August 2023 IT Accessibility Community Meeting Captioned Text

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>> YVETTE GIBSON: Okay, it is 1:00 o'clock and I am going to start.

[Recording in progress]

Good afternoon everyone, and thank you for joining us at our accessibility community meeting. My name is Yvette Gibson, I am the training director, the 508 training director and outreach director, and I am an African-American female. I have my hair swooped to the side in twists. I have on a gold blouse and a silver necklace. And I want to introduce you to our presenter for today, the extraordinary, trainer extraordinaire Terri Youngblood Savage. Terri is a part of the GSA team, she is our contractor. And when I tell you she is a wealth of knowledge, she has taught me so many things, so we want to welcome her. And I will let her tell you more about herself. Terri, over to you.

>> TERRI YOUNGBLOOD SAVAGE: Thank you, Yvette. Hello everybody, my name is Terri Youngblood Savage. Today I am excited to be here with you. We have a couple of parts to my presentation. First we're going to talk about my super power or my superhero. I am a person with ADHD and I want to share that with you and how it impacts my life, my work.

And then the second half of my talk today is going to be about the basics for Word and PDF accessibility. It is not going to be everything you ever need to know, but it is going to be an excellent look into really how easy it is to make a document accessible, and then how to check it.

Let me get started by sharing my screen, and I've got some slides to discuss.

All right, hopefully you can see it.

I own accessible systems which is a small digital accessibility company, but I also work for AMA consulting. And I manage many of their accessibility contracts, one here at GSA.

I have been working in the area of accessibility for about 28 years. So that does date myself. But I began my career as an assistant technology engineer. And that was helping people with disabilities in the workplace identify the barrier that they are experiencing, whether they have a disability, an injury, an illness, and over the years I kind of developed an expertise in the area of blind and low vision and visually impaired folks.

I worked there for many years and that was back in the 90s. But that is where I found my passion for digital accessibility. I was working at a couple of federal agencies at the time. It was around 1996. And this was before the reauthorization of 508. And I was getting really frustrated with inaccessible software. And this is a very long time ago, but we noticed that people who are blind using screen readers were having trouble interacting with basic technology.

So I got together at that time with a really terrific group of people, and we wrote a set of software requirements for one of the federal agencies. And at the time we got what is called a hammer award. That was an award that was given out by the vice president Gore at the time that basically said you have reinvented government with what you are doing. So here is a picture of me 25 years ago at the White House. I got to meet President Clinton, there is a picture of the hammer award that I have on screen. It is just a hammer framed with a signature by Al Gore. And in the picture I am shaking President Clinton's hand, and there is a very large monitor on the screen which kind of indicates how many years ago it was. The monitor looks like a TV set, and the computer looks like, I don't know, like a cinderblock.

But there also is pictures of Dragon NaturallySpeaking, Zoom text, and a product that is going to really date me, but it is called Arctic vision. And that was really even before JAWS.

Anyway, it was huge. I was in my 20s and it was really where my passion began.

Fast forward to today, I am a wife, I am a mother of two girls that are almost adults. One of them is in college and the other one is a senior in high school. But I am also a self-proclaimed soup chef. There is always a pot of soup on my stove even in the summer. On my screen I had pictured in the background my interpretation of bouillabaisse which is a wonderful seafood soup.

Anyway, I also have had luckily a very successful career in digital accessibility. And honestly I do feel like I am changing the world one piece of technology at a time. So I wanted to share with you my disability and what it is like to live as a person with ADHD.

Fast-forward to today. I don't even think at the time I was getting into this industry I connected my own disability with the work that I am so passionate about. As someone who has lived their life with ADHD, I can tell you this. I have worked with a lot of people with ADHD, and I can also tell you this -- if you have met one person with ADHD, you have met one person with ADHD. What I mean by that is everyone's experience with ADHD is very different. What might work for some person doesn't work for another. And if you have ADHD and you were listening to me talk today about my experience, you may say well, that is exactly what I'm experiencing. Or you say that is not what I deal with.

So my point is everyone's experience is very different.

My mom knew when I was very young from her own observations, but also feedback from the teachers, that I kind of stood apart from my peers. I could not sit still. I could not stop talking. My mom said it was like I was a toy that was wound up with no off switch. I also did struggle in school to get good grades. It wasn't that I was not smart enough, but it was because my brain didn't operate the way most kids' brains do. So my mom was amazing. She knew she had to be my advocate in order for me to be successful.

This was in the 80s, okay? People weren't necessarily as knowledgeable or as accepting as they are today.

So I was diagnosed formally at age 8 which was 1977. I am very thankful that my mom was a rock star because she really helped me develop the skills over the years that I needed to be successful.

And we did try medication back then. It just didn't work for me. It works wonderfully for some people but it just didn't work for me. So not only did I really have the hyperactivity component which made me jumping around like a toy that is wound up, but I really, really struggled with procrastination. Staying on task, organizational deadlines, and generally just keeping track of things.

I have a picture on my slide that is a bedroom that is a mess. My bedroom was a mess. And the one that is pictured here is neat in comparison. My bedroom was a mess on a level that is beyond messy. And that's kind of like what children or kids with ADHD suffer with, or struggle with, excuse me, and that is my experience.

I know now what my biggest struggle then was, was something called executive functioning. And that is where instructions are given to you, and they enter the brain. And then the brain has to figure out first do I understand the task. Two, I need to prioritize the task. And then I have to execute it in an order that will arrive at a successful initial task.

My teachers would tell me to do something a certain way, but I could never hit the mark. My mom learned not to ask me Terri, clean up your room, because that was not something that was possible. And let me explain why. That is not the way my brain worked. To my brain clean up your room was not a task I could execute. It was too overwhelming. So I would say what does she want me to clean first? And I was overwhelmed by the task.

I found that my problem was planning. And this is where you begin to mentally map out a series of actions that will help you reach your goal. And I had difficulty motivating myself to start a task, especially if it was difficult or if it wasn't interesting to me.

So my mom said well, let's give her the instructions in chunks. So first, okay, for she would say I want you to pick up all your toys. And I would say I can do that. It was a task that was chunked enough that I could do it. Once I completed that task, she would give me another task. And so on.

Then I also procrastinate with a capital P anything that I don't want to do or didn't like to do. And one thing that was important to my success is my mother always lifted me up. She reinforced to me that I was smart and my grades were not a measure of my intellect. And that kept me motivated to continue figuring out how to make it work for me.

On the screen I have a picture that says ADHD -- attention deficit hyperactivity disorder. I have something that says procrastinate now and panic later because that is what I always did. I have a word that says hyperactive because, as I said, I couldn't sit still and I couldn't stop talking. Then I have a picture of a clock with the words deadline on it, and that is because what I struggled with the most, when I had deadlines that I had to meet.

Fast-forward to college. I had learned a lot about skills and techniques that I needed in order for me to be successful in graduate honestly almost at the top of my class in college. It took all of my elementary, middle, and high school to learn the techniques to address the needs that I had.

The first thing that I learned is that I needed to put my tasks in buckets. They could either be -- I have a picture of buckets on the screen. They could either be buckets in my mind or separate lists. But then I needed to learn okay, I have all of these buckets, and it could be for either my job or it could be for school or it could be for my chores or whatever it was I had to do. So I learned that I could organize the buckets, I could give them each a priority. And then after doing that for so long, it became natural to me to organize my activities into buckets and prioritize them, and then move them around.

