Accessibility on social media

Jessica Piffero, social media specialist
jpiffero@csufresno.edu | therealjpiff
she / her / hers
Presentation Overview

• Welcome
• Disability perspective
• Alt text and other accessibility features on social
• Video captions
• Questions
Guest Speakers

• Rima Maldonado, reading/alternative media services coordinator
• Robert Salinas, assistive technology coordinator
• Christopher Samaro, videographer
• Jessica Piffero, social media specialist
KNOW YOUR AUDIENCE!

Services for Students with Disabilities

Rima Maldonado
Robert Salinas
USEFUL STATS:

Did you know?

- 26% (1 of 4) of adults in the US have some type of disability.
- 25% (1 of 4) women have a disability.
- 19.4% (1 of 5) of undergraduate students have a disability nationally.

Types of disabilities (Not all listed)

- 13.7% of adults have Mobility disabilities.
- 10.8% of adults have Cognition disabilities.
- 5.9% of adults have Hearing disabilities.
- 4.6% of adults have Vision disabilities.

Stats provided by Center for Disease Control (CDC) - [www.cdc.gov/disabilities](http://www.cdc.gov/disabilities) & National Center for Education Statistics (NCES) - [nces.ed.gov](http://nces.ed.gov)
PHYSICAL / MOBILITY

People who may:

- Have missing limbs,
- Have reduced control of their limbs,
- Have reduced dexterity in hands,
- Have epilepsy.

What to consider and why:

- Reduce clutter on websites and social media post
  - Users can click on links with ease and use gestures more accurately
- Design for both Keyboard only and Touchscreen users.
  - Some users require more sophisticated Assistive Technology.
- Reduce user input (Typing and Scrolling)
  - Contributory Capacity - Maintain the ability to complete a task over certain lengths of time.
- Avoid flashing media
  - May cause physical, visual and mental strain. Seizures.
COGNITION

People who may:

● Have difficulties with learning

What to consider and why:

● Usage of a combination of simple and easy to understand language / symbols / icons / images
  ○ Reduces confusion and provides multiple ways for the user to understand content
● Reduce large blocks of text
  ○ Require more mental strain and loss of retention
● Usage of ease to read font and spacing
  ○ Makes content more manageable to consume
● Use listed items such as bullets and numbering
  ○ Gives user clear directions if sequential and makes content easy to find
VISION

People who may:

- Be partially visually impaired
- Be completely visually impaired
- Have color blindness

What to consider and why:

- Add descriptive language in time-based media
  - The user may not be able to see an action being performed on screen
- Add alternative-text for all non-decorative images and figures.
  - Screen readers will announce alternative-text to user when it encounters an image.
- Create hyperlinks with descriptive text (SSD’s website vs. Click Here)
  - How will the user know where they are going if they only hear “Click Here?”
- Avoid using color to convey meaning and consider contrast with text colors and background colors.
  - What if the user can’t distinguish between Red (Red), Yellow (Yellow) and Green (Green)? Miscommunication.
HEARING

People who may:

- Be Hard of Hearing
- Be Deaf

What to consider and why:

- Is time-based media captioned and transcribed accurately?
  - Avoids miscommunication. Equal access to content and the same time.
- Quality of audio.
  - Does the speaker have background noise? Clarity is a must!
- Reduce complicated words or figures of speech.
  - Can your word or phrase be translated easily and maintain its meaning?
- Be more video / chat / text focused and not telephone only focused.
  - Facial expressions may be needed to aid in tone of conversation. Text maybe available but not a translator.
KEY TAKEAWAYS

- Think of your target and potential audience.
- Accessibility is not only for those with disabilities.
- Language matters.
- Reference all of your resources.
  - Center for Faculty Excellence and Services for Students with Disabilities
  - Laws such as ADA and Section 508
  - Web Content Accessibility Guidelines (WCAG)
- Create content with accessibility in mind
  - Social Media
  - Documents
  - Audio / Video
THANK YOU!

Services for Students with Disabilities

Rima Maldonado
rmaldonado@csufresno.edu

Robert Salinas
rsalinas@csufresno.edu
What is alt text?

Alternative text is the alternative to non-text content or images.

Example:

Paul George walks along the basketball court at the Save Mart Center, waving to fans.
Good, better, best

Good:
Dog and super heroes.

Better:
Victor E. Bulldog poses with super heroes on field.

Best:
Victor E. Bulldog poses with Ironman and Spiderman on the football field during movie night.
Tips for better alt text

• You don’t need to include “A photo of…”

• Try to keep it under 100 characters.
1. Upload your image
2. Click the “edit” paintbrush
3. Select alt text
Adding alt text: Facebook

After publishing

1. Click on the image
2. Select Options
3. Select Change Alt Text
Adding alt text: Instagram

1. On the caption page, select “Advanced Settings” at the bottom
2. Then select “Write Alt Text” at the bottom
Adding alt text: Instagram

After publishing

1. Three dots in the top right corner
2. Edit
3. Edit Alt Text
Adding alt text: Twitter

1. Upload image
2. Add description
3. ALT tab
Adding alt text: Twitter in Sprout

1. Upload image
2. Click on the edit pencil icon
3. Add Descriptive Text
Other important considerations

- Camel case your hashtags
  
  #PrideOfTheValley instead of #prideofthevalley

- Color contrasts
  
  This is better.
Other important considerations

• Don’t use fancy text formatting

• Don’t get carried away with emojis
Instagram Stories

- Clipomatic, $4.99 in the app store
- Clips from Apple is free
Questions?

Jessica Piffero
Social Media Specialist
559.278.1645
jpiffero@csufresno.edu
@therealjpiff
Where **bold** begins.