



Department of Equity & Compliance

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Event Toolkit for Accessibility

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Check List for Planning Accessible Events

General Planning
<input type="checkbox"/> Is information about the event accessible to a broad range of participants (including website information)?
<input type="checkbox"/> Can participants request accommodations through a registration form or other mechanism?
<input type="checkbox"/> Have funds been allocated in the budget to cover the cost of accommodations?
<input type="checkbox"/> Have presenters been asked if they need accommodation for equal access?
<input type="checkbox"/> Have presenters been informed of ways to make presentations accessible to audience?
<input type="checkbox"/> Are food options available for participants with dietary restrictions/allergies
<input type="checkbox"/> Is the staff knowledgeable about communicating with people who have various disabilities?
Exterior Features
<input type="checkbox"/> Barrier-Free, clearly marked (signage), well-lit accessible main entrance at street level so that all individuals can use this entrance
<input type="checkbox"/> Entrance connected by an accessible route to public transportation stops, accessible parking and passenger loading zones, public streets or sidewalks
<input type="checkbox"/> Main entrance/exit doorways that are wide enough (32 inches with the door opening 90 degrees) to accommodate wheelchairs/scooters
<input type="checkbox"/> Other entrances that are at street level or accessible by ramp or lifts
<input type="checkbox"/> Easy-to-open (automatic/push button door openers, lever handles), light (no more than 5 pounds) doors; no revolving doors
<input type="checkbox"/> Glass doors with contrasting door frames, sticker, or bright signs
<input type="checkbox"/> Clearly marked (Braille and tactile/raised signage), covered drop-off and pick-up points adjacent to the main entrance, with curb cuts
<input type="checkbox"/> Accessible transit services (private and public)
<input type="checkbox"/> Accessible, clearly marked (symbol of accessibility) parking spaces (1 space every 25 spaces) located on the shortest accessible route of travel from adjacent parking to an accessible entrance
<input type="checkbox"/> Slip-resistant, level surfaces
<input type="checkbox"/> Barrier-free/step-free paths of travel



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- | |
|---|
| <input type="checkbox"/> Curb ramps/cuts so that persons who use mobility devices are not traveling in the street |
| <input type="checkbox"/> Crosswalks with visual and audible signals |
| <input type="checkbox"/> Ramps for inaccessible areas, equipped with handrails on both sides if the rise is greater than 6 inches, and level landings |
| <input type="checkbox"/> Stairs with continuous handles on both sides; no open risers (space between steps) |
| <input type="checkbox"/> Tactile ground surface indicators that signal stairs and ramps for people who are blind or have visual impairments |
| <input type="checkbox"/> Toileting space and water for service animals |

Interior Features

- | |
|---|
| <input type="checkbox"/> Registration/concierge desks at a height accessible by wheelchair/scooter users that allows for a frontal approach and provides adequate knee clearance under the desk |
| <input type="checkbox"/> Clearly marked (Braille and tactile/raised signage), accessible exits |
| <input type="checkbox"/> Easy-to-open, light (no more than 5 pounds) doors with lever handles that are easy to grasp with one hand or automatic/push button openers |
| <input type="checkbox"/> Wide (32 inches with the door open 90 degrees) doorways for wheelchairs/scooters to enter/exit |
| <input type="checkbox"/> Sufficiently wide (64 inches for two way traffic), barrier-free hallway and corridors to allow everyone to move about freely |
| <input type="checkbox"/> Clearly marked (Braille and tactile/raised signage), accessible restrooms located on an accessible route |
| <input type="checkbox"/> Even, stable, regular, slip-resistant, non-sloped paths of travel |
| <input type="checkbox"/> Procedures to respond to medical issues/emergencies |
| <input type="checkbox"/> Emergency procedures for persons with disabilities (audio & visual alarms in halls and sleeping rooms) |
| <input type="checkbox"/> Accessible space for walking service animals |
| <input type="checkbox"/> Availability of TTY, hearing-aid compatible, and volume-control telephones reachable by wheelchair/scooter users |
| <input type="checkbox"/> Accessible sleeping rooms (check on number available) with roll-in showers |
| <input type="checkbox"/> Accessible fitness center, including restrooms and showers |
| <input type="checkbox"/> Accessible restaurants (including ability to provide for dietary restrictions and large print/Braille menus), bars/lounges, and shopping |
| <input type="checkbox"/> Televisions with closed-captioning |
| <input type="checkbox"/> Well-lit areas; adjustable lighting |

