesting background at the intersection of disability and being, I taught in the classroom, the arts classroom, but also with someone who has worked as a conference coordinator, so, I have sort of several different lenses and I combined sort of all that information today, that we can hopefully put together and put to good use as we move forward in our session planning.

And...I just want to give an extra shout out to Athena [phonetic] who will be doing a follow-up to this session. She's an expert in this field and I hope you can tune into that session as well.

Let's get started to think about how we're planning our session content. The first thing I want to encourage you to do is actually use an educator technique, which is known as backwards design. And...for those of you who do teach at any level, the college level or even elementary school, in any type of setting, you know that what you want to do is really set out goals for yourself of where you want your students to go and what journey you want them to have.

That's the same when we talk about a conference session and even though it is definitely a shorter period of time, it's definitely something you want to think about. You really want to think about the journey that you want your attendees to take throughout the time of your session. And one of the best ways to do that is to identify and clarify some learning objectives. The learning objectives are not necessarily what you will be doing during the session, it's not a list of what you will be doing, it's really a list, objectives of what the participants will experience.

So what I always suggest is that you write a few notes to yourself, attendees will...and that's a really good way to start. Then you want to think about the words that are going to help you as your craft your session. Here's an example of verbs that might work well for your attendees. They might discover things, explore new topics, engage in different activities or discussions, consider different perspectives, those are the types of things you want to think about as you're planning your session content.

And then, similar to a classroom situation, you want to build upon each section of information. So...as much as you can, you want to create stepping stones within your session that lead your attendees to where you want them to go and what you want them to discover and explore throughout the time of your session.

Just a quick note that definitely when we go to conferences, we can sometimes see what's called show and tell. And...definitely we are, the people who are coming to conferences to share some really exciting projects that they've actualized in their home communities, and those are great sessions, but...as you craft those types of sessions, you still want to think about how are you going to create connections and applications for your attendees? It's not just them listening to an hour and a half of me telling them about a wonderful

project, but how can they take it to the next level and apply it to their own work. Things to think about as you plan that session content.

So, some basic presentation tips I want to touch on. The first is using digfying language, particularly as we talk about individuals with disabilities. There's a large amount of conversation in the disability community about language use and what is considered to be preferred.

What I recommend and what is recommended by folks at the Kennedy Center is to default to person-first language. For those who are not familiar, person-first language is language that is exactly like it sounds. Puts the person first. Doesn't use disability as adjective or descriptive, but really encompasses the whole individual.

And again, not referencing the disability, if it's not necessary to the conversation necessarily. Person-first is a great default from a customer service perspective as well. That'll something else to keep in mind.

The next thing you want to do is create a safe space within your session. Sometimes this is down through agreements, maybe or things that everyone sort of comes on board with to make sure that everyone is on the same page, to make sure you're creating a safe space for exploration and for mistakes. A lot of times, people come to conferences with new and different ideas, they're learning information for the first time, they want a chance to tease out questions they might have. They might be intuitive to do so if it seems like a safe environment to do that. You want to create a safe environment for everyone to do that.

And...that way, you're reducing anxiety and you're encouraging participation. Some agreements might be to make sure that everyone is being respectful of all the questions being asked. You might encourage participants to make sure they're using I statements when they are commenting and making sure they're speaking on behalf of themselves, but not necessarily speaking in the entire room. Just some things to consider to eliminate anxiety and everyone to engage on the level they might be at.

A couple things about your own presenter persona. The first thing is to avoid heavy perfumes and colognes for anyone with sensory issues. Make sure you're refraining from using

those. The other thing I like to encourage is also to think about your outfit that you're wearing, which seems a little odd, but I encourage folks to think about using solid colors that are, that are easy on the eyes, so you don't want a lot of patterning on your, on the day that you present. You know...wearing tiny jackets, things like that. Those could really cause eye strain or distraction from someone trying to give their visual focus the entire time. Just some basic things to think about.

When thinking about continuing to design your session before you get to the conference, you want to think about the activities that you're going to be putting forth. You want to make sure they are ensuring meaningful engagement for everyone. Providing multiple entry points, different ways in which folks can engage in the activity, supporting verbal and visual information.