Today I can multitask like a champ.

I also learned that if I hit a brick wall or I hit a wall in the task I was trying to achieve, that I needed to stop, redirect, and do something else that I could tackle. I always had to keep an eye on the task that I started because anyone with ADHD knows we can start a lot of things, but the struggle is finishing those things.

What I learned instead of sitting there at the frozen wall, let's pivot and work on something else. And a lot of times you have multiple things open at a time. But I learned that is something that worked for me.

As most people can tell you, we have many balls in the air at one time. And the goal is keep your eye on the ball that dropped, put it back in the bucket, and then you can keep juggling.

When I was in college waiting tables I could always handle the biggest section with the most tables. I think it is because ADHD was my super power. When you wait tables, if you have waited tables you walk through the dining room and on your way to a new table trying to get the new table drinks, and somebody will stop you and say can I have a fork? The next person will say do you have any catch up. The next person will say can we have more bread? And the last table will say can we have a check. Right?

So I will literally make a mental map of all of those tasks or all of those requests by just using one word. Fork ketchup bread check. I don't know if that was like a memory trick or that was my ADHD working its magic, but I waited a lot of tables and I got a lot of good tips. So maybe that was my super power.

As I got older into my career, the H in the ADHD kind of settled down. So I really no longer hyperactive as I was when I was a child. But I definitely do struggle with attention deficit issues that I think are -- I know they are going to stay with me for the rest of my life.

Don't get me wrong. I have learned to manage the symptoms was little tricks I have talked about. I still bucket every little task in my life. Sometimes when it gets really difficult, I have to actually create visual buckets. So I will get little sticky notes, little sticky notes, and I will stick them on the top of my monitor or across the top of my desk. And they will be different colors and I have to prioritize them. Colors mean a certain thing and I will flip them back and forth during the week to keep me organized.

Sometimes nontechnology solutions like that can help. On the slide I am showing today I have the buckets I have talked about. I have a little image of priorities showing that it is important for me to prioritize my work. And then I also have to set up little reminders. I do that on my computer, I do it on my watch, I even do it on Alexa. In the picture on the screen it says hey Alexa, and I hope she doesn't hear me say that. But anyway I will even say hey Alexa, remind me I have a meeting at 2 o'clock.

These things are important for me to be able to stay on task.

I also use technology to help me. I use programs like Evernote is one example that helps me create the buckets I have been talking about.

Sometimes I can go down a rabbit hole. If I focused I can laser focus on something. And all of a sudden 30 minutes have passed and maybe I too late for a meeting. So that is where I learned that if you can't control when you hyperfocus, you have to set the priorities up. You have to set up the reminders that help you understand things.

That has really worked for me and I feel like all these years that I have been in business, 28 years, I have found little things either using technology or using sticky notes that can help me be successful in my day.

Today I still neurodivergent. My brain still operates the same way. But because I acknowledge my disability and I understand how it works, I can provide accommodations for myself. And I can mitigate the downsides while enhancing the upsides. Because honestly today I look at my ADHD as a super power. I am very resilient, and I think I resilient because I learned to bounce back from difficulties. Because it is not easy when you have ADHD, and if you have found ways to be successful it makes you a resilient person. And I think that applies in my life.

I also think that is something goes wrong, I just pivot to another path. I don't focus on the problem in terms of oh my God this is a big problem how am I going to get over it. I pivot.

Also one of my super powers because of ADHD is self-reliance. I am very self-reliant. I able to soothe myself and regulate myself which I think is a direct result of living with ADHD if you have no choice but to succeed.

So I still hyperfocus, I still procrastinate with a capital P. Isn't that sign language for P? And now if there is a problem I faced with, I love to find a solution. I am very solution oriented. And I am a big picture girl too so I don't revel in the details of every day. I think about the overall results. My husband jokes with me that if we got a new couch I would need a notice because I in my own head. But I do credit my ADHD with all of these super powers.

These are my strengths. I have -- self-reliance, I have a woman holding up her arm like she's got a muscle. I have a question that says what is your super power? I have a word that says resilience. I have an icon that says problem and it is crossed through and I have the word solution below it. And then I have hyperfocus because that is something I can also do.

So again, that is my experience with ADHD. I happy to entertain any questions or comments that people might have.

Maybe somebody can see if there is any questions or comments.

>> YVETTE GIBSON: Thank you for sharing your comment Darlene. Thank you for sharing your story. It's key that each individual has to discover what works for them, one size does not fit all. And that came from Darlene Sean.

>> TERRI YOUNGBLOOD SAVAGE: That's for sure. Any other comments in there?

>> YVETTE GIBSON: I don't see anymore.

>> TERRI YOUNGBLOOD SAVAGE: All right, wonderful.

>> YVETTE GIBSON: Hold on. Beverly Ingle says Peter Shankman wrote a great book, faster than normal. He has ADHD and says it is his super power too.

>> TERRI YOUNGBLOOD SAVAGE: That's awesome. I haven't read that book, but thanks Beverly, I will check it out.

If you ever have any questions that you think about during today's session, please feel free to pop it into the chat. Or you could always email Yvette, I am happy to answer questions, is something that I live with and I'm happy to share tips and tricks. Thanks everybody.

Shawn just popped in and said what webpage design works best for you? I can tell you, if it is moving and it is scrolling, it's awful. I am a tester in part of my career, so if I encounter a website that someone asks me to test and the news carousel is flying and you can't stop it, it literally almost paralyzes me from being able to do the task at hand. So less cluttered, things that aren't moving, blinking, flashing, any event. It really does distract me with my ADHD. That was a good question.

>> YVETTE GIBSON: Terri there is another from TK Walker. Is there anything I can do on the DL to help coworkers with ADHD to make their work lives better.

>> TERRI YOUNGBLOOD SAVAGE: That is a personal question because everybody is different. Everybody has different challenges and different strengths. I would have a personal discussion with my colleagues if they disclose to me that they have ADHD, and I would say is there anything I can do in our work relationship that will make it easier on you.

My own daughter has ADHD, and I know that similar things work for me. She is in college, and just a simple example here, she is getting ready to go back to college now. So she's got a list of things to do. And if I said do this and this and this and this and this, she would be like whoa, I can't handle it all. So I do what my mom did to me and I say hey, today we need to order your books. Tomorrow let's sign up for school. That kind of thing. So maybe that will help your colleague.

>> YVETTE GIBSON: Christina says don't have unnecessary meetings. I am with you, Christina, on that one. Just in general I am with you.

Then Shelley said don't expect us to fit in what is considered the norm. She said that to TK.

Then, had you not end up having a million pockets?

>> TERRI YOUNGBLOOD SAVAGE: Erica, it's very difficult. Sometimes you have to say no, right? And Yvette can tell you I am a yes person. I am like yes I do it, sure I do it. Once in a while I have to look at my sticky notes and I have to say oh my God I have way too many buckets, so that is going to have to wait. And that is a skills you learn, for everybody and not just people with ADHD. You really should say you know what, I just can't, I can't anymore. And that goes to the mothers and fathers out there too.

