

SLIDE 1

Creating Accessible Virtual Meetings and Trainings
Rebecca Hoyt, Disability Rights and Services Specialist

SLIDE 2

Image Description: Graphic of the Medical Model of Disability. Blue circle in the center that says, "The problem is the Disabled person." Around the circle are arrows pointing inward that say, "Is housebound, confined to a wheelchair, can't walk, can't get up stairs, can't see or hear, is sick looking for a cure, has fits, needs help and caregivers." End of image description.

SLIDE 3

Image Description: Graphic of the Social Model of Disability. Blue circle in the center that says, "The problem is the disabling world." Around the circle are arrows pointing outward that say, "Badly designed buildings, stairs not ramps, no lifts, special schools, few sign language interpreters, discriminations, inaccessible transport, no parking placings, isolated families, poor job prospects." End of image description.

SLIDE 4

Disability Justice: Expands the Social Model of Disability by examining the ways that intersectional parts of identity impact Disabled People.

Image Description: Many different colored overlapping circles. In each circle is a word describing identity or lived experience. For example, ability, mental health, race gender identity, hobbies, education, location, religion, language, etc. End of image description.

SLIDE 5

A Disability Justice Framework Understands that:

All bodies are unique and essential.

All bodies have strengths and needs that must be met.

We are powerful, not despite the complexities of our bodies, but because of them.

All bodies are confined by ability, race, gender, sexuality, class, nation state, religion, and more, and we cannot separate them.

- Sins Invalid

SLIDE 6

Image Description: Tabletop with geometric print gray tabletop. On the table are blue and white bowls of blueberries, blueberry muffins and milk. Some blueberries are scattered on the table. End of image description.

SLIDE 7

Planning for Access

Agendas and Pre-Reading Materials

1. Who will be attending?
2. When will the meeting be?
3. How can I join?
4. Describe agenda items in plain language.
5. What pre-reads and handouts go with which items?
6. What should participants expect?

7. Who to contact for accommodations and language access needs?

SLIDE 8

Participating in Virtual Meetings

1. Make sure your audio and visual connection is good.
2. When speaking, position your face at an angle that allows participants to read your lips.
3. Let your face and body talk when you are not speaking.

SLIDE 9

When Speaking

1. When introducing yourself, give your pronouns, and a brief visual description.
2. Participants should state their name each time they speak.
3. Speak directly to the person benefiting from the interpreter, not the interpreter.
4. Speak at a normal pace, but pause after using names of places and people. These often have to be spelled out by ASL interpreters.
5. Pause the meeting if there are any issues with the interpreters so key information is not missed.

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Language

1. Plain language
2. Gender neutral language
3. Avoid metaphors, acronyms, slangs or idioms
4. The City of Madison is committed to removing ableist metaphors such as crazy, insane, lame, suffers from/with, high or low functioning, duh, spaz, and many more from our speech.

SLIDE 11

“People with Disabilities” or “Disabled People?”

Language is a part of people's culture, identity, and pride. Disability is not a bad word. Much of the language people with disabilities use is rooted in different social movements.

When in doubt, ask the person how they like to be described.

SLIDE 12

People-First Language

The People-First movement began in the 1970's. It literally puts the person first - “person with a disability,” “employee who is bi-polar.” This language is rooted in the idea that people with disabilities are defined by their disabilities. They are people first.

It was a movement that rejected the medical model of disability where people and communities were labeled by their diagnosis rather than being seen as whole people.

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Identity-First Language

Identity-First language is rooted in the social model of disability. ‘Disabled people’ is a political term that used to emphasize the social cause and nature of the exclusion and discrimination faced as people with impairments. It uses the term “Disabled” to mean disabled by society.

Identity-First language is also a way disable people express pride.

SLIDE 14

Visual Information

1. Use a high-contrast color scheme (such as black and white).
2. Use large fonts (44 point for slide titles, 24-36 point for information).
3. Include minimal information per slide.
4. Use standard slide transitions and avoid decorative fillers.
5. Briefly describe all visuals.
6. Use numbers instead of bullet points.
7. Let participants know if your presentation includes sound before playing audio or video.

SLIDE 15

Screen Sharing

1. Zoom in so that fonts and graphics are readable.
2. Avoid high speed scrolling.
3. If you plan to screen share, you need to provide materials in advance.
 - Allows time for participants to request an alternate format, if needed.
 - Enables participants to access documents through their AT and computer settings.

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Thank you

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