

# WEBSITE ADA COMPLIANCE TOOLKIT FOR BUSINESS

(Following Standards of Section 508)



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## **INTRODUCTION**

ADA Compliance Protocol is designed to help companies understand the significance and effects of increased accessibility and its relationship to the Americans with Disabilities Act (ADA). The exponential development of the Internet and data innovation in all aspects of our development in the recent past make this an attractive area for those concerned about equal access for all – both the purpose of accessibility by those with disabilities and the need for companies to tap into the market niche with a huge disposable income. This Toolkit provides you with the necessary data, tools and resources needed and a greater understanding of how to be compliant on additional digital platforms and products in use. We do so by following the strict rules of Website Content Accessibility Guidelines (WCAG) in accordance with section 508 of the Americans with Disabilities Act (ADA).

## **DIGITAL ACCESSIBILITY**

With digital accessibility, all the developed content has to be compatible with the technology in-use, be it website, business App, a mobile phone App or specialized devices such as screen readers. Digital accessibility is guided by the following principles:

### *PERCEIVABLE*

For many people, sight is the primary method of perception, and this explains why so much effort is put into visual representation. However, this does not take into account other modes of perception: auditory and tactile feedback. Content needs to be developed with this perception in mind. To enhance understanding, content can be switched between visual, audio and tactile to suit individual user needs.

### *OPERABLE*

This answers the question, “Can users interact with your information?” With conventional methods, users interact with electronic information using a mouse and keyboard. However, when restrictions are introduced to these interactions, the users are unable to access information as they wholly rely on assistive devices. Digital accessibility dictates that users are enabled to access information from the devices with which they’re familiar.

### *UNDERSTANDABLE*

As a content creator, your information must make sense to others the same way it makes sense to you. The content must be written in a clear, understandable and precise language.

### *ROBUST*

The content should be expansive, elaborative and to be used for a longer period of time.

### *DIGITAL ACCESS BARRIERS*

The accessibility principles of understandable, applicable, and stable, highlight the potential barriers for persons with disabilities in accessing information. The barriers are categorized in five main categories of disorders (e.g., auditory, cognitive and neurological, physical, linguistic and visual). Every category of disability exhibits different types and degrees of severity which further exposes the following additional overlapping areas:

### *HARD OF HEARING*

The loss of sense of hearing ranges in severity from moderate (hearing loss) to severe (deafness). It encompasses people who are deaf.

### *ACCESS BARRIER*

This affects a group of people with hearing disability who cannot access voice information. Examples of voice content include:

- Audio content that does not contain subtitles or transcripts
- A media player that doesn't allow subtitles or volume control
- Any interaction that requires verbal explanation

The following are the recommendations to mitigate the above barrier:

- Provisions of alternative audio in subtitles or transcripts, depending on medium type
- Let's users control all sounds, including the ability to pause, stop, or adjust volume

**Note:** Deaf or hard of hearing can use sign language as their first language. As an aid to anyone who may have difficulty in understanding English, the writing should be made concise, precise and easy to understand.

## **COGNITIVE AND NEUROLOGICAL DISORDERS**

Cognitive and neurological disorders not only affect mobility and language, but also affect how people perceive and process information.

### **EXAMPLES INCLUDE:**

- Attention Deficit Hyperactivity Disorder (ADHD)
- Developmental disorders that affect intelligence
- Ability to understand complex concepts learning difficulties such as dyslexia
- Memory impairment
- Mental disorders that can interfere with memory and concentration abilities
- Seizure disorders



## **ACCESS BARRIER**

People who suffer from this kind of disorder seem to be confused and distracted with extreme difficulties in understanding content. This group finds it hard to understand the following content:

- Advanced navigation and page layout
- Long sections of text without pictures, graphics, or other illustrations to enhance context
- Moving, flashing, or flashing content that cannot be paused or disabled
- Non-mutable background noise
- Visual page design that cannot be adapted to a custom style sheet

In order to make content accessible to people with cognitive and neurological impairments, information needs to be presented clearly, concisely and consistently with minimal distractions.

The following should be observed while developing content for persons in this group. The content should be organized...

- in an accurate, clear and easy to understand format - with graphics and illustrations as much as possible
- so that users can navigate the page and get an overview before proceeding to any section
- with links, page controls, and forms clearly labelled
- with site navigation options that offer a search field or sitemap
- to turn off or hide blinking, flashing, or other distracting content

## *PHYSICAL DISABILITIES*

Physical impairments affect mobility, strength, and endurance as well as fine motor skills.