Elevators



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- Clearly marked (Braille and Tactile signage) elevators located on both sides of the door and along an accessible route
- Elevator call buttons with visual and audio signals, reachable by wheelchair/scooter users
- Elevator control buttons that are designated by Braille and raised characters or symbols and are reachable by wheelchair/scooter users
- Elevator interior adequately illuminated and wide enough for wheelchairs/scooters to enter, maneuver within reach of controls, and exit
- Elevator voice and visual display two-way emergency communication

Public Restrooms

- Clearly marked (Braille and Tactile signage) accessible restrooms located on an accessible route
- Is there signage at inaccessible restrooms directing people to accessible restrooms?
- Are restrooms located along an accessible route of travel?
- Does the door to restroom provide a minimum of 32 inches of clear opening width?
- Does the restroom door have levered handles?
- Is there an accessible toilet stall (5' X 5' clear floor space)? Is toilet seat 17 to 19 inches above floor? Are there grab bars at the side and back of the toilet mounted at 33" to 36" above the floor?
- Is the door to the accessible stall at least 32" wide and swing outward?
- Does the sink provide knee clearance of 29 inches? Are soap, paper towel dispenser and amenities located at or below 48 inches?

Promotional/Registration Materials

- Include a statement that meeting/event is accessible
- Include a request for accommodations statement
- Designate a contact person to handle accommodation requests
- Ensure that your website is accessible
- Include an accessibility link for meeting/event on your website in a prominent place
- Identify any barrier that cannot be eliminated
- Offer materials in alternative formats
- Provide alternative registration options (online, telephone, text phone, email)

Meeting Rooms



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<input type="checkbox"/> Signs (with Braille and tactile characters, sans serif (Times New Roman/Arial) or simple serif large type, sentence case, and good contrast) that direct attendees to all rooms
<input type="checkbox"/> Barrier-free path to rooms
<input type="checkbox"/> Doors wide enough (32 inches with door open 90 degree) for wheelchair/scooters to enter/exit
<input type="checkbox"/> Easy-to-open, light doors (no more than 5 pounds) with lever handles or automatic/push button openers
<input type="checkbox"/> Seating aisles that are wide enough (36 inches) to accommodate a wheelchair/scooter
<input type="checkbox"/> Accessible, integrated seating throughout the room, with preferred seating for people with visual and hearing impairments in the front row
<input type="checkbox"/> Barrier-free aisle wide enough (at least 36 inches) to permit wheelchairs/scooters to navigate
<input type="checkbox"/> Rooms large enough to allow all person to move about freely
<input type="checkbox"/> Speaker podium at ground level or accessible via ramp or lift
<input type="checkbox"/> Accessible exhibit areas
<input type="checkbox"/> Well-lit rooms for participant with visual and hearing impairments
<input type="checkbox"/> Good acoustics and a functioning auxiliary sound system
<input type="checkbox"/> Prominent, well-lit, visible space for interpreter to stand (e.g., raised platform with a dark solid color background)
<input type="checkbox"/> Assistive listening devices, hearing or induction loops, and Communication Access Real-time Translation (CART) for participant who are deaf or hard of hearing. See Dept. of Equity and Compliance for information.
<input type="checkbox"/> Clear lines of sight to interpreters and real-time CART
<input type="checkbox"/> Roving microphone for audience questions
<input type="checkbox"/> Location of all audio visual equipment in an area that does not block paths of travel
<input type="checkbox"/> Multiple sets of outlets for laptops and other electronic aids
<input type="checkbox"/> Well secured, covered cables, wires, cords, microphones placed outside the paths of travel
<input type="checkbox"/> Proper air circulation with temperature control
<input type="checkbox"/> Tables for materials and food/beverage at a height (28-34 inches) reachable by wheelchair/scooter users and in an accessible location
<input type="checkbox"/> Toileting space and water for service animals
<input type="checkbox"/> Accessible in close proximity to rooms and along an accessible route
<input type="checkbox"/> Elevators in close proximity to rooms
<input type="checkbox"/> Quiet break space in close proximity to rooms