Yes Kelly, you are right. You are right, Kelly. My mom was before her time, right? She knew that she needed to jump in and show me that this is a strength that I learned how to use. And she did. And I appreciate that.

>> YVETTE GIBSON: I just missed Samantha's comment. Let's see. I read Nolan's. I appreciate you mentioning of the knowledge of disabilities has changed so much in a short time. Do you have advice for reducing stigma around assistive technology use for both users and coworkers? And he is glad your mom was so supportive.

>> TERRI YOUNGBLOOD SAVAGE: She was a rock star. Do I have advice for reducing stigma around AT use. That's a difficult question. I have been working in assistive technology for 25 years. I think if you need a piece of assistive technology to do your job, that is just a part of your work environment. Just like you need a phone or a mouse or a keyboard. You need a screen reader or you need a large monitor or you need magnification. Whatever it is, it is just a part of a tool that you need to do your job.

So I would really hesitate to have people -- like if you need something, especially in the federal workplace, you ask for it. And you have to be your own advocate sometimes. That was my experience.

>> YVETTE GIBSON: Troy asks either any government support groups that you participate in with other -- in with other ADHD employees?

>> TERRI YOUNGBLOOD SAVAGE: I personally haven't. I know that a lot of agencies do have disability affinity groups within their organization, and I encourage you to reach out to may be your HR department and ask if there are any existing groups, because I know a lot of agencies do have them.

>> YVETTE GIBSON: Katherine says I find that when you educate people about AT, they want it because they can see how tech tools help them become more productive.

>> TERRI YOUNGBLOOD SAVAGE: Yes, it's true. But you know what, I like the education piece because honestly people that are not in our world of accessibility and disability and AT, they don't know. And a lot of times you just need to educate them, right? I think that is helpful.

>> YVETTE GIBSON: Okay. And then this is just a comment from Joyce -- Stephen Joyce. One at a time. Too many questions? Possible straight A performance. Where? Home or away. When? Night or day. What? Work or play. Why? Or North Bay. Who? Anyone. Date/could, always taking problems as an opportunity and not a burden. Just a comment he says, so take a lesson, take an opportunity to work it out.

>> TERRI YOUNGBLOOD SAVAGE: Yeah, I like it.

>> YVETTE GIBSON: And then Dontee said resilience is one of his super powers as a blind African-American man.

>> TERRI YOUNGBLOOD SAVAGE: It is. Good for you, I agree. We develop the super powers and I don't know if all of us take the time to recognize them. So as I am here today chatting with each of you, do what Dontee said and do a little bit of introspection and look inside and say what is my super power. Related to or not a disability. We all have things that are super powers so appreciate that.

All right, maybe I should move on to the next topic.

>> YVETTE GIBSON: Yes.

>> TERRI YOUNGBLOOD SAVAGE: All right.

Let's see.

I have one more thing to shared, I'm going to share my screen, just give me a second.

Today I would like to talk about -- I am having trouble sharing my screen, give me a second. There we go.

I have been in the world of digital accessibility most of my career. Today I want to be talking about -- I am going to do kind of a live demo talking about accessibility in Word and then accessibility of PDF. This is not a full-blown course, but I have picked the most commonly seen issues and the easiest ones to work on. And I am going to demonstrate them to you today. So there is a little bit more than this, but this is a great start.

For the next 15 minutes I'm going to walk you through this.

Today we're going to look at what makes a document accessible. Images with alt attributes. We're going to look at headings, we're going to look at lists, tables, color-contrast, and links in this Word document. And then what we are going to do is make it accessible together. And then I'm going to convert it to PDF and I'm going to show you what makes an accessible PDF. And then by the end I think if you are new to this topic, you are going to be like oh, this is a breeze. But if you are not it's going to need to be a little reminder for you.

I am sharing my screen and I have a document on screen, and it has a GSA logo. And then it has some headings. I am going to scroll through the document so you can see. It has some paragraphs, some headings and bulleted lists. And then I have a big image, and the image is a complex -- not complex, but it's a bar chart. And then I have another image. And then I have a table. And inside the table there is some words, and the words are in light blue. And then I have a link at the bottom and the link says here.

What I'm going to do is if somebody sent you this document, and you are going to say is this accessible or not. And one way that you could do that is by using the built in Microsoft accessibility checker. All Microsoft products have this checker. Under the review tab there is this button that says check accessibility. The good news is we have a tool that says check accessibility. I am excited about that.

But it's not perfect. It doesn't catch every accessibility issue that exists. So what I can do is just select -- again it is on the review tab, I select check accessibility. And in the right-hand corner of the screen there is a window that opens up that says accessibility, and it has some inspection results.

I can tell by looking at this that it is showing me that I have three objects that are missing text alternative which are probably my images. It says that I could have a reading order problem. And then it says I have some color-contrast issues.

So I already know that this is not a fully accessible document.

Instead of going through each of these here, what I would like to do show you the basics. I already know this document is not accessible and I'm going to have to do some things to make it accessible.

The first thing I want to do is I know that images need alt attributes. So I'm going to put my mouse or select the image, and then I'm going to click on view alt text. And you can do that by right clicking with a keyboard shortcut as well. And you choose view alt text.

Then on the right-hand side of the screen, a window opens that says alt text. How would you describe this object and its content to someone who is blind or has low vision? For example, the subject, setting, actions or inactions or other relevant information. So really what you want to put here is one or two sentences, sometimes you have, the standard is to put more, but in this case we will just put GSA logo. And in the same window there is a button that says generate alt text for me. That is not quite there yet and maybe one day it will be smart enough to say this is the GSA logo, but today that button doesn't really always generate alt text that is effective. So I don't use that button at all.

There is another thing his as is marked as decorative. And if this was a decorative image and if you market as decorative, than that is telling these screen reader that you can skip over this. It is not important to the context of the document.

I would err on the side of putting alt text rather than deciding these are decorative, because it is subjective. Things like borders or if you have the word question and you put a little icon with a question mark next to it, it's the same thing. So that is kind of decorative. But every author needs to make that decision on their own.

So I have entered the alt text of GSA logo, so I am going to close that. And then I'm going to scroll down and add alt text to all of the images in here first. So I will scroll down and then I see another one. And this one, if you can't see the screen it's a complex image, and it says federal website accessibility lawsuits from January 2015 to August 15, 2017. It is a bar chart that goes from 0 to 500 and then it has three different bars, one this is 57 from 2015, one that says 262 from 2016, and one that says 2017 with 432. And they all have a little asterisk next to it, and it says at the bottom there are at least of this many lawsuits.

So that description was for folks who can't see the screen today, but what I'm going to do is right-click on the image and I'm going to choose view alt text just like I did in the previous example.

And a couple of things I want to take note of here. If there is text inside the image, you have to capture that text in your alt text. Now, you don't really want to describe how it looks. You want to describe the information that it is conveying. So instead of saying this is a bar chart with three bars and they are blue, I would rather you say -- like you are reading it to someone. So I will start to at the alt text for this.

So I would write federal website accessibility lawsuits. January -- and if you make spelling mistakes the screen reader will be did funny, so try to correct that -- to August 15, 2017. And this is fake data, by the way. This is just for a demo.

So I would put a bar chart so they know what kind of chart it is. And then I would do it in a narrative way. I would say in 2015 there were 57 lawsuits. Then I would put a comma, in 2016 there were 262 lawsuits, and in 2017 there were 432 lawsuits.