Examples of such disabilities include:

- Amputated or Deformed Limb
- Arthritis
- Numbness
- Repetitive stress injuries
- Tremors and convulsions

## **ACCESS BARRIER (CONTINUED)**

- Various forms of paralysis

### *SPEECH DISORDERS*

Speech disorders are disorders that make a language difficult to understand such as having difficulties with fluency, stuttering and silence. The following is to be done in order to avail information to the people with speech disorders:

- Provision of text alternatives for voice interaction
- Provision of keyboard commands as an alternative to voice-controlled applications
- Inclusion of an email or chat option as a point of contact in addition to a phone number

### *VISUAL ABILITIES*

Visual abilities range from moderate (poor vision) to severe (blindness) levels of vision problems. This includes people who are deaf and blind, as well as people living with various forms of color blindness. Content for people with visual abilities should be characterized by the following:

- Images, controls, and other structural elements that have no alternative to text
- Text, images, and page layouts that cannot be resized or disappear when changed
- Lack of visual and non-visual orientation, page structure and other navigation aids
- Video content that has no alternative to text or sound such as audio description
- Inconsistent, unpredictable, and too complex page navigation mechanisms and functions
- Text with insufficient contrast between the foreground and background color combinations
- Website that does not support the use of custom color combinations

To make content available for people with varying visual abilities, the developed content should:

- Be presented independently of its structure (e.g., the content must be presented in the way that best suits the user)

### **ACCESS BARRIER (CONTINUED)**

- Have titles, lists and links that retain their original meaning when changing views.
- Provide text alternatives for all non-text content, (e.g., images, controls and form fields)
- Allow text to be enlarged without cropping or blurring it
- Ensure that any information sent in color is also sent as text
- Give full keyboard access to those who can't see the cursor

## **DIGITAL ACCESSIBILITY AND ADA CASES**

People interested in enforcing digital accessibility typically ask, "How do I make my website or electronic document ADA compliant?"

### *THE RIGHT TO DIGITAL ACCESS*

The Americans with Disability Act (ADA) aims to provide a clear and comprehensive national mandate to eradicate discrimination against persons with disabilities.

Comprehensive anti-discrimination requirements apply to the implementation of this mandate, which prohibits discrimination requirements in the fields of employment, state and city, public housing and telecommunications. However, there was no requirement for websites and other forms of electronic information prior to the signing of the American with Disabilities Act in 1990; the Internet as we know it was non-existent.

As information technology has advanced over years, it has found its way into all areas of life and, as such, it has bred other forms of rights. For example, the right to:

- health information
- financial information
- work
- transport
- learn
- vote

### *ENTERTAINMENT RIGHTS*

The timeliness, convenience, confidentiality and flexibility of electronic information reinforce the notion that there are few significant alternatives to such access. Failure to provide accessible digital content is increasingly seen as a form of discrimination and thus an act of illegality.

### *ACCORDING TO THE ADA...*

“No one should be discriminated against because of disability in the full and equal use of public goods, services, facilities, privileges, benefits or accommodation by anyone who owns or rents or operates public accommodation.”

## **DIGITAL ACCESSIBILITY AND ADA CASES (CONTINUED)**

For companies in particular, the issue of digital accessibility within the ADA framework hinges on one question: Are electronic communications and especially websites ADA compliant or public accommodating?

In the recent past, public accommodation was only seen as a physical structure. However, as early as 1996, the Department of Justice was considering expanding the public space to include the Internet. In a letter to Senator Tom Harkin, Assistant Attorney General Deval Patrick issued the following electronic communications instructions:

“Websites covered by ADA must ensure effective communication, whether usually communicating via print media, audio media, or computer media such as the Internet. Private companies that use the Internet to communicate their programs, goods or services must be willing to provide such communications in an accessible manner.”

Although Patrick's letter mentions "public accommodation", there was no discussion as to whether the website is accommodation or not. Among the many cases of discrimination submitted to a very inaccessible website, no consensus had been reached yet. However, two cases point to the changing application of the law.

### *ADA WEBSITES CASES RELATED TO PHYSICAL STORES*

In 2006, the National Federation of the Blind filed a lawsuit against Target Corporation, arguing that the Target website contained accessibility issues that prevented persons with disabilities from accessing products and services on the website.

Target claimed that ADA Title III did not apply to its website because it was not a physical property. The court disagreed and rejected a motion to reject the application.

The decision reinforces the idea that a website that acts as a "link" to a physical store is likely to be included on the ADA website: Target, the court said, "is deeply integrated with a brick-and-mortar shop and acts as a shop entrance in many ways."

Therefore, an inaccessible website prevents access to the goods and services offered in the shop. As a result of the agreement, Target agreed to modify its website to ensure "blind guests using screen reader software can receive the same information and participate in the same transactions as viewers".

## **DIGITAL ACCESSIBILITY AND ADA CASES (CONTINUED)**

### *BUSINESS FOR WEBSITES ONLY*

Over time, it has come to be realized that ADA is not only binding websites linked to physical stores but to every website for any company with operations in America. A case at hand is of the National Association of the Deaf against Netflix accusing Netflix of a video stream on their website that was in violation of ADA for it lacked subtitles, a case Netflix argued that the website was not a place for public accommodation. Netflix lost the case as it was found in violation of ADA even though it had no physical structure

In *Hooks v. OK Bridge*. In 2000, one person sued the OK Bridge website for bipolar disorder that prevented them from participating in online bridge tournaments. Unlike the cases discussed earlier, this was not a technical barrier to access, but an attitude towards persons with disabilities: According to the complaint, this person was not given access to the website when he was diagnosed with bipolar disorder. The court ruled that the defendants were excluded from ADA as a "private club" and that there was no physical space that would not be considered a physical space.