You also want to think about levels of participation. Not everyone learns the same way. We definitely have individuals that are observer/learners and really prefer to stand back and watch. You don't want a conference session where someone is feeling forced to participate in a way they might not be comfortable with. Again, just making sure that you have different levels of participation. If you ever need to provide support, if needed.

For example, if all of a sudden, you decide that folks are going to write down something, you might want to make sure that you can offer to scribe for anyone that needs that support. Continually thinking about how can folks engage in different ways to make sure they're included into the session in part of the community for your session participants.

This other thing you want to do is make sure session materials are accessible. So...for example, think about, are you going to be posting anything on the wall? If so...is the height such that anyone can access it depending on their height or whether or not they are using a wheelchair or another mobility device. You want to think about how heights are within your materials in the room. (?)

Is there something you can do to make sure things are accessible? For example...some of you might have had experience in activity before, everyone has colored dots. You're sticking them on different topic areas to just show what you're

comfortable with or what you're interested in. Sometimes that
happens. Perhaps you want to make those dots fun foam dots so
you have a tactile representation. Even if someone visually
can't take in the information of which of those quadrants of the
paper or which of those papers has the most dots on it, they
might be able to feel it and feel where the most representation
is.

     And of course, alternative formats for things like
handouts, worksheets, anything that's going to be provided that
is a take away or something that's instrumental to the session
design itself. If there are worksheets people are using in the
course of the session, make sure you have alternative format
materials ready in large print, things like that.

     >> Let's think about how we're going to design your space.
The first thing you want to think about are the goals for the
environment and ethos of the session. How do you want your
attendees to engage? Do you want them to be able to see each
other and react? Are you going to be doing small group work?
Thinking through those things within your session can help you.

     The next thing to be aware, conference, usually conference
channels and conference sites have different room layout
options. Sometimes you can actually access these on the website
of the hotel or the conference site. Sometimes your conference
coordinator will have that information but it's important to be
familiar with the layouts that are available and the layout that
you'd like to have.

     Sometimes people think oh...well, classroom and they think,
yes, I want this to be set up just like my classroom. Well...
if you're in a dance classroom or a theater classroom, that's
probably set up a little differently than what the hotel is, is
defining of the classroom setting.

     So just to be as specific as you can and to communicate
what you need. Thinking of communication, it's very important
to communicate to ask for what you need beforehand. With your
conference coordinator, or your conference liaison. You will
notice that I have underlined the words communicate and
beforehand. And that's because they're both really important.
It's very important that you make sure that you're requesting
space, any audio/visuals that you might need or any other
special requests that you think are going to help make your
session successful.

And it's really important to communicate that information to your conference coordinator or your conference liaison beforehand.

Usually your conference coordinator will be sending you lots of information prior to the conference in weeks or months prior to that. It's really important you respond to that with as much information as you can get. I can tell you, someone who has coordinated a conference, I want to serve everyone and...someone will come up to me in the last minute and ask me a question and I absolutely want to help them, but as soon as I turn away from that person, 12 other people will be coming up to me asking a question. It might, quite frankly, fall off the radar.

Again...communication is very much key. So...let's say you designed your space how you'd like it to be, you communicated what it is, you have a sense of what it will look like. Now you want to think about how to arrange your session space. The first thing, whoops -- sorry about that. Okay...whoops. We seemed to have skipped over a slide. Okay...here we go. So...the first thing you want to do is allow some time for set-up. And if possible, you want to previsit your space. So...allowing time for set-up is really great. If you, if you have the ability to do so, a lot of conferences schedule 15 or 20 minute blocks in between sessions so there's a nice transition time.

However...some conferences aren't really, aren't really able to provide that extra time. So, the important thing is to make sure that you have a plan in mind. Part of the way you can do that is to previsit your space, if possible. A lot of times, if I'm staying in the conference hotel or it's the first day of the conference and I'm not presenting until the second or third day, I might sneak a peek at my room at some point. I'll look in the conference program, figure out when that is and see if I can take a peek at the room so I have a sense of what is there and what my options might be. That's definitely something you want to do.