And then I would capture the little asterisk at the bottom, but I would do it in a different way. I would say in all years there were at least that many.

So now I have the alt text here that captures it. It was pretty short considering how complex the image is.

Then we have a third one and this shows the accessibility team service model. It is a gentleman who is smiling and he has his hand on his chin and he is holding a pair of glasses. And it says one, we get your call. Two, we figure out the problem. And three, we solve it.

Instead of saying this is a picture with a man that's got a pink shirt and some glasses hanging from his hand, it's really our service model. So let's do that. Our service model. One, we get your call. Two, figure out the problem. And three, we solve it.

So that is the alt text for this one. Now, I am nothing that you should never describe how something looks. For example if it was a picture of me and I was pointing my finger and I had a knitted brow and I looked angry and you put Terri Youngblood, that would not capture the message that was being conveyed. So it's really a case-by-case basis when it comes to using proper alt attributes.

So Yvette, it is about 1:41. Before I hopped into doing the headings, this might be a good time to take a break. What do you think?

>> YVETTE GIBSON: Agreed.

>> TERRI YOUNGBLOOD SAVAGE: All right, so let's take a little break. What is it, 10 minutes, event Pete?

>> YVETTE GIBSON: Yes.

>> TERRI YOUNGBLOOD SAVAGE: Okay, I'm going to pause for about 10 minutes, and then we will pick up where we left off and continue making this accessible. Okay?

>> YVETTE GIBSON: Terri, there was a request to share the documents so they could follow along with you.

>> TERRI YOUNGBLOOD SAVAGE: Sure. I will send it to you.

>> TERRI YOUNGBLOOD SAVAGE: Are you going to send it to everyone? Cannot upload it in Teams? I don't think I can, can I.

>> YVETTE GIBSON: You could and put the link in the chat.

>> TERRI YOUNGBLOOD SAVAGE: I can send it to you. Can you send it to all of the participants? No?

>> YVETTE GIBSON: Kelly, yes, that can be done. But we have to find a place where everybody can access it. So where do you have a, Terri?

Okay, she said people can just download it.

>> TERRI YOUNGBLOOD SAVAGE: I can add it to the Zoom chat. There we go, I can added to the Zoom chat. I will do that.

>> YVETTE GIBSON: There you go.

>> TERRI YOUNGBLOOD SAVAGE: There we go.

>> YVETTE GIBSON: Gary, we are talking about the document.

>> TERRI YOUNGBLOOD SAVAGE: I just uploaded it.

>> YVETTE GIBSON: Okay, there you go. They can find it. Good, I'm glad everybody can see it. Yes. Cool.

There was some questions further up, Terri, too.

>> TERRI YOUNGBLOOD SAVAGE: Okay, I will look.

[Zoom webinar is on a 10 minute break]

>> TERRI YOUNGBLOOD SAVAGE: All right, I am going to get cued up.

Okay, it is 1:52, can I get started?

>> YVETTE GIBSON: Yes.

>> TERRI YOUNGBLOOD SAVAGE: Okay, before I go any further I want to go to the chat and answering questions. Erica Eddie had a good question, she said do you prefer alt text on the charts or the addition of a table with the same data. Great question. So if it is a simple one where you can describe it in a few sentences like I did in this example, I said go ahead and use the alt text attribute.

However, there is many cases of images that are so complex that it would be paragraphs full of descriptions which is not what alt text was designed for. So in that case I recommend providing an alternative of the tabular data. You can do it in many ways. You can put the tabular data right below the image. You can put a link below the image that links to the tabular data in the appendix. You can then use the alt text section to describe the graphic briefly, and then say please see tabular data below or in the appendix.

It's a good question. There are absolute cases where the table accompanying the data is the best way to make it accessible. So that's a great question.

Then I had another question that came in. By the way I did put the document in the chat, so if you were away when we were discussing that, you can find it there and you can download it.

There was another question. Shelley says in training she has been told not to center the information. I am pretty sure what you might have been told was not to use visual aspects to make headings. See how this is bolded and put in the center? I think the message they were trying to give you is don't use formatting to make something look like a heading. You have to actually program it in the document as a heading.

And that is a perfect segue to my next topic. Yes, you can center things if they are either a heading you have already defined as a style, or if it is just text you want to center. There is nothing wrong with centering content for accessibility.

Positioning of images is critical. Images that are in a Word document must be in line with text to be fully accessible. That could have been what you were alluding to, and let me explain that. So there is really what I want to call layers to a Word document. You have the text layer and the drawing layer. Those are my terms, I am not sure what Microsoft's terms are. But you have images that are what I call in line with text. And if you right-click on the image and you choose all of these different ways of wrapping the text, you want to make sure all images are always what is called in line with text and I'm going to show you what it is right here. Right there. And the reason for that is because if you are using a screen reader and you are navigating down the document, if it is in line with text the screen reader will see it.

If it is one of the other options, it's going to be moved into the drawing layer and it's going to be -- it is not going to be accessible just from reading the document.

In the cases where it is not in line with text, the screen reader will probably be notified that there is an image that is inserted into the document. I think they call them objects. And the screen reader has to know the hotkey to move around the different objects and they won't be in the context of the document.

So all of the images should be in line with text. That said, that is in Word. If you are converting that to PDF, then you don't have to worry about that as much because the reading order in PDF will take care of it.

All right, I answered that question. Let me just make sure there is no more before I move on.

Okay, I am just going to go ahead forward, and you can let me know if there is other questions, okay?

>> YVETTE GIBSON: There is some comments, but --

>> TERRI YOUNGBLOOD SAVAGE: Not direct questions for me?

>> YVETTE GIBSON: Hold on. Now. But we can come back to them.

>> TERRI YOUNGBLOOD SAVAGE: Okay, let's come back to them.

All right. So we have made our images accessible by using alt text.

The next thing I want to talk about is using styles. I'm going to move my Zoom toolbar a little bit so I can see my thing up here.

All right, here is the styles toolbar. If you already use styles, this is going to be a breeze for you.

A lot of people that started their career with typewriters, I know there are some of us out there that date, and we started using WordPerfect. We weren't used to using styles. And sometimes people don't learn all of the tools built into Word. But what they do to make a heading is instead of using a heading, what they do is they highlight this, that come up here, they make it bold, they put it in the center, they make a little bit bigger. But I have not made this into a heading.

So what I have done is I just put it in the center, made it bigger, made it bold. So now it looks like a heading. But it is not a heading. And let me tell you why headings are important.

If you are using a screen reader like JAWS or NBDA or voiceover, you can navigate through a document from headings. As a sighted person you visually scan the document and you look for the different headings, but you can't jump to them unless they are marked up as headings. And that is really, really critical to make a document fully accessible.

So you have to use the styles. If you get a document and you say is this document accessible, you want to click on this and if you look at the style bar you will see that the normal style is currently highlighted. What that means is this is not marked up as a heading. This looks like a heading, but to a screen reader it would not mark it up.

I want to pause for a second. Notice in the accessibility checker it did not tell us this. Because the checker can't find which ones are supposed to be headings and which ones aren't. So that is something that falls outside of the checker that you have to remember.

