Accessible Instructor-Led Training Checklist

From *Accessible eLearning: WCAG for the Rest of Us* by Rachael Lundin

A note on WCAG and live training: WCAG covers the digital parts of your session: slides, documents, the meeting platform, captions, and recordings. Most of the facilitation and in-room items on this checklist are best practices rather than WCAG requirements, so they aren't labeled one by one. They're still what makes a live session work for everyone.

Mark it up

Print it and write your mark on the line next to each item. Want to fill it in on screen? Use the Word version of this checklist.

Reading the book? ✓ I already know how to do this · ★ I'm curious · ? I've never heard of this

Planning or reviewing a session? ✓ Passes · ★ Working on it · ? Not sure how to do this · N/A Doesn't apply

Pre-Session Considerations (Chapter Eighteen)

Assume Participants Will:

- Use assistive technologies (screen readers, magnification, speech-to-text, mobility devices)
- Need live captions or interpreters to follow spoken content
- Navigate the platform using only a keyboard
- Require clear verbal descriptions of anything visual
- Need materials in multiple formats (large print, plain text, digital)
- Request copies of materials in advance
- Need flexible timing for activities and regular breaks
- Use different ways to ask questions and participate (voice, chat, reactions, raising a hand)
- Benefit from predictable structure, pacing, and multiple instruction methods
- Have varying internet quality and device capabilities
- Have sensory sensitivities
- Need clear technical support, physical support, and emergency procedure information
- Benefit from platform orientation before diving into content

Handouts and Presentations

_____ Handouts and slides meet the Accessible Documents Checklist

Platform Setup

_____ Enable and test live captions or auto-captioning
_____ Test keyboard shortcuts for essential functions
_____ Set up communication channels (chat, audio, video)
_____ Enable participant hand-raising feature
_____ Activate participant reaction buttons
_____ Configure breakout room settings and test controls
_____ Configure recording settings at highest quality
_____ Check audio settings and noise suppression

Interpreters and Live Captioning

_____ Sign language interpreters, CART (Communication Access Realtime Translation) captioning, or spoken-language interpreters arranged when needed
_____ Interpreters and captioners receive slides, terminology, and names in advance

Do Your Dry Runs

_____ Dry run completed, including interpreters, captions, and backup plans

Good Facilitation Is Accessible Facilitation

_____ Agenda and learning objectives sent in advance
_____ Platform orientation guide prepared
_____ Regular breaks scheduled (at least ten minutes per hour)

Technical Support

_____ Dedicated support person assigned
_____ Chat moderator/monitor role assigned
_____ Support staff availability confirmed
_____ Multiple contact methods available
_____ Clear escalation process established
_____ Technical support documentation ready
_____ Backup plans for common issues (audio, video, connection)
_____ Alternative participation options if platform fails
_____ Backup activity plans prepared

If You're Training In Person

_____ Multiple accessible entrances/exits

_____ Clear, wide pathways
_____ Flexible seating arrangements
_____ Good lighting control
_____ Proper acoustics (microphone and hearing loop tested)
_____ Temperature controls
_____ Quiet break spaces
_____ Easy access to restrooms
_____ Power outlets throughout
_____ Distraction-reduced areas
_____ Clear emergency procedures, including evacuation for participants with mobility differences
_____ First aid accessibility confirmed

Content and Materials (Chapter Nineteen)

Slides for Virtual Delivery

_____ 18pt minimum font size on slides
_____ High contrast presentations (4.5:1 minimum ratio)
_____ Clear, consistent slide layouts
_____ Slides with minimal animation
_____ Simple, clean graphics
_____ Alt text for all images

Materials in Multiple Formats

_____ Digital and print formats available
_____ Electronic versions
_____ Large print versions
_____ High contrast materials
_____ Clear, readable fonts (see the Accessible Documents Checklist)
_____ Visual learning aids (charts, diagrams, mind maps) with accessible alternatives
_____ Note-taking guides
_____ Reference materials

Activity Instructions

_____ Activity instructions in multiple formats (spoken, on screen, in chat, in advance materials)
_____ Clear verbal and written instructions

_____ Visual and written instructions

Share Materials in Advance

_____ Materials shared in advance so participants can test with their assistive technology

If You're Training In Person

_____ Printed handouts at 12 point minimum, with large print copies on hand

_____ Color-coded handouts still make sense in black and white

_____ Tactile elements included where relevant

Session Management (Chapter Twenty)

Start With Orientation

_____ Welcome message reviewing all platform features

_____ Normalize use of all participation tools

_____ Learning objectives stated at the start

Describe What You're Doing

_____ Clear verbal descriptions of all visual content

Pace and Pause

_____ Processing time built in

_____ Frequent comprehension checks

_____ Give clear transition cues

Multiple Ways to Participate

_____ Multiple ways to participate in each activity

_____ Various communication methods supported

_____ Group and individual work options

_____ Multiple ways to demonstrate learning

_____ Allow flexible response times

_____ Active monitoring of all communication channels (chat, audio, reactions)

Breaks Are Non-Negotiable

_____ Breaks announced clearly and taken as scheduled

When Things Go Wrong

_____ Technical/logistical support options available and contact information visible

If You're Training In Person

_____ Start with orientation to the physical space and available resources

_____ Face participants when speaking, and repeat audience questions before answering

_____ Interpreter stays visible throughout

Post-Session Considerations (Chapter Twenty-One)

Evaluate How You Did

_____ Debrief and gather feedback from co-facilitators and participants

Recordings

_____ Recording captions reviewed and corrected

_____ Recording shared with all participants in an accessible player

Follow-Up Materials

_____ Slides, handouts, session summary, and links shared after the session

_____ Transcript made available if you have one

If You're Training In Person

_____ Flip charts and whiteboards photographed and shared with descriptions

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Common issues to watch for

In person: Room layout barriers, environmental distractions, activity timing, participation barriers, communication needs

Virtual: Audio/video issues, platform navigation confusion, feature access problems, connection reliability, activity participation barriers

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Pro tip

Sending materials in advance allows participants to:

- Review in their preferred format
- Test with their assistive technology (VILT)
- Prepare questions in advance
- Plan their participation approach
- Familiarize themselves with content

Recommended practices

- Start with an orientation: to the space (ILT) or platform features (VILT)

- Review available support options
- Establish clear communication signals
- Maintain predictable patterns throughout
- Give transition warnings
- Monitor engagement across all methods and channels
- Provide closure and next steps

Note: This checklist is meant to facilitate compliance with accessibility laws, not replace them.

Download fresh copies of all the checklists at rachaellundin.com/accessibility-resources.

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