In March 2017, a discrimination case against Domino's Pizza was rejected on the grounds that a website was not available. Three arguments were put forward to end the trial. First, the website is not currently included in ADA Title III. Second, although ADA contains website accessibility provisions, other means of access such as an acceptable 24-hour toll free number. Third, Domino's accountability for inaccessible websites would be against legal process because the Department of Justice does not have a website accessibility policy.

## **ADVANCED ACCESSIBILITY GUIDELINES**

The four accessibility standards sketched out in the segment "What is Digital Accessibility?" are essential for availability rules created by the World Wide Web Consortium (W3C), an association that makes principles for the Internet. These rules, the Web Content Accessibility Guidelines (WCAG), have been perceived and embraced by organizations, associations, and governments around the globe.

### *WCAG 2.0 OVERVIEW*

Notably, the Web Content Accessibility Guidelines (WCAG) 2.0 depend on four standards, of which they've been categorized in the following groups:

#### *DETECTABLE:*

- Provide text options for non-text content
- Provide subtitles and different choices for media
- Create content that can be introduced in various manners, including by assistive innovations, without losing meaning
- Make it simpler for clients to see and hear content

#### *OPERABLE:*

- Make all usefulness accessible from a console
- Give clients sufficient opportunity to peruse and utilize content
- Do not utilize content that causes seizures
- Help clients explore and discover content

#### *REASONABLE:*

- Make text discernible and reasonable
- Make content show up and work in unsurprising manners
- Help clients evade and right missteps

## **UNDERSTANDING WCAG 2.0**

WCAG 2.0 implores testable achievement models as a proof for the substance to be viewed as open. The purpose of every achievement rule is a specific result for end clients, not really the utilization of explicit procedures for executing availability (despite the fact that proposed methods are given in a going with record<sup>1</sup>).

Demonstrably, all standards are relegated to Level A, Level AA, and Level AAA:

- Level A - Meeting this level would give the base degree of availability.
- Level AA - Meeting this level would address the most widely recognized and effective hindrances to get to.
- Level AAA - This is the most elevated level of accessibility and is viewed as going "well beyond" desires. Completely meeting Level AAA can be mind boggling and is frequently past the assets of most associations.

The prerequisite received by most associations and guidelines is consistent with WCAG 2.0 Level AA. Past that, it is suggested that Level AAA achievement standards are fused where plausible. The degrees of consistency expand upon one another.



## **ACHIEVING WCAG 2.0**

Below is a translation of the WCAG 2.0 rules:

### *NON-TEXT CONTENT - LEVEL A*

All non-text content that is introduced to the client (e.g., pictures, diagrams, and outlines) has a book elective that can fill in as its substitution.

### *AUDIO-JUST AND VIDEO-JUST (PRE-RECORDED) - LEVEL A*

Pre-recorded Audio-just: A clear record is accommodated to any sound just substance, (for example, a webcast).

Pre-recorded Video-just: Either a distinct record or sound portrayal accommodates any video-just substance.

### *CAPTIONS (PRE-RECORDED) - LEVEL A*

Subtitles are accommodated all pre-recorded sound in a video that contains both sound and visual substance.

### *AUDIO DESCRIPTION OR MEDIA ALTERNATIVE - LEVEL A*

An enlightening record or sound portrayal of pre-recorded video content is an accommodated video with both sound and visual substance.

### *CAPTIONS (LIVE) - LEVEL AA*

Inscriptions are accommodated all live sound substance in a video that contains both sound and visual substance.

### *AUDIO DESCRIPTION (PRE-RECORDED) - LEVEL AA*

Sound portrayal is accommodated all pre-recorded video components in a video that contains both sound and visual substance.

### *INFO AND RELATIONSHIPS - LEVEL A*

Data, structure, and connections passed on through introduction (i.e., visual/hear-able signals) can be automatically decided (e.g., through semantic mark-up, structure names, or table mark-up) or are accessible in text (as choices).

### **MEANINGFUL SEQUENCE - LEVEL A**

On the off chance that the importance of substance is influenced by the request where it is perused, the right request can be perceived and shown by different innovations, including programs and assistive gadgets.

### **SENSORY CHARACTERISTICS - LEVEL A**

Directions for comprehension and utilizing content don't depend entirely on tangible qualities, for example, shape, size, visual area, direction, or sound.

### **USE OF COLOR - LEVEL A**

Shading isn't utilized as the main visual methods for passing on data.

### **AUDIO CONTROL - LEVEL A (NON-INTERFERENCE)**

On the off chance that any sound on a Web page plays naturally for over 3 seconds, the client can interrupt, stop, or modify the volume of the sound.