All right, super simple couple of features. To make this a heading we have a couple of choices. We can come up to the heading, we can right click on it, and we can choose modified. And when we choose modified, the modify style dialog box will come up. And inside this dialog box, you can change the formatting. You can change the font, the size, whether it is bolded, you can change anything. Even down here under this format you can change all kinds of things. We are going to focus mainly on headings today.

Then something I want you to notice at the bottom of this dialog box. Automatically update should be checked so that all of the styles are updated in the document. But more importantly the radio button that says new documents based on this template. If you select that radio button and then say okay and Savior document, your headings, the next time you open Word are going to be that way. If you don't select it, the next time you open Word you will have to reset the heading levels to what you want.

I am not going to change the heading here. I'm going to show you a feature that I think is kind of cool. You highlight this and you don't want it to change, right now we are remediating somebody else's document. So you come up to the heading toolbar and you right-click, and you see an option there that says update heading 12 match selection. And what that means is the selection is what I have highlighted. I want you to update these settings of that heading one to look like mine. So you can either go in and modify it in the dialog box yourself manually, or by clicking this one time you have not updated the heading one to look just like it looks in the document.

Now this is heading one. And in every document -- ideally every document should have a heading one, and then heading twos as they are nested in the document, headings three if they are nested underneath. So in this case I'm going to highlight this, and this is another little trick I like to show people. You can either go like this and highlight it, or you can put it out here in the margin and just single click. Boom. Easier to control it rather than dragging and dropping.

I'm going up to heading two and I will say update heading two to match selection. So now I have made this heading two. And notice when I put my cursor on this it is now showing heading two.

So I will make this one heading two and highlight it and make heading two. I will highlight this and make it heading two. And now I will show you a trick that because this is the accessibility community meeting out that a lot of you already know this, but let's show how to do it one at a time. I mean multiple at once.

So I click that and then I hold on the control key on my keyboard and I click again. Now I let go of the control key because if you don't it's going to scroll. So remember, hold it, click. Hold it, click.

So I'm going to come down again, hold down my control key and click. Now they are all highlighted and I don't want to click anywhere so I come up to my heading and make them heading twos. Now I have made multiple headings at the same time. It takes practice but I find it is really helpful when you are remediating. And then I will make this one heading three.

Now one way you can test whether or not you have headings as you can click on the view tab and then the navigation pane, and you will see that over here on the left you will see they are nested into heading twos. And it looks like this one might have been nested differently. Let me see what this one is. Yes, that is heading two and that is heading three.

Okay, so now we have headings in the document.

Images have alt text. Headings are marked up. Okay?

I always want you to use the bulleted lists and numbered lists that are built into Word when you are creating these. And Word kind of forces you to do with these days which some people get frustrated with and I understand, but it's really important. Because when you use the list features, it helps a person who was using a screen reader understand this is a list, there are three items in this list. And that same information when you convert to PDF is captured in the proper list thank. And you will see that in a little bit when we go to the next document.

We have everything here, of the next thing I will talk about is data tables. But before I talk about the data table, somebody tell me what is wrong, what you see wrong with the data table? Pop it into the chat, tell me what you think is wrong with what you see.

Lack of color contrast. Yes, perfect. Week, since we are the accessibility people, we know that the light blue is too like. But a better way or a different way should I say with the you can either tested with a number of the free accessibility checkers that around the market. Or you can run the accessibility checker here under the review tab, and you can say check accessibility. And it will show you that you have hard to read contrast. So it is going to show you the first word and it's going to highlight that word.

Then it lets you choose a font color that is darker. If you want to, I am just going to make it dark, and as a matter of fact the easiest way for me to do it is to highlight the whole thing and make them all dark blue. And you notice that the finding disappears over here.

So now the contrast is fixed, but there are tools like something called color contrast analyzer that I am sure you are all familiar with which is part of the tools that are available for trusted tester. But also there are web-based ones that you can use without downloading anything to your computer.

I want to talk about simple tables versus complex tables. Simple tables are tables like what you see here. There is one row of header cells and then there is data cells. This is the header cells and this is the data cells. The header cells are name, role, and phone number. And the data cells fall underneath.

You want to make sure that the document knows which one is the header cell. And the purpose of that is so the screen reader user will be able to identify which one is the header row so screen readers will read the header cell with the data so at the same time.

There is two ways to do it. The easiest way is to choose the layout tab and click repeat header rows. The purpose of doing that really is too in case the table goes on to multiple pages, the header cells will repeat. So when you are on page 2 you can still see the header cells.

What is important is that it also tells the document and the PDF and the screen reader that these are the header cells. And it is like Steve mentioned, TH for table header, PD for HTML in the header source code.

I have told the document where is the header cell. So this table is accessible.

Take complex table which is multiple header cells that are associated with one data so, so if I have male, female, women, and then a number, that complex table cannot be made accessible in Word. Screen readers cannot associate more than one header so with a data cell in Word. That said it can be done in PDF. So when you are educating people, if the document is going to live in Word, it has to be a simple table. There is all cons of creative ways to make them simple. Or you convert it to PDF and there is tools in PDF to make complex tables more accessible.

The last thing we are going to talk about in this document are links. Whenever you have links that are generic like this one here, click here, it doesn't have descriptive link text. And it can be problematic for a person using a screen reader to, for example, tab through the document. You would hear here here here here and in JAWS it would be like here here here here and that is not a best practice.

So if you have an you want to write click on it and say added hyperlinked. And here under the text to display section you want to enter visit the section [can't understand] dot gov website. I am just putting anything in there, but it has to be something that is descriptive. And let me correct my mistakes here. That was a bad choice, but anyway you will see that it now is more descriptive. So you don't have to guess what here was.

Everybody knows if you want to print this document, it is not meant for being shared electronically and you would want the URL. But that is because otherwise they could not click on it. But I think that is understood.

Now I am going to save this because we have fixed it and made it accessible, and now I will run the checker. And it still says -- it has a warning. And I think I saw a question go by earlier, that if it is an issue then it is a problem. If it's a warning, that is something you need to check. This is just like hey, check the reading order of the table. And honestly the way they say to do it is to use the tab to navigate through the cells one at a time to verify that the reading order is correct. But I don't know that that really does anything other than to show that the tab order is correct for the table. I would always just rely on the fact that you set the header cell appropriately and it is a simple table.

If you have a screen reader you can check it with a screen reader, most of us probably don't, but a lot of times if it has a screen reader it will have that warning there and you can get rid of it from what I know.

So we have now made this accessible. Let me pause and see if any questions for me came in while I was doing the Word document.

>> YVETTE GIBSON: Unless I missed anything I don't see -- are you going to touch on complex tables?

>> TERRI YOUNGBLOOD SAVAGE: No, I am not today.

>> YVETTE GIBSON: Can you use the read aloud to hear it?

>> TERRI YOUNGBLOOD SAVAGE: I don't recommend that. Read aloud doesn't really work like a screen reader works. So screen readers work with table reading keys which are very unique ways of navigating the table. So I don't think read aloud would do that.

>> YVETTE GIBSON: Aubrey is repeating her first question from earlier. Terri, is content in the headers or footers of Word documents part of that text layer you described or is it its own layer?

