



Is **everyone** in your class able to use your digital tool and content?

How to Evaluate Digital Accessibility using POUR



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Make Digital Content and Tools Accessible to Everyone

Perceivable

Operable

Understandable

Robust

Perceivable

I'm blind. I use my screen reader to read your website but if your images don't have alt text, it's all a blank to me.

I'm deaf. I read the captions in your video. Are they there?

Watch what happens when a screen-reader reads an image with no alt text.

Operable

I have a disability. I can't use a mouse. I operate with my keyboard instead. I use the Tab key to navigate websites. That works if the site has focus indicators and meets other accessibility principles.

Why The Focus Indicator is Important.

Understandable ✓

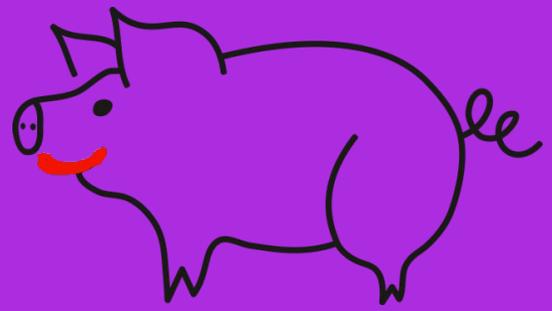
Recognize this icon? 

Probably you do. It's universally understood that it's the website menu. It's called a "hamburger icon." What if the designer chose an image of a real hamburger

 instead? You would wonder what it meant.

Nine Guidelines for Clear and Intuitive Icons

Robust



“Sometimes we will have clients that will come to us and you have this fancy wiz-bang interface and say, ‘you know, I need to make this accessible’ and we’ll look at it. It’s not even usable. It’s really confusing and difficult to use and frustrating and no amount of web accessibility you **lipstick** is going to make that usability **pig** anything other than a pig.

Sometimes it’s a really good idea just step back and think about friendliness and usability first and once we do that the accessibility becomes much much easier.” J.Smith/WebAim

[Webinar: Accessibility and School Websites: Tips from Jared Smith at WebAIM](#)



[Read about built in accessibility features on student devices!](#)

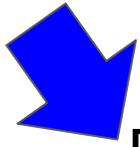


Why should teachers know about the POUR model?

- You have a [legal responsibility](#) to provide learning tools that are accessible to students who have a disability and to neurodiverse students.
- It creates a better experience for ALL students, including English language learners.
- [Using an accessible tool](#) from the start prevents you from wasting time and money trying to make something else work.

How to apply the POUR Principles

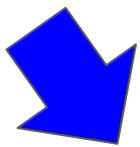
Perceivable



For learners to know your content

1. Add alternative text to images
2. Add accurate closed captions to videos. If you do not own the video, provide a transcript or don't use it.
3. Make sure text is readable. The contrast of text color and background color must pass the test.
4. Make sure the content doesn't just depend on color.

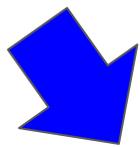
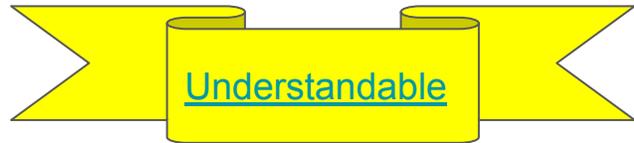
Operable



For learners to interact with your content

1. Provide a clear structure and appropriately labeled title
2. Create descriptive links that make sense out of context
3. Provide plenty of time for interaction and response
4. Avoid anything about content that might trigger a seizure

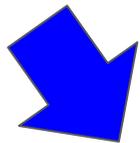
Understandable



For learners to understand your content

1. Express expectations with clear directions and models
2. Follow conventions to ensure a predictable and consistent experience
3. Use plain language
4. Indicate the language of your content

Robust



To make sure your content work well

1. Adding metadata makes content easier to find and use
2. Perform accessibility checks
3. Conduct basic assistive technology testing

What we found when we tested tools on the world's least-accessible webpage



A web page full of accessibility
failures

Web Accessibility Laws and Policies Around the Globe



Keep Learning

[Online Tools for Teaching & Learning](#) →
Make it your first stop.

[Accessibility Tools and Resources: Getting Started with Accessibility](#)

[Universal Design for Learning \(UDL\): A Teacher's Guide](#)

[Common Sense Media's Learning Differences and Special Needs Guide](#)

[Accessibility in Education Creates Better Opportunities for Learners](#)

[How to Plan Your School's Website for Accessibility & Avoid Fines.](#)

[Common Sense Education](#)



I Don't Want to Look Any Different
Beth Poss



Seeing UDL in the Classroom

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