Note: This rule is named as Non-Interference. That is, an issue that will meddle with somebody's capacity to utilize the whole page, paying little mind to how other available innovations are executed.

### **CONTRAST (MINIMUM) - LEVEL AA**

The visual introduction of text and pictures of text has a differentiation proportion of 4.5:1 (3:1 for huge content).

### **RESIZE TEXT - LEVEL AA**

Text can be resized up to 200% and all substance stays decipherable and utilitarian.

### **IMAGES OF TEXT - LEVEL AA**

Genuine content is utilized at every possible opportunity, not pictures of text.

### **KEYBOARD - LEVEL A**

Users should be able to utilize the console and its comparable.

### **NO KEYBOARD TRAP - LEVEL A (NON-INTERFERENCE)**

This basis is marked as Non-Interference. That is, an issue that will meddle with somebody's capacity to utilize the whole page, paying little heed to how other open innovations are executed.

Use of console center or keyboard requires either a mouse click or another pointer strategy so that there is no conflict.

### **TIMING ADJUSTABLE - LEVEL A**

Abstain from having a period limit for communicating with content, except if such a breaking point is essential.

### **PAUSE, STOP, HIDE - LEVEL A (NON-INTERFERENCE)**

This measure is named as Non-Interference. That is, an issue that will meddle with somebody's capacity to utilize the whole page, paying little mind to how other available advancements are actualized.

For any moving, squinting or looking over substance, the client can interrupt, stop, or conceal it except if the development, flickering, or looking over is basic to an action. For any auto-refreshing substance, the client can respite, stop, or conceal it or to control the recurrence of the update except if it is basic to an action.

### **THREE FLASHES OR BELOW THRESHOLD - LEVEL A (NON-INTERFERENCE)**

This measure is marked as Non-Interference. That is, an issue that will meddle with somebody's capacity to utilize the whole page, paying little mind to how other available advancements are actualized.

Content doesn't contain possible interruptive or distractive flashes in any one second time span. Additionally, the blaze just happens on a little bit of the screen and doesn't include a lot of specific hues.

### **BYPASS BLOCKS - LEVEL A**

Components, for example, skip connections, tourist spots, or headings, are accessible to sidestep squares of substance that are rehased on numerous Web pages.

### **PAGE TITLED – LEVEL A**

Site pages have titles that portray their point or reason.

### **FOCUS ORDER - LEVEL A**

Components that can center content.

### **LINK PURPOSE (IN CONTEXT) - LEVEL A**

The motivation behind each connection can be resolved from the text alone or from the connection text and its unique circumstance. Instances of worthy connection settings incorporate inside a similar sentence, section, list thing, or table.

### **MULTIPLE WAYS - LEVEL AA**

Inside a site there is more than one approach to find a specific page. Model approaches include a:

- a) rundown of related pages
- b) list of chapters
- c) site map
- d) site search
- e) rundown of all accessible website pages
- f) link(s) to all pages from the landing page

### **HEADING AND LABELS - LEVEL AA**

Headings and names (text used to recognize specific parts in content, for example, a structure field) portray their point or reason.

### **FOCUS VISIBLE - LEVEL AA**

For any components that get console centre, the centre marker is obvious.

### **LANGUAGE OF PAGE - LEVEL A**

The default language of each page can be perceived and shown by different innovations, including programs and assistive gadgets.

## **LANGUAGE OF PARTS - LEVEL AA**

The language of every entry or expression in content that is not quite the same as the default can be perceived and shown by different advancements, including programs and assistive gadgets.

## **ON FOCUS - LEVEL A**

At the point when any segment gets center, it doesn't naturally start a difference in setting.

Models include:

- a) Forms submitted naturally when the last field is left
- b) New windows dispatched when a menu thing gets center
- c) Focus is consequently changed starting with one part then onto the next when the first gets center

## **ON INPUT - LEVEL A**

Changing the setting of any UI part doesn't consequently cause a difference in setting except if the client has been educated concerning the conduct before utilizing the segment. For instance, choosing a thing from a drop-down menu doesn't naturally cause a change; the client must snap a Submit button first.

## **CONSISTENT NAVIGATION - LEVEL AA**

Navigational instruments that show up on different pages of a site happen in a similar relative request, except if a change is started by the client.

## **CONSISTENT IDENTIFICATION - LEVEL AA**

Segments that include a similar usefulness inside a site are distinguished reliably. For instance:

- a) The same symbols allude to similar capacities
- b) References to different pages are steady
- c) A symbol and its contiguous content connection go to same objective

## **ERROR IDENTIFICATION - LEVEL A**

In the event that an information blunder is consequently recognized, the mistake is distinguished and depicted to the client in text.

### **LABELS OR INSTRUCTIONS - LEVEL A**

Names or directions are given when substance requires client input.

### **ERROR SUGGESTION - LEVEL AA**

In the event that an information mistake is naturally identified and proposals to address it are known, at that point the recommendations are given to the client.