Think about placement. That's really important. Think about that, precession, but as you get in the room and things are transitioning. Think about the placement of yourself as a facilitator. You have co-facilitators or presenters, panelists you might have, performers, anything like that. How is that going to work? You want to make sure you're thinking about how

and where interpreters will be positioned, CART writers for
captioning, audio subscribers. Always making sure there's a
clear line of sight. You want to think about where your seating
might be. You want to make sure the seats nearest to the
interpreter and have that sight line are reserved for those
folks. Or you can just keep an eye on it as people filter in.

You want to think it through access for your attendees.
What will the flow of traffic be, both before the session, after
the session and during the session? If you are going to have
transitions into other activities or other things will be
happening, how is that flow of traffic going to work? Are there
things you need to be aware of? You know, some hotel meeting
rooms, for example, have giant pillars, which are holding up the
building, which are great and you can't move them, but...how are
you making sure that you're aware of that and helping your
attendees to navigate that space if need be.

You also want to think through lighting. Any glare and
visual distractions. Sometimes windows are great, but sometimes
standing in front of the window creates back-lighting that can
create a glare and neighboring hard for you to see. You never
want to position interpreters in front of backlighting like
that. Are there spaces in the room that are suddenly dark or
don't have the same amount of lighting? Keep that in mind as
you're breaking off into group activities. Don't position your
groups in a corner where it's super dark.

I'm going to forward here one second, I think we're missing
a slide. I'm going to go back to this slide and talk through
some things for a moment about working with access service
providers. So, these are folks who might be providing
interpretation, audio description, captioning, things like that.
So, the first thing is, you want to provide any information
ahead of time if possible and you want to share any handouts
that you might have.

So...again, if you have those things and you can provide
them to your conference coordinator beforehand, making sure that
information is available and if you haven't met your service
providers beforehand, take a couple minutes before your session,
explain the session flow, the facilitation style, the activities
that are going to be happening, if there are specific
terminology that are going to be used or specific acronyms or
names. You want to make sure you're providing those for

interpreters or CART writers that need to spell those out. Making sure you're providing as much information.

It's also really important for you to explain about your facilitation style. You a pacer? Do you tend to move through the group? That's important to share with service providers so they know what to expect from you.

Tips for using remote captioning, which is when the captioner is actually in a different location than where you are. Sometimes the captioner will be in the room with you, but sometimes that is not the case, so you want to make sure that, if they're in a different space, one of the most important things is to request, if you know that's the case, that there's amplification in advance. You want to be sure that your voice is amplified to a point where the captioner is able to hear it.

Sometimes remote captioning companies might say, oh, it's okay, just use a cell phone, which is great if you're in a standard meeting set-up, but when you're in a conference set-up and people are moving around. If someone steps two feet to the right or left of the cell phone, then the audio feed is lost for the captioner. Just thinking through, communicating with your conference coordinator about those things. Also, as you think about access services, you want to think about small group moments. You want to think about how are those small group moments going to work in terms of captioning or ASL interpreting. If you're breaking into small groups, are there interpreters in the room for those who need them as you break into small groups, how will you create that accessibility in those small groups as well as the larger groups? I apologize for the slides missing here, I will make sure I coordinate with the folks on our end at the Kennedy Center and when we get back online after this session, we'll make sure the proper version is there. If you have questions, you can follow-up with that.

So...just thinking about utilizing your PowerPoint and...Athena will go into this in July, but I want to touch on a couple things. The first is to balance verbal and visual support. There's a little bit of a gray line here. If you talk to people who are you know, PowerPoint, um...converts and are pro PowerPoint, they will tell you that you really shouldn't be using the PowerPoint to visually, to visually repeat what you're verbally saying. There's kind of a gray line when you're thinking about accessibility and inclusion, you don't want to sort of overcrowd a PowerPoint. You don't want it to be filled

with text, but you definitely want to make sure you're verbally and visually supporting so that you don't necessarily want to have information on the PowerPoint that you're somehow not touching on within your own presentation.

So...just finding that balance of verbal and visual support.

You want to make sure you're reinforcing any visual information within your PowerPoint. So...making sure you are describing any visuals, any pictures, any images, diagrams, that are present in your PowerPoint presentation. You want to spell out any web addresses that are in your PowerPoint. And you want to make sure that you're avoiding putting up text or graphics and just saying stuff like "okay, so everyone just take a look at this and read this on your own."

