# Access Guide: Meetings, Training and Events

This resource is meant to guide anyone planning and preparing for meetings, events and training. There is also extensive material on creating accessible documents. The focus of this information is accessibility and increasing universal access. Equity considerations are also spotlighted.

There are multiple ways to use this tool. You might read it beginning to end. You may utilize the checklist for whichever phase you're at in your planning. You can click on links for more information as you read.

This guide was originally created and compiled by the Multnomah County Accessibility Guidelines group in 2021. It was revised in 2026 to be an external resource by the Office of Diversity and Equity. Any questions, concerns or edits can be directed to the Office of Diversity and Equity's Disability Equity Policy Analyst Sr, Ashley Carroll (ashley.carroll@multco.us).

If you are looking for a quick guide to create an accessible presentation, we have a shareable resource:

## Accessible Presentation Techniques: A Quick Guide

# Accessibility Checklist for Events

## **More Than One Month Before:** Planning

- ☐ Pick a date. Consider religious holidays.
- ☐ Choose a location.
    - ☐ If virtual, select a platform.
    - ☐ If in-person, select a physical space. Do a walkthrough and make note of accessibility features and any inaccessible areas.
- ☐ Consider promotion (website, flyers, etc.) Build accessibility considerations and information into your promotion.
    - ☐ Building access.
    - ☐ Creating a scent-free environment.
- ☐ Decide if you will have a registration / RSVP process.
    - ☐ Ensure your RSVP method or form is accessible.
    - ☐ Ask for accommodation needs here.
    - ☐ Be prepared to provide requested accommodations.
- ☐ Will food be served? Implement inclusive food best practices.
- ☐ Consider or confirm presenters, trainers, hosts.
    - ☐ Ensure they understand presentation best practices and utilize WCAG guidelines in their materials.
    - ☐ Set a deadline for receiving all materials well ahead of event.
    - ☐ Don't forget to ask these folks for any accommodation needs.
- ☐ If needed, request interpretation services or live captioning.
- ☐ When building your agenda, remember to allow adequate time for breaks and transitions.

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## **One Week Before:** Preparing

- ☐ Send out event information including:
    - ☐ Building access
    - ☐ Agenda
    - ☐ Expectations - both of participants and what they can expect from the day
    - ☐ Any universal accommodations
    - ☐ Menu(s)

- ☐ Relevant meeting materials: Include electronic copies of any documents or presentations that may be provided or presented day of.

- ☐ Confirm food. Ensure ingredient signage is provided by caterer or created by event planner.
- ☐ Confirm interpreter(s) and captioners.
- ☐ Ensure you have A/V equipment (microphones, amplification for videos, etc.).
- ☐ Decide on an introduction method. Communicate this practice to any hosts, trainers or presenters.
- ☐ Consider providing:
  - ☐ Name tags with pronouns, participants to fill out
  - ☐ Coloring supplies
  - ☐ "Fidget" toys, etc.
- ☐ Create or finalize an event program. Include any relevant accessibility info here.
- ☐ Ensure adequate signage with large, bold lettering and proper color contrast.
- ☐ Consider if you will be creating recordings or taking photos. Send a photo release to participants before the event.

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## **Two Days Before:** Getting ready

- ☐ Send a reminder email
  - ☐ Highlight any participant expectations and what to expect from the day, including planned breaks or transitions
  - ☐ Include electronic materials again (agenda, documents, presentation slides, etc.)
- ☐ If possible, do another space walkthrough to ensure no accessibility issues have arisen.
- ☐ Review and prepare for any accommodation needs that may arise.
- ☐ Practice technology and any assistive devices in use:
  - ☐ Consider placement of ASL interpreters.
  - ☐ If virtual, practice "pinning" interpreter screen.
- ☐ Prepare your registration table for working with someone who cannot see or read signage.
- ☐ Designate microphone runner(s).
- ☐ Print materials, including large print or other languages as needed.

## **Day Of:** Pulling it off

- ☐ Ensure adequate time to complete set-up before participants arrive. Remember signage.
- ☐ Have printed copies of materials.
- ☐ Utilize accessible introduction methods.
- ☐ Be clear about any recordings being made or photos taken.

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## **One Week After:** Closing the loop

- ☐ Send copies of any presentations or materials not provided ahead of time.
- ☐ Send any recordings created for participant viewing or use.
- ☐ Send any evaluations. Ensure accessibility of any surveys or forms.