### **ERROR PREVENTION (LEGAL, FINANCIAL, DATA) - LEVEL AA**

For pages that cause lawful responsibilities or money related exchanges for the client to happen, that adjust or erase client controllable information in information stockpiling frameworks, or that submit client test reactions, at any rate one of coming up next is valid:

- a) Submissions are reversible
- b) Data entered by the client is checked for input blunders, and the client is given a chance to address them
- c) A component is accessible for inspecting, affirming, and adjusting data before concluding the accommodation

### **PARSING - LEVEL A**

Content implemented using markup languages, elements have complete start and end tags, elements that do not contain duplicate attributes, have unique IDs.

### **FOR ALL UI PARTS:**

- a) Name and job can be perceived and shown by different innovations
- b) States, properties, and qualities that can be set by the client can be set by different innovations.
- c) Notification of changes to these things are accessible to client specialists (counting programs and assistive gadgets)

Note: This achievement model is fundamentally for designers who make their own UI segments. Standard HTML controls effectively meet this achievement measure when utilized accurately.

## **SECTION 508**

The other major advanced accessibility standard in the United States is Section 508 of the Rehabilitation Act of 1973. Section 508 necessitates that data and innovation created, acquired, kept up, or utilized by government offices be open to individuals with handicaps.

Section 508 had its own principles for web availability; be that as it may, the Section 508 Refresh of January 2017 consolidates WCAG 2.0 into those principles.

## **BEGINNING WITH DIGITAL ACCESSIBILITY**

Endeavouring to address the entirety of the issues shrouded in the part "Website Accessibility Guidelines" may appear to be a mind-boggling challenge. Notwithstanding, it need not be. Here are a few hints and best practices to assist you with beginning with Website Content Accessibility.

## **HTML**

The following actions may be taken to make your Web content compliant:

### *ADD ELECTIVE CONTENT TO EACH SIGNIFICANT PICTURE*

Include elective content (or "alt text") to your pictures and include text content that can be perused by screen readers and other assistive advances. Alt text ought to be compact and enlightening. A decent inquiry to pose is: on the off chance that I was unable to utilize this picture, what text would I supplant it with?

### *STRUCTURE YOUR SUBSTANCE WITH HEADINGS*

Headings isolate your substance into reasonable, efficient areas. Outwardly, headings permit clients to check your substance for significant data and to perceive how bits of that data identify with one another. Headings likewise permit assistive innovation clients to rapidly explore your data.

### *ADD ROUTE VISITOR SPOTS TO YOUR PAGE*

Like headings "guide" visitors, URL highlights point clients to rapidly explore by taking them legitimately to a segment of your site. For instance, the "route" milestone would take clients to your website menu, the one for "search" would take them to your site search box, and the one for "About" would take them to the principle substance of the page.

In contrast to headings, tourist spots are ordinarily covered up and just accessible to assistive advancements.

### *UTILIZE A CUSTOM CENTER MARKER*

Visual clients ought to have the option to see where they are on your page as every component gets console centre. The visual centre pointer shifts by program; however, the default is ordinarily a dabbed plot that can be hard to see. Utilize a custom center pointer that is simpler to see and that will be predictable across programs.



## **HTML (CONTINUED)**

### *ENSURE YOUR SUBSTANCE CAN BE GOTTEN TO UTILIZING THE CONSOLE*

It very well may be contended that console access shapes the premise of web accessibility. Console access not just advantages individuals who can't work a conventional cursor, yet it additionally shapes the basic communications for most assistive advancements. Guarantee that all connections, structure fields and fastens, and other intelligent components can be reached and worked utilizing the console alone.

### *UTILIZE CLEAR CONNECTIONS*

Connections work like street signs in your substance, advising individuals where to go, or where you might want them to go. Connection text ought to portray for clients where they are being taken to or the capacity that will be performed when clicked. "Click here" is definitely not an engaging connection; it doesn't give the client any important data.

### *USE RECORD STYLES*

Use passage and making a beeline for structure the record.

### *ADD ELECTIVE CONTENT TO PICTURES AND ARTICLES*

This incorporates pictures, cut workmanship, diagrams, shapes, SmartArt illustrations, and inserted objects. Utilize clear, compact terms in your depiction. For instance, "Individual in wheelchair entrance ramp may do the trick instead of "Grinning lady in wheelchair presenting entrance ramp."

### *UTILIZE SHORT TITLES IN HEADINGS*

Keep headings short (less than 20 words or one line long). This makes it simple for visitors to rapidly explore your archive.

### *NAME YOUR HYPERLINKS SUITABLY*

Your connection should contain significant content that mirrors the connection objective or subject, as opposed to just saying "click here."

## **HTML (CONTINUED)**

### *UTILIZE BASIC TABLE STRUCTURE*

Abstain from utilizing settled tables, combined or split cells, or clear cells for arranging.

### *SET SEGMENT HEADER LINES IN TABLES*

Clear section headings give setting and help exploring the table. Bookmarks are likewise a helpful apparatus.