There'll be people who are organically, naturally doing that, you want to make sure you're absolutely providing verbal support and describing what is up there so everyone is active in that information in an equitable manner. Again, thinking about building accessibility into the design of your PowerPoint. So...some things to consider...font size, color schemes, alt text for pictures, captioning and slide numbering. And I can hear some of you through the, through the internet going, oh my gosh, that sounds incredibly overwhelming. Just one more shout out to Athena, who will do this great webinar July 11th. I can tell you, I have attended workshops and she is very adept at what seems inaccessible, accessible.

Definitely make sure you're thinking about that as you design your PowerPoint.

So, we're going to move into thinking about how we engage our participants within the session. So...the first thing you want to think about is again, conveying and describing visual information or body language and cues that are happening within the room. We all know that we take in, we can take in information, particularly in a group setting.

So, for instance, if you're asking "show of hands" for how many participated in something like this before. You want to say "okay, I see 1/3 of you have your hands raised" or perhaps you're saying something and you're noticing a lot of people are nodding their head, agreeing with you, giving visual feedback. It's okay to say, I notice a lot of you are nodding along,

clearly this is something you're relating to. Again, those cues and that body language that's happening, you want to make sure that's accessible to everyone in the room.

You want to think through transitions, any of you who are teachers know that transitions are the times when things get a little fuzzy and they can kind of get a little bit more shall we say, not in control.

So...even in a conference session environment, if you're transitioning within activities or between activities, you want to make sure there's a control on that.

You want to set up the expectations beforehand. You might say something like "in a minute I'm going to ask you to divide into small groups" or "I'm going to ask you to all go and position yourselves on one side of the room" or whatever. But that you're setting up expectations before movement of people starts and that traffic flow begins.

You want to set up expectations, you want to make sure that you're setting up expectations for what is supposed to happen, but also, the space navigation and traffic flow that's happening. Making sure everyone knows where they're going, there's not a lot of people bumping into each other or trying to find where their group is. Group one will be over here next to me. Group two will be at the back of the room. As much as you can describe before the transition happens.

And then, make sure that within that transition, once they transitioned, if you're transitioning and saying you're going to work on this as a small group and come back together, give time warnings. You want to make sure you let folks know when you're halfway through and say, we have two or three more minutes left. Okay...one more minute. Okay...I need you to finish up the sentence that you know, is being said right now.

Again, to make sure that folks are able to be prepared for what's happening and know what the flow of information is going to be within the room.

Again, thinking through the considerations for small group discussions and activities, how will inclusion be achieved within those small group sessions, thinking about, do you need to assign facilitators in each group to make sure that questions and answers and discussion is flowing in, in a positive and equitable way. Again...do you have to allow time for access

service to be provided into those small groups or position interpreters or CART writers. Thinking through those different things.

So...a lot of times within your session, you'll be facilitating discussions or a question-and-answer session. So it's really important to just remind a couple things here. Again, you want to avoid asking information to be read aloud. That can put folks on the spot that might not be processing written language in the same way you are. You want to make sure you're enforcing one speaker at a time during any discussions or question-and-answer sessions. You want to repeat all questions. Even if you think that everyone heard the question and there's no chance that anyone you know...didn't hear it, you want to repeat it and possibly even rephrase it in a slightly different way to make sure everyone is on the same page about what you're saying and what the question is from your attendee. You want to encourage any attendees, if you have someone who starts like, you know...touting off acronym soup about all the different things, make sure that you're saying, okay, just, we want to make sure that everyone's on the same page here, that's for yourself too. You want to make sure you're introducing and defining terminology, you're spelling out acronyms and also, it's really important to model the tone for the whole group. Be aware of your own vocal speed, your own rhythm as you speak and as you present.

I know sometimes I can get really, really excited when I'm presenting and I can get a little fast. Sometimes I have to check myself in the middle of a session to pull myself down and make sure I'm enunciating clearly, but also that I'm breathing.

And that sounds like it's very simplistic, but...I think whenever we're all excited, you know, that can arrive in our upper chest. It means we're not grounded and can mean that we're actually escalating the -- we're escalating the ethos in the room without realizing we're doing so. Just making sure you continue to breathe, stay grounded, you're continuing to communicate that to all your attendees can be really helpful.