## Equity Analysis

This section includes an equity analysis answering three questions that were adapted from the Multnomah County Equity and Empowerment Lens, which includes a 5Ps Worksheet to guide users in making decisions to consider: Purpose, People, Place, Process and Power. This is done through answering a collection of questions under each “P”.

For the purpose of this document, the 5Ps were adapted into three questions:

1. **Who is impacted positively or negatively by these practices?**
2. **What barriers exist to enacting these practices?**
3. **How are we including marginalized communities in decision making and planning?**

The Accessibility Guidelines Group that created this tool answered the above questions for each section. This effort has been condensed for readability and equity impacts are reflected below. Utilize the above inquiries amongst your planning team and event leadership. This process is necessary not only as a best practice for inclusion, but as an acknowledgement of the shared responsibility we all hold to create spaces accessible to those who have historically been excluded.

### Who is impacted positively or negatively by these practices?

Generally, people with disabilities, unique access needs, and intersectional identities are positively impacted by these accessibility considerations. We also know that when spaces are intentionally accessible for the people with the most barriers, folks with less barriers benefit too.

### What barriers exist to enacting these practices?

Some practices require extra or earlier intentions on behalf of the event organizers. While this may feel unfamiliar or overwhelming, we assure you these are standard best practices that align with values of inclusion as well as legal obligations.

Some accessibility actions may require financial resources (procuring accessible food options, interpretive services, or a sound amplification system), or increased communication of expectations with presenters and people creating and compiling materials. These may be perceived as barriers, but we like to think of them as opportunities to show our commitment to accessibility.

**How are we including marginalized communities in decision making and planning?**

This is an imperative question for your event planner(s) to ask of themselves and their planning process. Have you interacted with the audience you've identified? Can you have intended recipients review flyers or other materials before distribution? Could you do a walkthrough of the physical space with someone who uses a mobility device before the event? Ideally a member of the intended audience or the disability community would be part of your planning group and able to weigh in on decisions along the way.

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# Creating Accessible Materials

This page contains best practices for designing accessible materials for your meetings, training and events. There is no single format that will always work for everyone. The goal is to create materials and processes that work for as many people as possible. Then for the remaining few whose needs are not met, we'll provide accommodations.

## About WCAG

The Web Content Accessibility Guidelines 2.2 (WCAG, pronounced "Wuh-cag") are internationally-recognized requirements for digital content, including web sites and documents. They describe certain criteria that are needed in order for content to be accessible.

There is no single format that will always work for everyone. The goal is to create materials and processes that work for as many people as possible. Then for the remaining few whose needs are not met, provide accommodations.

### Design materials as simply as possible

- Simple, single-column text documents can easily be adapted for different font sizes. They allow text to reflow for use on different screen sizes so users don't have to scroll horizontally. They can also be quickly and easily converted to different file types and formats.
- Keep paragraphs brief and sentences short. Apply plain language techniques. Use the Hemingway Editor to keep your reading level close to grade 8-9 for internal documents and grade 6 for most public documents.
- Use bulleted lists when possible.
- Use white space.
- Avoid tables when possible.
- Use headings and subheadings to break up large amounts of information.
- Titles and headings should stand out visually from body text-- make them larger and/or bold.
- Use simple sans serif fonts. Never use scripts.
- ALL CAPS, italics, and center-aligned text should be avoided or used in very small doses, as they can be harder to read.
- Use a color contrast checker to be sure your text meets accessibility requirements.
- Avoid using underlined text ***except*** for active links.

- Although there are users who require or prefer light text on a dark background (“dark mode”), more users benefit from dark text on a light background (“light mode”). Best practice is to design your content as standard light mode. (Small doses of light text on a dark background are acceptable for headings.) If your content is accessible, users who require dark mode often have tools that convert it. Or it can be converted upon request, as an accommodation.

### Printed documents

- Regular print: If you’ll provide printed documents, try to use 14-point font for body text. Never use less than a 12-point font.
- Large print: Large print documents should use an 18-point font. Never use less than a 16-point font.

### Electronic documents

- There are lots of different types of assistive technologies for users with different needs. But they only work if you design your materials to be accessible.
- Provide links to electronic documents in advance so people can review, print, alter materials, and/or follow along on their own screens during the event.
- If it’s not possible to provide electronic materials in advance, send them after the event.