### *ABSTAIN FROM UTILIZING REHASHED CLEAR CHARACTERS*

Additional areas, tabs, and void sections can cause individuals utilizing screen readers to consistently hear "clear." Instead, use styles with arranging and indenting to make blank areas.

### *ABSTAIN FROM UTILIZING GLIDING OBJECTS*

For simple a route, spot protests in accordance with text.

### *STAY AWAY FROM WATERMARKS*

Watermarks and other foundation pictures might be covered up or mistaking to individuals for vision or intellectual inabilities. Rather than utilizing a watermark to recognize a report as a "draft" or "secret," remember the content for the report title or heading.

### *FILL IN RECORD PROPERTIES*

In cutting edge record properties, enter title, subject, and creator.

## **UTILIZE THE ACCESSIBILITY CHECKER**

This implicit instrument will enlighten you concerning some conceivable accessibility issues in your record and give proposals on the best way to address them. Note that the Accessibility Checker won't locate each conceivable accessibility issue; it is just a spot to begin.

## **WEB-BASED MEDIA**

Follow these prescribed procedures to help guarantee your online media content is as open as it very well may be.

## **PROFILE TIPS**

Try not to utilize text in pennant workmanship pictures

Outside of your name, or that of your association, assistive innovations don't perceive text in your flag photograph. Just use text in text fields.

## **UTILIZE HIGH GOAL PICTURES**

Pictures ought to be anything but difficult to see regardless of how large they are seen.

## **USE TEXT HUES THAT CAN BE EFFECTIVELY OBSERVED**

Whenever the situation allows, pick great differentiation among text and foundation. Approve your hues with contrast checkers.

## **PURPOSE OF CONTACT**

Rundown a state of contact on your profile to address questions.

## **POSTING TIPS**

### *ADD ELECTIVE CONTENT TO PICTURES*

At the point when this is absurd, depict the picture in clear, succinct terms as a feature of the post. This incorporates pictures, cut such as video, audio, or PDF.

### *PUT EXTRA HASHTAGS AFTER HYPERLINKS*

Hashtags can be confounded for those utilizing assistive innovation. A couple is okay in the primary body; in any case, post them toward the end.

### *USE CAMEL CASE FOR HASHTAGS*

Promoting the primary letter in each word assists individuals with translating the hashtag.

### *SIGHT AND SOUND SHOULD BE SEEN AND HEARD*

Any video you make or connection to requirements to have inscribing. Web recordings must have records. When composing a content, depict key visuals.

### *UTILIZE PLAIN LANGUAGE*

Clear substance will connect more readers. Keep away from abbreviations.

## **EMAIL**

Follow these accepted procedures to help guarantee your messages are open. Note that despite the fact that these tips were composed in view of Outlook, the standards apply to other email customers, too.

### *USE HTML DESIGN WHENEVER THE SITUATION ALLOWS*

Abstain from utilizing Rich Text Format (RTF) as it may not be viable with other email programs.

### *TEXTUAL STYLES AND TEXT DIMENSION ARE SIGNIFICANT*

Pick san serif textual styles of in any event 12-point size for more noteworthy coherence. Calibri, Arial, Helvetica, Tahoma, or Verdana are acceptable textual style alternatives.

### *ADD ELECTIVE CONTENT TO PICTURES AND ITEMS*

All illustrations (photographs, pictures, graphs, screen shots) require elective content or inscriptions. Utilize clear, brief terms in your depictions.

### *INCLUDE CONNECTIONS*

When connecting reports or different records to messages, guarantee those archives are available. Consider utilizing unmistakable record names so clients comprehend what they are opening.

### *USE STYLES*

On the off chance that your email customer underpins it in HTML, when composing longer messages, utilize worked in designing styles, for example, records and headings.

### *NAME YOUR HYPERLINKS FITTINGLY*

Utilize important content for hyperlinks. It is worthy to show only the URL for your email address in your mark. Connections should go to available substance: connected sites and PDFs should be open and connected recordings ought to have inscriptions.

### *ABSTAIN FROM UTILIZING REHASHED CLEAR CHARACTERS*

## **EMAIL (CONTINUED)**

Additional areas, tabs, and void sections can cause individuals utilizing screen readers to consistently hear "clear." Instead, use styles with organizing and indenting to make blank area.

### *CHECK YOUR SHADING CONTRAST*

Backgrounds for messages ought to be white. Custom backgrounds can cause security issues and burden cell phone performance, making them slower. They likewise may keep individuals from having the option to peruse a picture's elective book in the event that they don't acknowledge the programmed downloading of pictures (e.g., versatile). Text style styles additionally need great differentiation.

### *UTILIZE PLAIN LANGUAGE*

Put key data in advance. Use bulleted records to fragment supporting focuses. Compose utilizing dynamic voice: the subject of the sentence plays out the activity.