So...a few words about utilizing amplification. At the lead intersection conferences, there's always amplification in every room. You might not have that case in another conference you're attending, but it might be a question you ask. Sometimes when you're going to a conference, if you're taking the steps to ask about accessibility for your attendees for your session, you

might be planting seeds for folks to think about that on a broader level across the conference.

Always use a microphone even if you think you're a loud and clear speaker. It's important to use the microphone. There might even be other folks using the microphone for other reasons. Your captioner might be using the assistive listening system. That's plugged into the microphone.

You want to confirm that everyone can hear you before you start. Just do a quick check to make sure everyone is hearing the amplification. You want to enforce microphone use for everyone. I will say, this is probably one of the toughest things for the presenter. People will get really, really excited and they'll want to sort of comment and ask questions. They might say "it's okay, I don't need the microphone." Just say "just a moment, we'll wait until the microphone gets to you." You're not shutting them down, you're just making sure that equal access is provided for everyone.

If there's a second microphone available for audience questions, try to refer a runner. Ask someone before the session starts or even in the moment, if someone is willing to be the person that runs around with the mic and depending on the size of the room, it depends on how things are set up.

You want to make sure that you and anyone else using the mic holds it away from their mouth. That's something to consider as you use amplification.

Just some final thoughts before we head into question-and-answer here. The important thing is to really be prepared and then be very flexible. So...really, the, as much as you can think through beforehand and even once you arrive at your conference, sort of take things in, just thinking about how things are going to work, how you're hoping things will be working and then be flexible with your expectations and how things might have to work out.

Be sure that you're continuing to read the room and respond to the needs of your attendees and part of that is to really set a tone that invites and encourages people to ask for what they need throughout the session.

So that if people are saying hey, the lights are a little too low, I need them higher or could you move over here so I can see the interpreter more clearly? You want to set up that safe

space so that you're really creating a mini community of learning that happening in this 45 or 90 minutes or you know...one hour, three hours, however long your session is. You want to set that up so folks feel they can ask for what they need.

Be a creative problem solver and the thing I will just add to that, that I've been saying throughout, just make sure you're communicating. Communication is so important with the, with the folks who are coordinating the conference and your liaison throughout the time.

There are some resources, some resources, there's some wonderful blogs that are out there that talk about common presentation accessibility. So...I will be working with the folks here at the Kennedy Center to make sure that those are up there and will be accessible after this presentation through the VSA website and...I invite anyone who has questions or comments now. So...this is my e-mail address if you should have any questions or something I said wasn't clear, please feel free to contact me directly. You can also reach me through the team at the Kennedy Center and VSA. They definitely know how to find me and I'd be happy to speak with anyone and clarify anything further. So...we will go into questions now. I believe Jenna will step in and moderate for us.

>> Great, thank you, Diane, so much. So, folks we have now reached the question-and-answer portion of our webinar. If you haven't already, now's the time to add a question to the question box or let us know that you'd like to speak by raising your hand. Let's go ahead and get started.

The first one that's come in is a question "is the room layout welcoming to people who are wheelchair users?" On behalf of the chairs at the conferences, I know they will be. And how accessible the room layout is?

>> That's actually a really great question and comment. I think it's really important to make sure that your aisle width and navigation are such. I know that sometimes conference sessions are squeezed in spaces, tiny rooms to make sure that you know, everyone can be getting where they need to be. If you find there's no accessible aisle, for example, you might remove the side aisle chairs there and take them out. Take one row going from front to back out, if you will. So that you're providing a wider aisle space. You might want to make sure that you take some chairs out both at the back of the space, but

also, I would say, you know, in the middle of the space. If
your ability, you have the ability to do that within the room at
the front of the space.