### Font sizes

- The rules for font sizes in electronic materials are different than for printed documents. In most cases, people can adjust text size as they need to and may have settings on their devices set to display a certain size.
- For this reason, it’s best to keep the font size of body text in a neutral middle ground (around 12-14 points, or 14-16 pixels).
- Bigger isn’t always better. People with certain vision impairments can read smaller text better than huge text.

### File types

- If you can present your material on a web page instead of in a document, that’s generally more accessible. The same semantic markup that tells a web page how to display is also used by assistive technologies.
- If you must use a document, PDF’s can be used by most people if the PDF is accessible.

### Hyperlinks

- Underline hyperlinks, and make them a different color (the contrast requirement to differentiate link text from regular text is only crucial if underlining is not used).
- Use meaningful link text so screen reader users understand where the link is going. Avoid using “click here,” “more” or long URLs.

### Presentation slides

- Each slide should have a designated title.
- Each slide’s title should be unique.
- If you add images, make sure to add alternative text.
- Avoid using images with text, as these won’t be usable with assistive technologies.
- If you use images or graphs, plan to describe the content of them for non-sighted users or users joining by phone or without video.
- Keep slide content brief, and text large. Try to keep font sizes at 18-22 pt or larger.

### Audio recordings

If you share an audio recording of an event, training or meeting afterwards, you must also share a transcript (per WCAG).

### Video recordings

When you upload a video file to YouTube, it will automatically generate captions. You will need to go into the caption file and correct spelling, punctuation, etc.

If your event had live captioning, you can get a caption file from the CART service provider and apply it to your video on YouTube.

## Registration and Asking for Accommodation Needs

### Best practices

Observe these accessibility best practices when attendees register for an event or training.

- Ask for accommodation needs during registration:

    - Ask everyone if they need accommodation.
    - Ask if specific resources or assistive technology are needed.
    - Ask for gender pronouns, print onto name tags, or have a spot for participants to fill in on their own.
    - If you need to collect gender identity data, best practice is to allow folks to self identify rather than pick from a pull down list.
    - Only offer accommodations you are able to provide them.

- Consider food needs: Ask everyone if they have a food restriction.

- Registration table

    - Ensure table height is 28”- 34” from the ground.
    - Avoid “find your name” on a long list.
    - Be careful with signs that say “A-F”, “G-M”, etc.
    - If giving out packets of materials, also provide them ahead of time electronically.

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## Examples of registration questions

1. Do you need accommodation to participate?

    - Yes
    - No
    - Unsure

2. If yes, are there solutions or workarounds you already use/have? Please describe below:

3. If you know, what kind of accommodation do you need?

4. Do you require any of the following alternate formats?

    - None
    - Materials in Braille
    - Electronically accessible for screen readers
    - Materials in over 14pt font (please select ‘other’ and indicate size)
    - Materials in plain language
    - Hard copies of materials on-site
    - Other: _____

5. Do you require interpreting services?
    - None
    - American Sign Language (ASL)
    - Sign Language other than ASL -- Which language? _____
    - Certified/Deaf interpreter
    - Spoken Language interpreter
    - Cued speech
    - Signed English
    - Simultaneous communication
    - Other:_____
6. Do you require auxiliary aids?
    - None
    - Captioning
    - C-Print
    - CART
    - Assistive Learning Device
    - Other: _____
7. If you have any food allergies or dietary restrictions, please list those below.
8. Will you be coming with a personal care attendant?
    - Yes
    - No
9. For planning purposes, please list your personal care attendant's name below.
10. Anything else you'd like us to know?

# Accessible Virtual Events

## Choosing a virtual platform

- The virtual meeting platform that will be used for the event should be included in communications to allow for participants to plan for any assistive needs.
- Everyone has to have full access to the internet.
- Consider the accessibility of the platform being used.

    - Are the virtual functions accessible with a screen reader? (e.g. volume controls, chat function, etc.)
    - Is there a cost for the participants?

- Have you considered security for “virtual bombers”?
- When possible, have a telephone or call-in connection available for participants that cannot use the virtual technology, or who use certain assistive technologies.
- Have a direct point of contact for IT accessibility to help participants at any point during the event.
- Consider having presenters wear a headset for clear sound quality.
- Materials should be provided ahead of time to allow participants to review the information.
- If the presenters plan on sharing screens during their presentation, provide the material prior to the virtual event in an accessible format. This allows for individuals using screen readers to have access.
- Set aside time at the beginning of the event for technology problems and for logging in to the event platform.

