



Accessibility Considerations

Learning Environments

Table 1: Learning environments

	Face-to-Face	Online, Instructor Led	Online, Asynchronous
Example Scenarios	<ul style="list-style-type: none"> • Classroom training • Coaching and mentoring • On-the-job training 	<ul style="list-style-type: none"> • Webinars • Webcasts • Conference calls 	<ul style="list-style-type: none"> • E-learning • Websites and wikis • Learning management system
Considerations	<ul style="list-style-type: none"> • Designing accessible curriculum and materials • Preparing trainer in participants' access needs • Preparing supervisor 	<ul style="list-style-type: none"> • Verifying software accessibility • Designing accessible curriculum and materials • Preparing presenter and subject matter experts on participants' access needs 	<ul style="list-style-type: none"> • Verifying software accessibility • Designing accessible curriculum and materials • Providing easy access to assistance when needed

Note: Not a comprehensive list.



Accessibility Considerations

Access Needs to Consider

Table 2: Access considerations

Auditory	Visual	Physical	Cognitive
<ul style="list-style-type: none"> • Deaf • Hard of hearing • Hearing impaired • Cognitive processing • ADHD 	<ul style="list-style-type: none"> • Blind • Limited vision • Dyslexia • Color blind • Cognitive processing • ADHD 	<ul style="list-style-type: none"> • Mobility • Ambulatory • Motor coordination • Hand-eye coordination 	<ul style="list-style-type: none"> • Ability to focus • Learning differences • Cognitive processing • ADHD • Stress or anxiety

Note: Not a comprehensive list.



Accessibility Considerations

Learning Environments and Access to Learning

Table 3: Learning environments and access

	Face-to-Face	Online, Instructor Led	Online, Asynchronous
Auditory Access	<ul style="list-style-type: none"> • Sign Language (ASL) Interpretation • Provide hard and/or soft copy of materials • Ensure that all course videos you use have closed captioning • Provide specific written directions for learning activities and worksheets 	<ul style="list-style-type: none"> • Use LIVE closed captioning of the webinar • Provide transcripts of live presentation and dialogue • Ensure that all course videos you use have closed captioning • Provide transcripts of course videos • Develop a script prior to session if possible 	<ul style="list-style-type: none"> • Closed captioning of all spoken words • Ensure that all course videos you use have closed captioning and/or transcripts • Review all auditory directions provided in the course and ensure that the same directions are provided visually
Visual Access	<ul style="list-style-type: none"> • Provide hard and/or soft copy of materials prior to class 	<ul style="list-style-type: none"> • Ensure screen reader can access “live chat” stream • Provide clear verbal description of photos, graphics, and video 	<ul style="list-style-type: none"> • All content must be accessible via keystroke; mouse-enabled drag & drop doesn’t work



Accessibility Considerations

	Face-to-Face	Online, Instructor Led	Online, Asynchronous
	<ul style="list-style-type: none"> • Create clear verbal description of all photos and graphics (capture the context) • Examine color choice and contrast of slides and graphics • Be very specific when providing directions about breaks, lunches, activities, restrooms, etc. 	<ul style="list-style-type: none"> • Use alt tags on photos and graphics for screen reader access • Webinar software must be accessible via keystroke • Examine color choice and contrast of slides, graphics, and other visual images 	<ul style="list-style-type: none"> • Use alt tags on photos and graphics for screen reader access • Review all visual directions provided in the course, and ensure that the same directions are provided auditorily • Test the program to ensure it really is accessible



Accessibility Considerations

<p>Physical Access</p>	<ul style="list-style-type: none"> • Ensure that there is physical access to the training location • If there is an activity that requires physical movement, inquire about ideas for inclusion • Never assume they can't participate • Allow extra time for individual activities, worksheets, and assignments 	<ul style="list-style-type: none"> • Vary methodology for participation – live chat and vocal discussions • Consider movement limitations, and allow extra time for transition to breakout rooms • Allow extra time for individual activities, worksheets, and assignments • Never assume they can't participate 	<ul style="list-style-type: none"> • Remove time-based restrictions in the course • Consider enabling both keystroke and mouse-enabled content (such as drag & drop) to allow for multiple ways for access • Provide both audio and visual directions • Include closed captioning to provide additional access
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Accessibility Considerations

<p>Cognitive Access</p>	<ul style="list-style-type: none"> Remember that cognitive and psychological needs are invisible and you may not be aware of a need for accommodations Be flexible to requests for variation if possible Variety is key – previously mentioned methodologies for access can apply here Allow extra time for individual activities, worksheets, and assignments 	<ul style="list-style-type: none"> Ensure that all directions and expectations are clearly communicated Be flexible to requests for variation if possible Variety is key – all previously mentioned methodologies for access can apply here – especially auditory and visual Allow extra time for individual activities, worksheets, and assignments 	<ul style="list-style-type: none"> Remove time-based restrictions in the course Consider enabling both keystroke and mouse-enabled content (such as drag & drop) to allow for multiple ways for access Provide both audio and visual directions Include closed captioning to provide additional access
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Source: Orey, M. 2018. "Designing Section 508 Compliant Learning." *TD at Work*. Alexandria, VA: ATD Press.

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