    I know with some, some session rooms have tables that are
already sort of built into the space and then there are chairs.
You might want to pull a few of those chairs away so that it's
very clear that someone who is in a wheelchair can slide in and
use one of those spaces without needing to go through a whole
rigamarole of moving chairs and stuff. I think it's important
to think through your space. We all know for being at
conferences that you don't always get to the session when you
think you're going to get to the session. Because you're having
this fantastic conference in the hallway. Which is one of the
most wonderful parts of conferences. You don't want someone to
feel like everything is grounding to a halt. If they have to
enter the space and access things a different way. So...again,
just keeping that space navigation open. Keep that open even
after your session has started.
    >> Great, relating to visual accessibility on the
PowerPoints, what are good color schemes and fonts that folks
might use to make PowerPoints more visually accessible? Do you
believe bright colors keep attendees more engaged?
    >> I think it's really important to have -- I'm going to
bounce to Athena on this. He is actually the expert on this.
You want to make sure you are using high contrast. So...whether
that is dark font on a very light background or, or light or
white font -- I think white font on a dark background, I know
that is accessible for some folks, I know it's also not
accessible for some folks. You know...I think it's really
important to just provide as much high contrast as possible.
You want to make sure your PowerPoint doesn't have any, like,
you know...swirls, you know...that are sort notify the
background, like wallpaper, you know, type designs or anything
like that. You want to make sure it's free of that and your
font size, I use a 30 point font with like a 28 for the
sub-bullets. I might, you know...again, you want to make sure,
as your font gets larger, your slide gets more crowded. So you
want to balance that out. I'd say definitely nothing smaller
than a 30 point for your main bullet points.

    But...again, I think Athena is the expert on that. You can
find some resources online about that as well. And
so...hopefully part two, to be continued. And in terms of
bright colors, I saw that question, I'm not sure if that is

talking about the PowerPoint, itself, or on the actual
presenter. I don't know, Jenna if you have a sense of what that
was asking.
     >> I interpreted it as on the slides, but...that might be
some other question. Do you want to weigh in on a little bit
about colors on background or on presenters? You talked about
patterned clothing. If you want to offer some insight about
color schemes, that Microsoft helpful as well.
     >> Yeah...absolutely. I think it's important to think
about your contrast. To think about, you want, accessibility, I
think, to take that into consideration, you don't necessarily
want to be using like bright neon poster board if you're having
things like that. I think that can be a little bit overwhelming
for some people and can cause a lot of eye strain, but you want
to make sure it's high contrast. You also don't want to be
having a dark red or dark blue piece of poster board or material
with black writing on it. That's not accessible either. A
white background with black or dark writing or a dark, like
maybe a Navy blue with white writing on it. Personally, I'd
default to white with black writing, but that's something that
I'm sure is very specific to individual folks.
     >> Great, we have a question over e-mail. How do you plan
in the room for the placement of a captioner or interpreter?
What if the lights are down and you're showing a video?
     >> Sure. That's a really great question. I'd say, first
off, if you're going to show a video, do everything in your
power to make sure that video has open captions built into it.
That's also a nice little gift for your captioner. If that is
not the case, generally a captioner is using some sort of
display that is either a sort of TV screen or perhaps an LED
slide, generally, that should still be able to be seen as the
lights are changed, if you are showing a video.

     The other thing to think about, sometimes, do you have to
turn off all the lights if you're showing a video? You might
just go to partial lighting in the room. That's another great
thing to check out sort of as you get to the room and sort of
scope it out and do Intel beforehand. But...even as you get
there, before the session when you're setting up.
     >> Great. Can you talk about the set-up of the room if
you're using a panel? When at least one person it in a
wheelchair and there's a podium. Do you recommend that all
presenters speak from the table versus moving to the podium when
the person in the wheelchair can't access the podium?

>> As a person with a theater background, I'm not a fan of podiums in general. I think if you have a panel where everyone is going to be speaking equally and you encourage folks to talk, I'd set it up so everyone's at the same level. Everyone is in their own chair or seated in a chair provided, sort of in a line. Maybe the moderator is on one side. That the interpreter is able to be positioned in such a way that either they are, they're right next to whoever's speaking or if they are sort of in one section of the room, that it's very clear they can indicate who is speaking on the panel. So...I'd suggest creating sort of a table where everyone is seated or a line where everyone is seated if it's without a table. So everyone's sort of at the same level, if you will. And obviously, I just want to add too, it's just, also be aware. Sometimes you're presenting in a space where everyone is up on a stage or little [indiscernible] or something, which is wonderful and it's very efficient and great, but you want to make sure that's going to be accessible.