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## Captioning

- Confirm that all presenters have automated captions (minimally).
- Provide ASL interpreters and CART (communication access real-time translation) proactively for large or live streamed events.
- Confirm that all videos have captions.
- Consider pre-recording the virtual event. This allows for your team to do the captioning of the presentation/videos. This also eliminates the possibility of having technology issues during the live event.
- Ensure presenters’ faces and the ASL Interpreter’s face are well lit and clearly displayed on the screen.

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## Activity technology

- Ensure participants have numerous ways to respond/participate/engage in the presentation
    - Email questions prior to the event
    - Chat
    - Microphone
- Ensure you are pausing for a few seconds to allow for someone to unmute their microphone, type in the chat, etc.
- Read all polls, chats and questions aloud.
- Have a dedicated “host” to allow participants to ask questions anonymously.

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### Virtual Introduction Methods

- Review introduction best practices.
- Ask that presenters introduce themselves each time prior to speaking.

## Captioning

### Definitions

- Automatic captioning (aka ASR = automated speech recognition): Computer generated captioning that is used on Google Meet, YouTube, etc.
- Live captioning / transcription (aka CART = communication access real-time translation): When an actual person transcribes words as they are spoken
- Closed captions: Captions that are displayed on screen in video recordings. These exist as a separate file and should have adjustable display settings for users.

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### Best practices

- Ensure all virtual platforms have automated captions (minimally).
- At the beginning of your presentation, explain how to use or turn on captions.
- Ideally, share a slide with a screenshot of the screen and clear indication of where the caption button is.
- If using slides or sharing a screen, be aware that captions might block the bottom portion of the screen.
- If your event or training is larger than 50-100 people, or if a live captioning accommodation is requested, ensure live transcription is available.

- CART is an option for both in-person and virtual events; live captioning can be displayed on a large screen for all to see or on a personal screen for a specific individual.

## Language Access

Language access is a right protected by Title VI of the Civil Rights Act of 1964. Title VI prohibits any agency receiving federal money to discriminate against people because of race, color, or national origin. This includes discrimination based on the language a person uses to communicate.

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### Key concepts

- **People with Limited English Proficient ("LEP")**: individuals who do not speak English as their primary language and who have a limited ability to read, write, speak, or understand English.
- **Commonly Encountered Group**: LEP language groups that constitute five percent (5%) of the population of persons, or 1,000 individuals, whichever is less, eligible to be served or likely to be affected or encountered.
- **Vital Documents**: materials that provide essential information for accessing basic county services and benefits and for which serious consequences would result if the information were not provided.
- **American Sign Language (ASL):** ASL is a language expressed by movements of the hands and face, originating in the Deaf communities of America and English-speaking parts of Canada.

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### Vital documents

Departments will define their vital documents. Examples include:

- Emergency messages and alerts
- Applications; consent and complaint forms
- Notices of eligibility, rights, denial, loss or decreases in benefits or services
- Notices of availability of free language assistance
- Summary explanations of a department's direct services

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### Four Factor Analysis

Apply four factors to determine what reasonable steps should be taken to ensure meaningful access for people with LEP.

1. Number or proportion of people with LEP served or encountered in the eligible service population;
2. Frequency with which people with LEP come into contact with, or should have come into contact with, the program/service;
3. Nature and importance of the program, activity, or service;
4. Resources available to the recipient and cost of translation or interpretation.

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### Best practices

- Language access can be a mix of translation (written materials), interpretation (spoken/signed), and peer or navigator support.
- Use plain language when developing materials to be translated.
- Best practices suggest that text translations should be side-by-side with the original English text.
- For large meetings and presentations, allocate a day of rehearsal for the presenters and the interpreting team. Everyone will feel more relaxed!
- Utilizing culturally and linguistically specific media channels is recommended as one approach to sharing information.

## Location Access (for in-person events)

### Ensure your building location is accessible

#### Location access

- Accessible via public transit
- Adequate accessible and traditional parking
- Clear pathway from parking or transit to accessible building entrance

#### Building access

- Accessible entrance: Ramps are up to code and free of obstruction.

- Doorways are at least 32” wide.
- Note: Revolving doors are not accessible.
- Consider access requirements including security, sign-in or badge access.