>> TERRI YOUNGBLOOD SAVAGE: I know what she is asking. For years passed the rule was always if you have a header and a footer with content in it, make sure you capture that same information into the document itself. The answer to your question is the header and the footer are in the drawing layer. So if you had something like address and phone number in the header and something else only footer, it would not read automatically when a blind person read the document top to bottom.

But now the screen readers are announcing that there is information in the header and the footer when they open a document. To err on people not missing things you might want to edit the content in the document, but the header and the footer are accessible and they have to know how to get into the header and footer to read it. So that is my answer to that.

>> YVETTE GIBSON: Tennille was asking would you ever put the actual link? Something like want to find out more please visit, and then put the www dot Section 508 dot gov.

>> TERRI YOUNGBLOOD SAVAGE: Sure, that's an option, yes.

Okay, let me convert this to PDF. Remind me, do I have 15 minutes left?

Yvette, do I have 15 minutes left?

>> YVETTE GIBSON: You have 45 minutes left.

>> TERRI YOUNGBLOOD SAVAGE: Oh, I thought it went until 2:30 PM. Okay. I won't need all of that time.

>> YVETTE GIBSON: That's fine.

>> TERRI YOUNGBLOOD SAVAGE: All right everybody, right now I have the PDF up here. I am trying to move my little thing around so I can see everybody.

So now we have a PDF. As you probably know because you are accessibility folks, the work begins in the offering document in most cases. The work we have done today is creating content that is accessible, converting to PDF, and a lot of the stuff automatically convey. So I want to show you a couple of things.

Over on the left-hand side there is a little teeny arrow, open it up, and Adobe just came up with a brand-new interface, I don't know if anybody has seen it. I am not used to it yet so I have switched back to the old interface. They switch everything around and what used to be on the right is now going to be on the left and it will take me a while to get used to the new version. So what you're looking at is the old version.

Over here on the left -- I know TK, I feel the same way -- over on the left I have the icons. The first is the page thumbnails of the document. The second one is bookmarks, then attachments, you have the content panel, and then you have the tags.

As we all know accessibility tags are to a PDF what HTML is to a webpage. It's the code behind the scenes. And that is what makes a document accessible. If a document doesn't have accessibility tags, it is not accessible.

Tags are put into the document by Word. Word and Adobe got together and said -- back in the day I used to have to manually add tags because they weren't automatically added when you converted it. But fast forward to 2023 and it is a partnership and it does a decent job.

These are the tags and these are generated by the content that I had in Word. So first we have a blank space. You can avoid these blank spaces by not using the enter key to put space in the document, but it's not the end of the world if you have an empty P tag. If you have 20 empty P tags it's a problem.

But first I have a figure tag. A figure tag is just an image. If you open up the figure tag and you have this image, if I right-click on the image and I choose properties, you are going to say GSA logo. So that is the alt text that we put in the alt text.

Janine, if you announcing the icons on the left, that could be a little teeny arrow that you are not seeing. And if you don't see the arrow you can go up to the view menu and look at the toolbars and like Marilyn said you can add it there.

So now what I'm going to do is what I call a walking tag tree. I want you to walk the tag tree using your arrow keys. Not your mouse, your arrow keys. So take your finger and put it on the arrow keys and walk one by one.

Now I am on H1. It's H1 because we made it heading one in the previous document. H2 because we made it heading two.

If you open up the heading tag you will see the content. Not all of the content and if you have a paragraph you will not see it all, but you will see some of it.

Then we have the P tag, H2, then we have a list. Lists are my favorite. But they are very difficult -- difficult, but they are cumbersome if you haven't used the list feature in Word. Because these would be individual paragraph tags, and you would have to convert them to list tags. So every list must start with an Al tag, and then it has each individual one. LI for list item and underneath list item will be an L body, and then the container. Every list should have that.

All I am doing is checking the reading order of the document and checking to see if the tag is associated with the content in the proper way. I know confidently because I created the Word document in the manner I did that this is going to be a pretty good, pretty well tagged document.

So I am moving down and seeing my lists, I am seeing my empty P tag there. I have a figure and if I open up the figure I can see that I have the properties and my alt text is here from when I did it in Word.

Yes, Dana, if I were creating the list I would make sure I had LBL as well. That is the best way to make an accessible list, but it will still be the same the way that this one is.

We don't need to double check all of these tags if you know you did it right. I am teaching you PDF, just a quick glance at PDF accessibility so you understand all of this. That's all.

Now we get to the table. Everybody seems afraid of this tag tree. You should not be afraid of it, it's very simple. You just got to get comfortable with it. So you get to the table tag and you notice everything is highlighted. So I will click on the table tag and I have a T head for the header cells and a T body for the body cells. When I open up the T I have TR which stands for what? Put it in the chat, what does STR stand for?

Yes, table row. Excellent.

Then when I open up the TR I have three THs and those are table header cells.

When you open up the T body you are going to find that in the first TR you have a TH. And the reason you have a TH there is because when you are a screen reader user and you are reading this, you are going to be going across here and you will hear name, John Doe. Role, 508 subject matter expert. Phone number, 123 blah-blah-blah.

Then when you move down to this next cell, if you want to know what phone number this is associated with, this has to be marked up as a TH or else it won't automatically read. But since it is as we see in this code, it is done automatically by Word. And sometimes you have to make them TDs because they shouldn't be header cells. But in this case they are, so when I am in the cell as a screen reader user I would hear John Doe, phone number, Jane Doe phone number. If I moved here -- it is coded in a way that makes it very accessible for a person using a screen reader.

And then we have -- and the only reason this guy was on list was because I had it somehow bulleted. I don't necessarily want it bulleted, so I could take it out of the list item. But since it is already there, I am just going to leave it.

Now we have a really decent structure of tags. That doesn't mean it is fully accessible yet. There is a couple of other things we need to look at. So the checker will remind us of that, but just for now if we come to the file menu and we choose properties, then all of them need a title. The purpose of a title is for screen reader users to understand the name of the document. For example when they are opening it on the web. So I am going to make sure that there is a title, and you don't want the title to be something like 123 underscore 2002 underscore XYZ because that is not something that a screen reader will understand.

So I will just put the actual title here.

Then you go to the advanced tab and you want to make sure that English is selected. You always need to define the language in a document to make sure that the document -- the person using a screen reader knows that they can use their English synthesizer. That is normally done automatically if you are using a Windows operating system, but not always. So just check it.

Now what I want to do is over on the right-hand side you will see these tools. If you don't have tools you can search for accessibility. And by the way you have to be using Adobe Acrobat Pro. You can't use reader, reader does not have the accessibility tags built in. You have to use the program so if you are struggling with that it is because you might not have the right version.

Yes Shelley, it is easier if you put it in Word, if you define the language. And as Karen points out she works with multiple languages and sometimes she has to manually tag the language in the properties. So it is something that is important if you were working in multilanguage documents.

I'm going to click on accessibility and then I will walk you through each of these real quick so you know what they are.

The first one is to auto take a document, and you would use this feature if you had a PDF file that wasn't tagged. And you didn't know where it came from, you didn't have the source document. Auto taking the document is a way of adding tags to a document that doesn't have any tags. I would recommend only doing that if you did not have the source document. It's easy to go back to the source document, fix what is wrong, and then converted to PDF with tags.