So...again, that's something really important. If you know that one of your panelists or presenters uses a wheelchair or uses a mobility device, you want to make sure that you know, if someone is telling you, oh, we're going to put you in this room that has this built-in stage, you want to make sure you're asking about accessibility to that stage and make sure that has been planned way in advance and is written down in a lot of places so that the folks arranging chairs in that room will make sure a ramp is present for you.
>> Did you think adding photos is effective in a presentation and what percentage of a presentation might you recommend be photo versus text?
>> Photos are definitely visually exciting. I think you know, they can be great, as long as you are you know...I would say, if you're going to have text on the slide, I wouldn't put more than one photo on the slide and you might not actually have room for more than one photo on the slide. I'd make sure the photo is on the side that folks can see it and I'd also make sure, you know, if you're having multiple photos that maybe you have a slide where it's just you know, where maybe you have two or three photos of a project or activity and that, you know, they're all on one slide without any text and you can talk through. The important thing is you have to remember, you're going -- it's important that you're going to describe those pictures. Any images you have, you'll take time to describe the

images. It's something you need to think about and as you build the PowerPoint, put an alternate of text into it so someone accessing the presentation afterwards is able to know what the description is on that image. That's something Athena's going to explain in July about how to do that.

>> So, a lot of conferences have microphones that are placed in the audience and used for questions from folks, do you still recommend that the speaker repeats the question after it's been asked if the audience member has a microphone?

>> I do...because I think it's important to -- I think it's important to repeat the question, just repeat it back to make sure you're understanding what the question is. Maybe not verbatim, but just, you know...so that it's, so it's a way that folks are hearing it as well.

And...just, I would also say that if, if microphones are positioned in the audience, again, you want to make sure those are accessible to everyone. So...if microphones are positioned in one place, that means that someone has to physically get to where that microphone is, navigate whatever barriers are there, get to where it is, once they reach the microphone, it has to be adjusted to the height that they are at. Your user will have to be at the lower height.

So...I would, I would think through, if you have control of that situation, I would say see if those can be handheld mics that are moved to those around that are speaking, as opposed to a participant having to come, you know, come to the mic itself. I will also say from, just thinking about sort of safe space and anxiety, I think it can be very, it can be very intimidating for someone to stand up and walk, whereas if they can raise their hand at their seat and have someone acknowledge them with a microphone. That's more safe, I'd say for someone to ask their question or make their comment.

>> Awesome. One more question on my list. I'll use this as an opportunity to let folks know that we do still have time to take more questions if anybody else want to submit anything. This gets back at that backwards planning and Universal Design piece you spoke about. What are some universal accommodations you'd recommend baking into the presentation that you do?

And...in that same vein, is there a buffer of time you might recommend to add onto group activities that allow more time to process?

>> Sure, I think any time you can work time in to any part

of your session, that's really positive. If you have activities
going, you know, we've all been in a situation where you have
activities in the session, okay...we have six minutes to do
this. Everyone's running, by the time they get to their
session, it's like they have two minutes. So...you want to make
sure that you're trying to avoid that if you can.
So...definitely allotting time, you know...again, thinking about
backwards design. You know, sometimes if I know that an
activity is a really important part and I want to make sure that
everyone is going to feel that they can access that activity and
that's inclusive of all learning styles and communication
styles, I might actually start with that chunk of time and sort
of actually do time markers backwards from that because I know I
have to start that activity at a certain point in the session
for it to go successfully.

     So, that gets into time management and some other things.
In terms of how we think through just accessible design in
general, I think...you know, if it's an interactive session,
where people are on their feet or doing things, any time you can
provide visual reinforcement, visuals that are reinforcing
content of what you're talking about, in terms of, you know, if
you're doing an art activity or theater activity, anything
interactive where you're asking people to imagine a place or
something like that. You might have a visual of that place.

     You might have...you might make sure that you're marking
out the space in the room. If there's specific space that
people are going to use or you want people to be, you
know...putting their toes on the line somewhere, for instance,
for an activity, you might put a line of tape on the floor.
So...those types of things. The things we talked about, about
you know, just making sure that you're, that you're, that you're
providing a wide range of materials, tactile materials, if
you're going to have these folks that are, that you're asking
them to write something or draw something in the course of your,
or make a chart in the course of your session, make sure you
have a wide range of markers. Make sure you have you know,
chubby markers and thinner markers so folks can make a decision
about what they want to do based on their level of dexterity and
small, you know, fine motor skills.