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Presentations
<input type="checkbox"/> Announce when the meeting begins and ends
<input type="checkbox"/> At the start of the meeting, introduce the interpreter(s) and other service providers
<input type="checkbox"/> At the start of the meeting, orally describe the room layout and location of emergency exits, food/beverages, and restrooms
<input type="checkbox"/> Inform attendees in the presentation description and at the start of any writing or reading activities during the meeting so people with visual, cognitive, or motor impairments can fully and equally participate
<input type="checkbox"/> Avoid the use of strobe lights and unusually loud sounds
<input type="checkbox"/> Keep the presentation clear, simple, concise, and organized
<input type="checkbox"/> Provide an overview of the presentation at the start and a summary of the key points at the end
<input type="checkbox"/> Avoid using gestures and visual points of references
<input type="checkbox"/> Use simple language; avoid acronyms, jargon, and idioms
<input type="checkbox"/> Always face the audience; never turn away
<input type="checkbox"/> Keep hands and other objects away from your mouth when speaking
<input type="checkbox"/> Be visible to everyone; stand in good light
<input type="checkbox"/> Use a microphone
<input type="checkbox"/> If interpreters are being used, do not walk while speaking
<input type="checkbox"/> Speak to the person for whom the interpreter is working, not the interpreter
<input type="checkbox"/> Speak in well-modulated tones and at a pace that allows interpreters to interpret accurately and persons with learning cognitive impairments to process
<input type="checkbox"/> Describe verbally all visual materials (e.g., slide, chart, overheads, videos) in detail
<input type="checkbox"/> Ensure that visual aids are printed in large font and make print copies available
<input type="checkbox"/> Provide a written description of all images
<input type="checkbox"/> Allow participants extra time to look at visual materials (for instance, individuals who use interpreters cannot look at both the interpreter and the materials simultaneously and persons with learning disabilities and cognitive impairments need time to process the information)
<input type="checkbox"/> Use multiple communication methods for different learning styles (verbal information, pictures and diagrams, text, auditory)
<input type="checkbox"/> Give people time to process information by pausing between topics
<input type="checkbox"/> Check in with participants to ensure that presentation is understood and clarify if needed



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<input type="checkbox"/> Provide a verbal overview of information in textual materials
<input type="checkbox"/> When reading directly for text, provide and advance copy and pause slightly when interjecting information not in the text
<input type="checkbox"/> Provide audio descriptions (i.e., describe facial expressions, body language, actions, and costumes) and captioning or CART for all videos
<input type="checkbox"/> Instruct participants to wait to be called on, not interrupt, speak one at a time, and speak clearly into the microphone
<input type="checkbox"/> Repeat questions posed by people in the audience before responding
<input type="checkbox"/> Allow for written questions
<input type="checkbox"/> Build in sufficient time for participants to get from session to session
<input type="checkbox"/> Prepare all materials (papers, PowerPoints, agendas, slides) in alternative formats (e.g., large print, Braille, audiotapes, computer disks, CD-ROMs)
<input type="checkbox"/> Make electronic versions of materials available in plain text, rich text or Microsoft Word
<input type="checkbox"/> Make materials available in advance of the meeting to allow persons with learning and other cognitive impairments, as well as interpreters and other support personnel, to familiarize themselves with the material and ask any questions
<input type="checkbox"/> Allow persons with visual or learning disabilities to tape meetings
<input type="checkbox"/> Tab and label materials
<input type="checkbox"/> Provide screens that are viewable from all areas of the room
<input type="checkbox"/> Make text and visuals large enough to be read from back of the room
<input type="checkbox"/> Reserve seats in form of presenter for person with visual, hearing and cognitive impairments
<input type="checkbox"/> Ensure that all accessible seating is integrated within the room so as to avoid sitting all persons with disabilities together
<input type="checkbox"/> Allow for regular breaks (about every 45 minutes) for questions and answers; people/service animals restroom; access service providers such as interpreters, CART providers, note-takers, readers
<input type="checkbox"/> Do fire and emergency alarms have both audible and visual signals?
<input type="checkbox"/> Is there an evacuation plan for persons with disabilities?
<input type="checkbox"/> Are exits clearly identified and accessible?
<input type="checkbox"/> Will you have a sign language interpreter? For assistance, you can check with UAF Student Disability Services, the school district and/or state courthouse, depending on your location and resources in your area.
Meeting Activities
<input type="checkbox"/> If an off-site trip is planned, is accessible transportation arranged?