But auto tagging the document can be very helpful in getting the progress started. I will say that auto tagging doesn't result in perfect tags. It does depend on what the document was authored in. If it was offered in Word, chances of the tags are going to be pretty good. If it was authored in something else like newsletter software or quark or some of those different authoring platforms, the meta-tags are going to be a mass. But you have to go in and manually fix them yourself.

Then there are two features that are grayed out right now, but it is auto tagging of forms and some reading options.

Here is the accessibility checker which I'm going to be running in a second.

You is a button that says tell me what is wrong with the document which you will normally pop up after you run the checker anyway.

This one helps with identifying form fields, if you have fillable forms in your document.

This one allows you to set the alternative text. So let's you open a document that has a bunch of images but they don't have alt text. You can either go to the tag tree and find them, right click on the image, add alt text to the properties, or you can click this button here and it will pull up all of the images that you can add alt text to.

That is a really helpful feature and that is new in the last couple of versions.

And this is a setup assistant for setting up your Adobe PDF for you if you are a user of assistive technology. People who use screen readers. For example they might set up some accessibility features in how their assistive technology reads the document.

The last is a reading order tool, and this 211s wonderful for making your document accessible. If it's not it's got some WYSIWYG features if you will.

Jerry asks have you had any issues with the auto tag function? In my office every time we try to run it, we get stuck at 20 percent. What you mean start at 20 percent, it only adds 20 percent of the tags? I have not experienced that. But it is just a little tool to get you started. It is by no means an end to your efforts of making the document accessible.

What I'm going to do is run the accessibility checker. I'm going to scoot this up and then start checking. And it is going to show me here is my results for the accessibility checker. And it says there are two issues. And if you see these little blue circle with a question mark, it just means there needs to be a manual check. We just need to check the manual reading order.

The easiest way to check the reading order is to do what I just thought you and that is to walk the tag tree. Something that a lot of people don't know is that the tag tree is the order in which assistive technology is going to read the document.

There is also something called the order panel and that order panel should be the same and that should be the same as the reading order. This is the easiest way to see, to move down the document like this, and that is the order in which JAWS or other screen readers are going to read it in.

And then the second one is color-contrast needs a manual check, so we already fixed our color contrast in Word so we don't have to do that again. And you can right-click on these and say pass just so you have reminded yourself.

By the way, if you save this and somebody else opens it and runs the checker, it will not save those to pass, but that's okay.

Shelley says DOL team has us delete empty paragraph markers from the PDF. You should generally alter the document so you don't have an teepee tags. If you have an empty P tack it will not hurt to delete it, but you have to be careful because sometimes if you delete a bunch of tags you can see it in the content panel but not in the tag panel and you will end up with an error. So I always be careful about that, I was trying to offer it without empty blanks.

There are a couple of different settings that you can check and this will check for lists. And if you run this checker, forms, tables, and lists, then you might get that error. So you can run different checkers and you still don't get that problem in the lists. Because if you don't have the LBL it's still the same, but if you do get that ever, I am hesitant to get into that right now because it gets really technical and this is not meant to be a deep dive, so I don't want to get into how to rearrange lists right now. But that's a good point, maybe we can have a more advanced PDF one later.

Any other questions? Let me see. Awesome.

This comes to the end of my presentation on Word and PDF. I know that we have about half an hour left. So I am happy to entertain any questions that might have come up.

Yvette, why don't you look through the chat for me and see if there is any questions that I can address.

>> YVETTE GIBSON: I am looking. And if you want to restate your question, you can go ahead and do that. And we've got one. Just put it back in the chat and I will catch it.

>> TERRI YOUNGBLOOD SAVAGE: Since we have time left --

>> YVETTE GIBSON: Is that a question, how to test redacted data on PDFs. Is that a question? From Marina. How do you test redacted data on PDFs?

>> TERRI YOUNGBLOOD SAVAGE: How to test redacted data on PDFs. I am not quite sure what you are asking. Sorry.

>> YVETTE GIBSON: Marina, can you come off of mute and explain what you are saying?

>> Yes, hi everyone. I was wondering if there is a blurred out content, like sensitive information, in PDF, do we have a way or any rules for those PDFs and for that type of information?

>> TERRI YOUNGBLOOD SAVAGE: Okay, yes. Generally if it is redacted it will not read to the screen reader. But the best way of ensuring that is to market as an artifact in the PDF document. So I believe, and I don't have a lot of experience with redactions, but I believe if it is redacted it will read to the screen reader as redacted. If anybody else knows a little bit more about that in must you probably thought into the chat, but I think if it is redacted it will not read to the screen reader. Or you could market as an artifact.

>> YVETTE GIBSON: Marilyn said the redacted text should be archived so we screen reader doesn't see it.

>> TERRI YOUNGBLOOD SAVAGE: Yes, I see that.

Since I've got a little bit of time I'm going to go off-the-cuff here. What I'm going to do is I'm going to save this one will quickly. And then I am going to do something to this document that is going to remove the tags. So I'm going to print to PDF, something I never want you to do because it does remove the tags. And I thought I would take a little bit of time that I have left to show you the reading order tool. And then show you auto tag. So if that sounds like a good idea, let's use the time we have left to do that.

It is taking it's good old time, so while it is doing that -- managers really lack an understanding of what accessibility is, the skills and time it requires. Can you recommend a course or other resource that would be appropriate for senior managers so they can learn what the staff's responsibilities are and the reality of the time and capacity this takes.

I don't know of a course that is directed with that in particular. I understand the challenge you are talking about. I think it comes down to education. And I believe that every federal employee should be educated on how to make a Word document accessible. I believe it should be part of required training. And I don't mean the required training we all have to take, I mean integrating it into our workforce. Like for example on boarding. On boarding training should include a basic introduction to Word accessibility.

Because if every federal employee takes the time to learn how to make a Word document accessible, it will really help us in the long run. Because as Kerry pointed out, when you get documents and PDFs from unknown sources, it can be challenging and time-consuming to make it accessible.

I don't know why this is not working, it's going to be crashing on me. So let me see what other questions -- let me see if I can save this one.

I will try to open it up again, give me a second.

Let me try printing the PDF again.

I might not be able to successfully do that. I am trying to create it without any tags.

It's not going to let me do it, is it. It's choking on it.

I don't think if I just deleted the tags it would be the same. So I don't think I am going to be able to do what I wanted to do.

>> YVETTE GIBSON: Jean was asking don't you mean to print to PDF from Word?

>> TERRI YOUNGBLOOD SAVAGE: You can do it both ways, but that's a good idea. Let me try that.

Who said to do that?

>> YVETTE GIBSON: Aubrey.

>> TERRI YOUNGBLOOD SAVAGE: You are a rock star, you figured it out. My brain was having one of those moments. You are a rock star, thank you very much.

What I did is I have the document in Word and I converted it to PDF by printing to PDF. And by doing that it does not have any accessibility tags. So if you come over here you will see no tags available. So guess what, this is not accessible.

One thing I do whenever somebody gives me a document, I always say all right, where did this document come from. The first thing I do is come up to the file menu and I choose properties and I look here. And I see this came from Microsoft Word or this came from whatever it is. Because then I can usually tell whether or not it's going to be easy to make it accessible.