### *MAKE YOUR UNMISTAKABLE OPEN*

Try not to utilize tables to arrange marks. Contact data ought to be in genuine content, not a realistic. On the off chance that a logo is incorporated, guarantee it has elective content.

### *WEBSITE CONTENT ACCESS QUICK CHECK*

Here are five checks you can never really pick up something about the accessibility of your Web content. These checks are not intended to be important for a complete testing measure; rather, they may educate you to possible hindrances to get to:

- Do sound documents, for example, webcast scenes, accompanied records?
- Do recordings have the alternative to empower subtitles? Do those inscriptions mirror the substance of what is spoken? (YouTube's auto-produced subtitles, for instance, as often as possible contain record blunders.)
- If you increment the program zoom to 200%, is all substance still clear and practical?
- Can you travel through the intuitive components (joins, structure fields, on-page controls) on the page utilizing the TAB key? Some structure fields, for example, radio catches, require extra orders, however can you tab to each gathering of catches?
- As you are selecting through page components, is there a visual centre marker that gives you where you are?

## **BUILDING UP AN ACCESSIBILITY PLAN**

The open accepted procedures given in the segment "Beginning with Digital Accessibility" are an acceptable spot to begin, yet you may need an advanced availability as an aspect of your association's way of life, you ought to build up an accessibility plan.

As a major aspect of an accessibility plan, your association should:

### *ADDRESS ALL TERRITORIES OF YOUR ADVANCED STAGE*

Usable and useful web content is a significant piece of advanced accessibility, yet it isn't the main part. Guarantee your arrangement covers versatile locales and applications, electronic archives, messages, and online media presence.

### *USE WCAG 2.0 AA AS YOUR AVAILABILITY STANDARD*

The Web Content Accessibility Guidelines (WCAG) 2.0 (<http://www.w3.org/TR/WCAG20>) have been perceived and received by organizations, associations, and governments around the globe. They are additionally the rules regularly referred to in separation settlements.

### *CHOOSE ACCESSIBILITY ORGANIZER*

Discover somebody inside your association to lead your accessibility endeavours. This individual ought to know about advanced accessibility, or is happy to learn, and ought to constantly advocate for availability at all degrees of your association.

### *RECRUIT A FREE SPECIALIST, IF NECESSARY*

On the off chance that you don't have the master for deciding your present degrees of availability, discover somebody who does. They will have the option to recognize issues and assist you with building up an arrangement and approach for fixing them.

### *PREPARING ALL STAFF IN THE FORMATION OF AVAILABLE SUBSTANCE*

Every individual who makes website content in your association ought to have an essential comprehension of availability standards and how to execute them as best practices. Making content liberated from significant availability blunders ought to be as basic as making content with no spelling mistakes.

## **BUILDING UP AN ACCESSIBILITY PLAN (CONTINUED)**

### *ADD AVAILABILITY TO EXECUTION ASSESSMENTS*

Consider accessibility as simply one more aspect of your substance creation measures. Try not to consider it an assortment of highlights to be included when substance is done. Routinely inspecting availability endeavours will make it an aspect of your hierarchical culture.

### *EMBRACE AN AVAILABILITY STRATEGY*

Build up an authority composed strategy that traces your association's duty to advanced availability just as how you intend to keep up and improve such accessibility.

### *POST AN AVAILABILITY EXPLANATION ON YOUR SITE*

Your availability explanation ought to pass on your association's promise to conveying content in an open way. It should (1) reference the accessibility standard you are moving in the direction of accomplishing, (2) give data clients may need to effectively get to your substance, and (3) give a state of contact to availability concerns.



## **TEST YOUR SUBSTANCE FOR ACCESSIBILITY**

Routinely test your substance for accessibility, and audit the availability of new substance before it is delivered to general society. Appropriate accessibility testing ought to depend vigorously on manual survey. Mechanized testing can give you an elevated level perspective on issues, however it commonly just finds somewhere in the range of 25 and 40% of all availability issues.

In 1998, Congress changed the Rehabilitation Act of 1973 to require Federal offices to make their electronic and data innovation available to individuals with inabilities. Out of reach innovation meddles with a capacity to get and utilize data rapidly and without any problem. Segment 508 was instituted to kill obstructions in data innovation, open new open doors for individuals with handicaps and empower improvement of advancements that will help accomplish these objectives.

## **SECTION508.GOV**

This webpage gives data and connections to direction, assets, apparatuses and blog articles zeroing in on helping the administration actualize the prerequisites of Section 508. Utilizing this site, government representatives and people in general can get to assets for comprehension and executing the prerequisites of Section 508 as they apply to the turn of events, acquisition, support, or utilization of Information and Communication Technology (ICT) items and administrations.

## **AREA 504, REHABILITATION ACT OF 1973**

Area 504 of the Rehabilitation Act of 1973 forbids oppression qualified people with inabilities. Upon demand, government organizations are needed to give sensible facilities - including open data and correspondence - to individuals with inabilities to guarantee equivalent admittance to their projects and exercises.