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<input type="checkbox"/> If an overnight stay is required, has the accessibility of guest rooms been assessed?
<input type="checkbox"/> If participants are moving around campus, have transportation options been arranged?
Meals/Social Functions
<input type="checkbox"/> Provide chairs with arms
<input type="checkbox"/> Make tables available
<input type="checkbox"/> Ensure the table and bars are a correct height (28 to 34 inches) for persons using mobility devices
<input type="checkbox"/> Avoid fixed seating attached to tables
<input type="checkbox"/> Avoid counter-top high tables and chairs
<input type="checkbox"/> Ensure adequate room under dining tables for wheelchairs/scooters to roll under
<input type="checkbox"/> Ensure sufficient space between seating area for wheelchairs/scooters
<input type="checkbox"/> Ensure sufficient room for everyone to maneuver safely and independently
<input type="checkbox"/> Ensure that there is an accessible route of travel to the food and entertainment and between tables
<input type="checkbox"/> Avoid seating persons with disabilities in one area or on the fringes of the venue
<input type="checkbox"/> Ensure that any entertainment is assessable
<input type="checkbox"/> Arrange for accessible transportation
<input type="checkbox"/> Avoid self-serve meal or buffets; otherwise, have personal assistants on hand
<input type="checkbox"/> Accessible restaurants (including ability to provide for dietary restrictions and large print/Braille menus, bars/lounges, and shopping)
<input type="checkbox"/> Include finger foods that do not require people to use utensils or hold plates
<input type="checkbox"/> Avoid setting up food and beverages in tiers
<input type="checkbox"/> Set up more than one food and beverage area
<input type="checkbox"/> Account for special dietary needs (gluten-free, dairy-free, sugar-free, vegan, vegetarian, etc.) and clearly mark and place food/beverages on separate platters
<input type="checkbox"/> Provide a choice of cutlery and crockery (e.g., straw, lightweight plastic cups and plates)
<input type="checkbox"/> Avoid long, billowy tablecloths
<input type="checkbox"/> Have personal assistants and interpreters on hand
<input type="checkbox"/> Include personal assistants and interpreters in the estimated number of participants



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Lodging
<input type="checkbox"/> Doors wide enough (32 inches with door open 90 degree) for wheelchair/scooters to enter/exit
<input type="checkbox"/> Easy-to-open, light doors (no more than 5 pounds) with lever handles
<input type="checkbox"/> Barrier-free pathways wide enough (at least 36 inches) to permit wheelchairs/scooters to navigate
<input type="checkbox"/> Televisions with closed-captioning
<input type="checkbox"/> Multiple sets of outlets for laptops and other electronics aids throughout the room
<input type="checkbox"/> Is toilet seat 17 to 19 inches above floor? Are there grab bars at the side and back of the toilet mounted at 33" to 36" above the floor?
<input type="checkbox"/> Bathrooms with roll in showers
<input type="checkbox"/> Accessible space for service animals
<input type="checkbox"/> Emergency procedures, clearly marked (Braille & tactile signage), audio and visual alarms in rooms and halls
Staff/Volunteer Training
<input type="checkbox"/> Appoint a point person for accessibility issues and list as contact on all materials
<input type="checkbox"/> Contact the Department of Diversity and Equal Opportunity for assistance with training (907-474-7300)
<input type="checkbox"/> Train staff/volunteers about accommodations, use assistive devices, emergency procedures, and accessibility features of the venue and meeting/event
<input type="checkbox"/> Hold orientations staff/volunteers on types of disabilities and disability etiquette
<input type="checkbox"/> Hold orientation for attendees with disabilities to review accessibility features, location of meetings/events, and accommodations
<input type="checkbox"/> Do a walk-through of the venue a few days before an the day of the meeting/event
<input type="checkbox"/> Test all technical equipment when it arrives and the day of the meeting/event
Emergency Planning
<input type="checkbox"/> Are exits clearly identified and accessible?
<input type="checkbox"/> Do fire and emergency alarms have both audible and visual signals?
<input type="checkbox"/> Is there an evacuation plan for persons with disabilities?
Considerations for Conference Activities or Participants Free Time
<input type="checkbox"/> Accessible fitness centers (including restrooms and showers)
<input type="checkbox"/> Accessible Restaurants (including ability to provide dietary restrictions and large print/Braille menus), bars/lounges and shopping