Now I am going to show you this tool. You open up the accessibility checker and you open up the reading order tool. And this was Adobe's way of giving you a tool that doesn't make you manually have to create tags in the tag tree. This is a great tool for a very simple document. I am going to select this. Notice how there is a pink highlight around it now. All I did was double-click on it and you could actually do that as well, but I find that double-clicking it gets only the image.

You come over here to the reading order tab and you click figure. Now you notice that you have a figure and it has no alt text. So to fix that time go to right click on it and choose edit alternative text. So I am actually building accessibility as I go.

The next thing is I will highlight this guy, and you want to make sure that -- sometimes you can double-click on it as well, but you don't want to do that, that selects all the content.

You highlight it with your mouse and you click any of these things. Ours is heading one, so now you notice that it is messing up the reading order as I go and we will have to fix that and I will show you that in a moment.

Next I want to create an H2 so I click on H2, and then I make this guy a little smaller and I will select this paragraph. I will call it text. Then I will select this one and I will call it heading two.

Now you see that the figure tags are going to have to be dragged to the top at some point. What I don't want you to do is this. Because you are going to stick it all in one P tack and you won't be able to make it a list as easy. So what I suggest you do is create individual P thanks for each of the list items, and then we will turn us into an L tag. And we may not have time to get all the way through it but I will try.

I will create this as a heading H2 and then what I am doing is manually creating a tag tree. And for a simple document this is a nice easy way to do it. But I will tell you that doing this can get very complicated and you can make things disappear. Have you guys ever really try to tag something and it disappears? Literally an image will just disappear. That is because it is layered in the content panel and in the tag panel and it's very difficult to get back. Not impossible but difficult. I bet some of you have struggled with that if you are PDFers.

So I am making this text and I will make individual ones.

This is just one way of doing it. There is all kinds of way of doing it. I am to strong to show you the easy stuff. So them this is H2. This is tag tree. I am not watching the questions anymore so if there is questions coming in, you are going to have to let me know.

Double-click on that guy, make it a figure.

As you can see what I am doing is manually going through this, and I'm going to stop just because it is repetitive. But you will see that one of the things, this figure down here is now out of order. So what I do is I come to the tag tree and I find this and I want to drag it to the top. You can either drag it like this, or I can cut it by using control X, and then I can just move it to the top of the page and do control V. Now it is at the top but I need to put it to the very top, and there we go. Now it is in the right order and now you walk the tag tree and you make sure everything is in the right order. Right now we have P tags were we should have list tags, but -- now this is out of order so I need to move this right above the H2 tag.

So now the stuff that I have tagged is in the right order. I am going to come over and visit the chat to see if there is anything that -- let's see.

No. It looks like -- all right. I am going to put a pin in it right now. I think we have covered a lot today and I don't want to start digging into tags and lists when I have 15 minutes left. Happy to do a more complex session later if there is interest.

So I want to take this time to thank everybody for listening to my voice for two and a half hours and I will stick around to answer any questions that come into the chat.

Great to be with everybody today. Thank you so much for letting me share my experience and my knowledge on Word and PDF. Thank you so much.

>> YVETTE GIBSON: Thank you so much, Terri. I told you guys she was fabulous and I am learning so much from her.

Everyone, please take a moment to take the survey. And I have put my email address in the chat a few times, so if you want to have a discussion you can reach out. But please take the survey.

Terri, thank you so much. Interpreters, thank you so much. Steve, thank you so much. Bri, I appreciate you, thank you so much.

And all of you that attended, thank you. This was great. I appreciate you guys for attending.

Ferry, there is a question. I would be interested in more comprehensive training if you have -- I missed it.

>> TERRI YOUNGBLOOD SAVAGE: I will look at it, hold on one second.

>> YVETTE GIBSON: Okay. I will say the chat so I can go back and look.

Deborah, you said training, more comprehensive training. I think that is what it was. Deborah, I think that was you saying that? Okay, yes. Okay.

All right. Deborah, okay Isabel. Let me talk with Terri and let's see what we can do. We might be doing a part two.

It corrupts alt text when you use the save as. That's interesting, Terri, did you hear about that?

>> TERRI YOUNGBLOOD SAVAGE: Sorry, what was the question?

>> YVETTE GIBSON: She would love to hear how folks get around the Microsoft bug that corrupts alt text when you use the save as.

>> TERRI YOUNGBLOOD SAVAGE: I have seen that. You mean when it puts a little teeny XRP1F2 or whatever? Okay, there is two ways to save a PDF. One is using the Microsoft engine, and the other is using the PDF engine.

Let me show. I think you know this but let me show.

So file, say vas. This is the Microsoft engine, so when you open up this engine -- when you select PDF, this uses the Microsoft engine for saving to PDF.

In that window you will see options and then you see optimize tags for accessibility. 508 doesn't require PDF UA, but sometimes if I select this it stops some of the alt text problems. Sometimes it doesn't. It is something I tried. PDF UA is a step above the 508 accessibility requirement. So I try that.

Number two, there is another way and that is save as PDF. When you select say vas it is using the Microsoft engine. When you select save as PDF that is using the Adobe engine. So sometimes you can see here that it does their use things.

So I use the Adobe engine when the Microsoft engine fails me. That is one way around it and I hope that helps because there is two little options there for you.

Yes, you are right Ryan. PDF A is not the same as PDF UA. Sorry if I misspoke.

>> YVETTE GIBSON: Let's see.

>> TERRI YOUNGBLOOD SAVAGE: [can't understand] patch being worked on. Is that it Microsoft, do you mean Ryan?

>> Yes, this is Ryan. This bug was discovered two months ago, and there was a patch released a couple of weeks ago for the commercial side [Audio cutting in and out] will be made available for the government edition.

>> TERRI YOUNGBLOOD SAVAGE: That's great, thank you.

>> YVETTE GIBSON: That's cool. Thanks, Ryan.

>> TERRI YOUNGBLOOD SAVAGE: All right, thanks everybody.

>> YVETTE GIBSON: Thank you, Yolanda. I think that is how you say your name. What is your last name?

>> Burress.

>> YVETTE GIBSON: Okay, I will try to think the best way to do this. Can you just send me an email and I will -- I need to discuss something with Mike. I saw his message. So just to figure out the best way to do this.

>> Yes.

>> YVETTE GIBSON: For this meeting. Okay? Thank you so much.

>> Okay.

>> YVETTE GIBSON: Thank you. Anyone else?

Okay, cool. Well, thank you everyone, and I am giving you back seven minutes to enjoy. Please don't forget to take the survey.

>> TERRI YOUNGBLOOD SAVAGE: Thank you interpreters and captioner.

>> YVETTE GIBSON: Steve, you were great and we appreciate you. Thank you for captioning everything for us, thank you.

And Jules and Daleena, thank you guys.

Thank you Bri. So Terri, I guess we will have a side -- can you send me the recording info also. Kelly, do me a favor, I am going to send you my email address. I think we are going to do -- make it available. There you go, I sent it to you.

All right Kelly, send me. And Bri, we can let the captioner and the interpreters go. And let me see, do you want to check chat Terri or you want to hang up and I can call you.

>> TERRI YOUNGBLOOD SAVAGE: We can chitchat but it looks like there are other still connected. So do you want to call me?

>> YVETTE GIBSON: Yes, let's do that. You can end it Bri, I will call Terri. Thank you everyone, goodbye.

[Event concluded]