### Meeting / training room access

- Elevators working if applicable
- Automatic door openers
- Hallways clear of clutter and at least 64” wide

### Accessible restrooms

- Easily accessible, or provide directions to access
- All gender, or gender neutral restrooms clearly marked
- Family Style changing space
- Wheelchair accessible

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## Ensure your event room is accessible

- Aisles at least 36” wide
- Seating options for larger bodies:
    - Chairs without arms
    - Couches or loveseats
- Consider accessibility of stage or podium.
- Lighting
    - Is there a dimmer?
    - Is there enough light to read materials?
    - Are there alternatives to fluorescent lighting?

- Consider acoustics:

    - Use microphone(s)
    - Ensure acoustics are beneficial to your activities (i.e. a large echoey space isn’t great for simultaneous small group breakouts)

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## Communicating with attendees

Include as much accessibility information as possible in your event promotion:

- Nearby transit lines
- Accessibility considerations (restrooms, accessible meeting spaces, etc.)
- Include this information on flyers or a link to a website.
- Identify if this will be a public or private space.

Sample language:

> Our event will take place in the Multnomah Building located at 501 SE Hawthorne Blvd.
>
> Bus information
>
> - **Bus lines xx** stops near the back of the building on the corner of Grand Ave.
> - **Bus Line xy** stops across the street from the front of the building at the corner of Hawthorne and 6th.
>
> Accessible parking
>
> - Grand Ave
> - 6th Street
> - In the parking garage across the street from the building on Hawthorne.
>
> Non-ADA parking is available for a fee in the parking garage, as well as in metered and unmetered street parking nearby.
>
> Building entrance
>
> The accessible building entrance is located on the corner of Grand Ave and Hawthorne. Entrance doors have automatic door openers. Upon entering, visitors will need to check in with the front desk.
>
> Getting to the meeting space
>
> The meeting room is located on the 2nd floor. Elevators require badge access. You will either be given a visitor badge or security will use their badge to send you to the 2nd floor. The meeting room is to your left as you exit the elevator, in room 215.
>
> General accessibility
>
> - There will be accessible seating available.
> - 2nd floor restrooms meet ADA standards.

- Gender neutral bathrooms are available on the 1st and 3rd floors.
- This is a private training and will not be open to the general public, though the Multnomah Building is a public building.

Flyer language:

> We have considered accessibility needs for this event. Please refer to the accessibility section on our event registration page.

## Microphone and Sound Accessibility

- Microphones should be used if there are more than 20 people, if the space is large, or if there is someone with a hearing impairment.
- Designate a “runner” for each mic if you are facilitating a large group or taking audience questions.
- Wireless microphones are preferable for ease and safety.
- Ensure you have mics for audience participation and speakers/trainers.
- Everyone should use a mic, even those with “loud voices.”
- Frame microphone use as an accessibility issue, not a preference or comfort issue.
- Do not ask “Can everyone hear me?” without using the mic. This causes someone with disabilities or reduced hearing to stand out and disclose individual needs.
- When you begin your event and are going over housekeeping, include microphone etiquette.
- If someone does speak without a mic, have them or a facilitator repeat what was said into the microphone.

### Sample language

> We will be using microphone(s) for our event today. Please wait until a microphone is available before speaking. Hold the mic approximately six inches from your mouth and speak directly into it. Microphones are an important accessibility consideration and are not a personal preference. We understand that you may not be comfortable using a mic, and we are still asking that you challenge yourself to work toward creating an accessible space.

## Fragrance-Free Spaces

Fragrance is a synthetic ingredient in many personal care and cleaning products (often listed as “scent” or “parfum” on labels). The chemicals found in synthetic fragrances are harmful to people, animals and the environment— they can cause sore throat, shortness of breath, headaches, migraines, dizziness, nausea, fatigue and memory loss for those who are allergic or sensitive to such chemicals. These symptoms can greatly impact people’s ability to attend class, work, or events and to participate fully in their communities.

While some have multiple chemical sensitivity, many people have fragrance allergies or scent sensitivities. Just like providing wheelchair accessibility and interpreters, making spaces fragrance-free increases accessibility and supports the inclusion of everyone! Do your best to ensure a scent-free environment:

- Use fragrance-free cleaning products.
- Provide time for space to air out before the event.
- Ensure fragrance-free hand soap is available in restrooms.
- Alert event attendees early and often: add a prominent fragrance-free statement on ads, posters, flyers, emails, etc.
- Consider having a fragrance-free section.
- Use air purifiers instead of air fresheners.