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Effective, Respectful Communication

Communication with individuals with disabilities should be no different than the same respectful, clear communication deserved by everyone. This is especially important to remember, given that the majority of disabilities are “hidden” or “invisible” i.e. not obvious. Here are some general guidelines:

Every Person

- Treat the person with the same respect that you extend to every person
- Focus on the person, not their disability
- Ask each person what will make them more comfortable
- Always ask the person if they need assistance and how you can assist; do not assume they need help
- Do not make decision for the person
- Address the individual directly rather than sign language interpreter, friend or family member, reader or other access provider, who may be with them

Persons Who Use Wheelchairs/Scooters

- When speaking for more than a few minutes, bend to eye level or pull up a chair
- Never lean on, push, or touch the individual’s mobility device

Persons Who Are Blind or Have Visual Impairments

- Introduce yourself and others if present
- Ask the person their name
- Identify your job or role
- Be descriptive when giving directions
- Avoid using visually-oriented references
- Do not pet or distract service animals
- Walk on the opposite side of the service animal
- Offer your arm if person needs to be guided
- Describe where you are going and any obstacles if you are serving as a guide
- With permission, guide the person’s hand to the back of a chair if you offer someone a seat
- Let the person know when you are leaving
- Find a place with good lighting, but not too bright



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Persons Who Are Deaf or Hard of Hearing

- Ask the person how they prefer to communicate (e.g., sign language, gesturing, writing, or speaking)
- Advise the person if you have trouble understanding them, do not pretend to understand when you do not
- Face the person when talking
- Find a well-lit room, but avoid glare
- Speak clearly, avoiding gum chewing or obscuring your mouth with your hands
- Use your normal tone of voice and volume
- Avoid spaces with background noise
- Have pen and paper or a device to text on hand as an alternative communication method
- In groups, request that people speak one at a time
- Address the person rather than their interpreter
- When communicating with a person who reads lips, speak clearly in a normal way that does not over exaggerate words, use short and simple sentences, avoid blocking your face, and stand in a well-lit place
- Ensure that the venue has an induction loop that stops background noise interfering if the person is wearing a hearing aid
- Ask, if you have any doubt, if the person understands you
- Be aware of situation involving announcements or calling out names so you can notify persons who are deaf or have other hearing impairments

Persons with Speech Difficulties

- Ask each person what will make them most comfortable
- Listen carefully
- Do not pretend to understand when you do not
- Give the person your full attention
- Find a quiet space
- If you do not understand, ask the person to repeat; if you still are unable to understand, ask the person to write the information or recommend an alternative method of communicating
- Do not finishes sentences for the person or interrupt

Person with Learning / Cognitive Difficulties



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- Ask each person what will make them most comfortable
- Listen carefully
- Speak clearly
- Check for understanding
- Use clear, concrete language, avoid abstractions
- Allow the person extra time to process the information and ask questions
- Ask the person how they prefer to communicate (e.g., written or verbal)
- Don't overload the person with too much information
- Find a quiet place without distractions

Persons with Developmental Disabilities

- Ask each person what will make them most comfortable
- Speak clearly
- Use simple & concrete words, not abstract concepts
- Break down complex concepts into small parts
- Do not use "baby" talk
- Ask neutral questions
- Allow time for decision-making
- Keep to the person's schedule and routine
- Model your pace of speech and vocabulary on that of the person
- Verify responses by repeating questions in different ways
- If you are not sure if the person understands you, ask them to repeat the information for your benefit

Persons with Psychosocial Conditions

- Ask if there is a preferred time to communicate
- Schedule communications in the late morning or early afternoon
- Keep the pressure of the situation to a minimum
- Use automated reminders to highlight time and location of meetings
- Provide written instructions
- Allow for breaks



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Contact the Department of Equity & Compliance at 907-474-7300 or email uaf-deo@alaska.edu, if you have any questions.

Adapted from the American Bar Association Toolkit