## **WEB CONTENT ACCESSIBILITY GUIDELINES (WCAG) 2.0**

Web Content Accessibility Guidelines (WCAG) 2.0 covers a wide range of recommendations for making Web content more accessible. Following these guidelines will make content accessible to a wider range of people with disabilities, including blindness and low vision, deafness and hearing loss, learning disabilities, cognitive limitations, limited movement, speech disabilities, photosensitivity and combinations of these.

## **GUIDE TO THE SECTION 508 STANDARDS - US ACCESS BOARD**

The purpose of this technical assistance document is to ensure successful implementation of section 508 of the Rehabilitation Act of 1973, as amended.

### **SECTION 508 CHECKLIST**

#### *PDF ACCESSIBILITY OVERVIEW - ADOBE*

This guide details what is meant by accessibility in the PDF file format. It distinguishes between the accessibility features of the file format, of Adobe Acrobat DC and of the Adobe Acrobat Reader application, and how the features of the software and the file format interact to achieve accessibility for people with disabilities.

#### *ACROBAT PRO DC PDF ACCESSIBILITY REPAIR WORKFLOW*

This guide provides a step-by-step method for analysing existing PDF files and making them accessible based upon that analysis. This workflow coincides with the workflow provided in the Make Accessible Action wizard and potential issues tested for in the Accessibility Checker tool.

#### *ACROBAT PRO DC ACCESSIBLE FORMS AND INTERACTIVE DOCUMENTS*

This guide describes how to use the forms tools within Adobe Acrobat Pro DC to add descriptions to form fields, tag untagged forms, set the tab order, manipulate tags and perform other PDF accessibility tasks.

#### *USING THE ACCESSIBILITY CHECKER IN ACROBAT PRO DC*

This guide describes the PDF accessibility checkers that are included in Adobe Acrobat Pro DC. Even if you generate an accessible PDF file from an authoring application such a word processor or desktop publishing program, you should then follow the steps in this guide in order to identify any items that may have been missed in the initial conversion, or to add PDF accessibility features that were not provided by the authoring tool.

#### *PDF ACCESSIBILITY QUICK CARD (PDF)*

A checklist of best practices to help ensure your PDF documents created with Adobe Acrobat Pro are accessible.

## **WEBSITE ACCESSIBILITY**

### *TIPS ON DESIGNING FOR WEB ACCESSIBILITY*

This page introduces some basic considerations to help you get started making your user interface design and visual design more accessible to people with disabilities. These tips are good practice to help you meet Web Content Accessibility Guidelines (WCAG) requirements.

### *TIPS ON WRITING FOR WEB ACCESSIBILITY*

This page introduces some basic considerations to help you get started writing web content that is more accessible to people with disabilities. These tips are good practice to help you meet Web Content Accessibility Guidelines (WCAG) requirements.

### *TIPS ON DEVELOPING FOR WEB ACCESSIBILITY*

This page introduces some basic considerations to help you get started developing web content that is more accessible to people with disabilities. These tips are good practice to help you meet Web Content Accessibility Guidelines (WCAG) requirements.

### *HTML ACCESSIBILITY*

A collection of articles covering various elements of accessible HTML, among them:

- a) Semantic Structure
- b) Links & Hypertext
- c) "Skip Navigation" Links
- d) Alternative Text
- e) Keyboard Accessibility
- f) Web Accessibility Tutorials – W3C-WAI

This collection of tutorials shows you how to develop Web content that is accessible to people with disabilities, and introduces you to a better user experience for everyone.

## **HOW TO MEET WCAG 2.0**

A customizable quick reference to Web Content Accessibility Guidelines (WCAG) 2.0 requirements.

## **TECHNIQUES FOR WCAG 2.0**

A collection of techniques and failures for meeting the Web Content Accessibility Guidelines 2.0. The techniques listed are only informative; they are not required to meet WCAG 2.0. For important information about techniques, refer to Understanding Techniques for WCAG Success Criteria.

## **SOCIAL MEDIA ACCESSIBILITY**

The Office of Accessibility offers tips for effective, accessible social media use and outreach, including a social media accessibility checklist (PDF).

## **FEDERAL SOCIAL MEDIA ACCESSIBILITY TOOLKIT HACK PAD**

This Toolkit is your guide to improving the accessibility of social media for general public service. Created with the input of social media leaders and users across government and the private sector, this living document contains helpful tips, real-life examples and best practices to ensure that your social media content is usable and accessible to all citizens, including those with disabilities.

## **MULTIMEDIA ACCESSIBILITY**

Captions, Transcripts, and Audio Descriptions

An overview of the use of captions, transcripts, and audio descriptions in accessible multimedia.

## **TESTING FOR ACCESSIBILITY**

Testing accessibility is done in 6 Simplest Web Accessibility Tests which can be done by anyone via accessibility checks performed on a webpage without needing to know accessibility guidelines or development practices.

Easy Checks: A First Review of Web Accessibility Initiative, World Wide Web Consortium - WAI-W3C