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### Sample email

> Dear _____,
>
> Please be aware that, to improve the accessibility of our [office / classroom / event space], we are making every effort to be fragrance-free. The chemicals found in synthetic fragrances are harmful to people, animals and the environment—they can cause a variety of serious symptoms for those who are allergic or sensitive to such chemicals.
>
> We are limiting the use of products that contain fragrance in our space. We ask that you refrain from wearing scented products such as perfume, cologne and fragrant personal care products while using this space.
>
> Please avoid using scented hand sanitizer, fragrant lotions, scented lip balm, etc. while using this space.

For more information, visit Share the Air.

Reach out with any questions or concerns. Thank you for contributing to a healthy and accessible environment!

## Food Allergies and Preferences

Utilize these best practices to provide inclusive food options:

- If possible, ask for food restrictions or needs during registration.
- Consider finger foods versus food requiring utensils.
- Provide food options for all dietary needs.
- Tables with food should be 28”-34” from the ground.
- Self-serve style: Have an attendant present.
- Provide signage that includes types of food and ingredients.
- Communicate with guests during promotion, registration and/or event-related emails what food will be available and when.
- Be aware of religious holidays or observations that may impact individuals’ food access.

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### Sample language

Light refreshments will be available after the presentation, around 2:15 pm. Food will include crackers and cheese, fresh fruit and vegetables, dips and hummus, as well as cookies and various pastries. Gluten free and vegan options will be available. Water is available via an accessible drinking fountain and water bottle filling station.

## How to Present Content

This page provides the best practices for developing slides and activities, presenting information, or delivering training with accessibility in mind.

### Activities

Ensure all activities are accessible to people with mobility issues, hearing loss and low/no vision. For example: Consider how a blind person would participate in an activity that involves writing on poster board or how someone using a screen reader can access a Jamboard.

### Slides

- Ensure alt text is used to describe all images, visuals, tables or graphs.
- Avoid using font sizes below 22pt (this includes on tables and graphs).
- Don't be afraid of white space-- busy slides can be overstimulating.
- Choose colors with adequate color contrast. Use a color contrast checker.
- Avoid using color as the only way to convey information.
- Be prepared to verbally describe the visual elements of each slide and read aloud all written content.

### Videos

- Ensure closed captions are available.
- Ensure adequate amplification.
- Practice technology ahead of time.
- Consider how a person with low/no vision might access the video.
- Create a summary or synopsis of the visual elements and provide electronically ahead of time.
- Explore options to describe visual elements.

### General tips

- Speak slowly and clearly, pausing for folks to process.
- Expect to have all presentation materials ready at least one week in advance for accessibility review and to be provided to attendees electronically.

## Introductions and Pronouns

### Pronouns

- Invite participants to share the pronouns they would like to be referred by if they feel comfortable sharing.
- Creating a space for folks to share, but not making it mandatory, allows for participants to choose their participation based on comfort and safety.
- Model this behavior by starting with yourself.

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### Visual descriptions

When to use a visual description:

- If you're modeling for others (i.e. if you're opening up a conference or training where this will be the practice)
- If you're going to be speaking for an extended period of time
- If you feel like this is appropriate for the group or setting!

How to do a visual description:

- Verbally describe the elements of your physical appearance and, if virtual, your background
- You may also include elements such as:
- Where you are geographically located
- What stolen land you are on
- Facets of your identity that are not visible (i.e. invisible disabilities, LGBTQIA+ status, race/ethnicity/heritage)
- Tip: You may choose to tell folks you will be doing a visual description and why, as a way to role model this best practice

Sample Language:

"My name is Luther. I use he/him pronouns and I will be visually describing my appearance and environment today for those who may not be able to see me or benefit from auditory cues, and to role model this practice. I am a white male in my 40s. I have short brown hair and black glasses. I am wearing a red shirt with the words "Portland Trail Blazers" on it. I am in my home office in east Multnomah County on the stolen lands of multiple indigenous tribes."

If a speaker is unable or uncomfortable sharing invisible pieces of their identity, it is okay to stick to the visual components.

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## Virtual meeting introduction options

- **Tagging**: One person introduces themselves and picks the next person. This option is not conducive to large groups and may be uncomfortable for attendees with memory issues or who arrive late.
- **Hands raised**: Everyone raises their virtual hands before introductions begin and then lowers them as they are called on. The "tagging" method can be utilized here but it removes the need for folks to remember who has or hasn't gone.

- **Facilitator call out**: The facilitator names folks randomly to introduce
- **Participant list**: the facilitator reads names alphabetically off the participant list. This option allows attendees to anticipate their turn and may reduce anxiety.