     So, hopefully that gives you a couple ideas of how you
could think through accessibility as you design your session.
        >> All right...we've got one more question that just came

in. This looks like a comment, so I'll invite you to weigh in as well. I work with people who need revoicers on account of speech impediment or type their presentation that another reads. This is a growing segment of our population. Including them as presenters or participants is critical. Do you want to comment on a panel environment or another type of presentation mode that might be more accessible to presenters with those needs?

>> Absolutely, that's, that's such a really great, I'm glad that's been brought up. I think that we are getting closer as a society, not thinking that communication equals cognition. But I think it is really important for that to be, for those voices, for lack of a better word to be heard. And...to go given a platform within the conference presentation.

So...again, building in time. If there's going to -- if someone is typing their responses, you might want to make sure that you're allowing time for that within the session. Sometimes we can have a presenter who might be using alternative communication methods, so they might be using you know, a speaker or a, you know, they're typing into an iPad and then that's being transmitted into a voice. You might want to, if you're going to ask all the panelists the same question, and you know that there are certain questions that every panelist is going to be asked, you might provide that question beforehand so that they can have an answer prepared and already stored. And that they can answer. That doesn't mean that you won't also ask questions on the fly, but it does give someone the chance to really process and then to be able to provide you know, to provide a really thoughtful answer without having to do that while they're also trying to type on the screen, which can be, which can be a little anxiety-producing.

So...just thinking through how you can do that, you know...are your panelists or your presenters communicating in a different way? I think, I think good accessibility for any panelist or presenter is, is making -- they have a sense of the flow of your session. And that they know what they're going to be asking to do, it doesn't have to be scripted, necessarily, but that they understand what's going to be asks of them and they are able to be prepared to think about the questions you might be asking, even if you don't get to all those questions. Just have that information beforehand.

>> Awesome. One last question came in over e-mail. We'll likely be at time. So...we had a symposium with a mic available to the audience. One person wanted to speak but because of OCD

didn't want to use the mic. Do you have suggestions about ways
to approach that?
    >> That's really interesting. I guess my question is if
the, I mean, I wouldn't want to ask that person to disclose
their personal information, but...if it was a situation where
they didn't want to physically handle the mic, and if that's the
case, I've seen many sessions where mic runners are actually
holding the mic and the person is just speaking into them.
Another option is that they could, I'm trying to think through
this on the fly. I think if you know you're going to have a
question-and-answer session and you're going to ask people to
use the mic, one thing you could say at the top of the session
is, we are going to have a facilitated question-and-answer
session at the end and a mic running through the audience. If
for some reason, you don't feel comfortable using that, feel
free to write down your question and make it available to
someone in the room, if there's a moderator in the room or
something like that so you can then read the question out. That
might be a way to do it.

    It's an interesting challenge. One of the things I learned
early on in doing this work is that it's, it's, it is
challenging to make, make things accessible for everyone all at
the same time, but...I think, as long as you're doing the best
you can, and sort of trying to think through where, where the,
where challenges might be presented for some folks in a
traditional conference setting and then you might learn of more,
such as this one that we shared. But then, how do, how can you
provide alternative ways for that person to engage? Maybe it's
a heads up saying there'll be a question-and-answer-facilitated
session.
    >> Wonderful. Well, we are at time so I want to be
respectful of the time that everyone else has given us.
And...thank, again, Diane for sharing your expertise and Robin
for supporting us and making this webinar possible and as
accessible as it can be. That dozen conclude today's webinar.
I'd like to ask the webinar participants to please follow this
link to complete a short evaluation survey. In the interest of
accessibility, I'm going to take one of Diane's tips and read
the link aloud, in case folks don't have it. Perhaps, Robin, if
you're able to put it in the chat panel, that'd be helpful.
Https: //www.survey monkey.com/r/J6YSYVN. And we would greatly
appreciate your feedback on this.

So...again, thank you all so much for joining us. For
questions or comments, you can contact me via e-mail at
JGabriel@Kennedy-center.org. Or by phone at 202-416-8861. Have
a nice day.

[Call concluded at 4:01 p.m. ET].