

Insights for All!

A toolkit for better disability inclusion in research

Accessible Insights Consortium, 2025

Version 2.0

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Introduction

About the toolkit

Thank you for your interest in inclusive research practices!

This toolkit is in its second edition, and the product of a collaboration between members of the **Accessible Insights Consortium**.

Herein, you will find information and resources for insights' professionals interested in designing, implementing, and reporting research that is accessible to and inclusive of people with disabilities.

This work is ever-evolving. We rely on contributions and feedback from our expert community of practice. If you would like to comment or get involved, please contact **research@insightsassociation.org**.

Partners



About the Accessible Insights Consortium

The Accessible Insights Consortium is a group of market research and user experience professionals, as well as companies, working to make consumer research more accessible to the entire population.

Our goals are to:

1. Ensure representation of people with disabilities in research.
2. Continuously evolve a set of research recommendations.
3. Collaborate with service providers and inform their efforts.
4. Create a conversation in the broader research community.

Accessibility Regulations and Compliance

The corporate research industry (including market and user research) is becoming increasingly aware of accessibility, driven by ESG expectations, as well as updates to the **Americans with Disabilities Act (ADA)**, and the **European Accessibility Act (EAA)**.

To support the creation of accessible digital content, the World Wide Web Consortium (W3C) created the Web Content Accessibility Guidelines (WCAG). These technical standards outline the guidelines for making accessible web content. In contrast, laws such as the ADA and Section 508 outline the legal requirements for accessibility.

Here's a quick breakdown:

- **WCAG:** Technical standards for digital accessibility.
- **ADA:** Civil rights law that prohibits discrimination of people with disabilities, including on the web.
- **Section 508:** A U.S. law requiring federal agencies to make their digital content and technology accessible.

WCAG Conformance Levels

One can achieve conformance with web accessibility guidelines at three different levels: A, AA, and AAA. Each level builds on the previous level, like a pyramid.

- **Level A** – represents the minimum level of conformance. Level A criteria affect the broadest group of users, providing the most benefits, and are therefore essential. However, with the base level of support, some barriers will still exist that impact certain user groups.
- **Level AA** – the most common target conformance level, often adopted in regulations or negotiated in legal settlements. The criteria at this level establish a higher level of accessibility that works for more users, including those who use assistive technology.
- **Level AAA** – the highest conformance level achievable, meaning it covers the success criteria of all three levels. However, Level AAA is not applicable or realistic in many situations.

Web Content Accessibility Guidelines (WCAG) 2.2

Why make research accessible?

Impacts to many...

1 in 4

Adults in the U.S. have a disability

Accessible product & market research is the right thing to do and it...

1. Gives a broader audience access to products/services.
2. Helps brands differentiate themselves from competitors.
3. Addresses issues before they become costly mistakes.
4. Benefits all users and enhances their experiences.

Disability impacts different modalities, good design should consider all

- Modalities include touch, sight, hearing, communication, and cognition.
- Disabilities often co-occur.
- Only 20% are apparent; most are invisible.
- Impacts range from permanent to situational.
- It is likely that all of us will experience a situational, temporary or permanent disability at some point.

	Permanent	Temporary	Situational
Touch	 One arm	 Arm injury	 New parent
See	 Blind	 Cataract	 Bright lights
Hear	 Deaf	 Ear infection	 Bartender
Speak	 Non-verbal	 Laryngitis	 Speaking a new language
Think	 Dyslexic	 Migraine	 Overloaded

The disability community holds massive spending power...

\$1,900,000,000,000
(two trillion in disposable income)

Accessibility is an industry-wide shortcoming

Our industry is somewhat aware of & ready to support access* with challenges in:

- **Representation:** Most do not track or expressly include people with disabilities
- **Research design:** Accessibility is not a consistent consideration in research design

Access in research needs collective effort across clients, suppliers, and platforms.

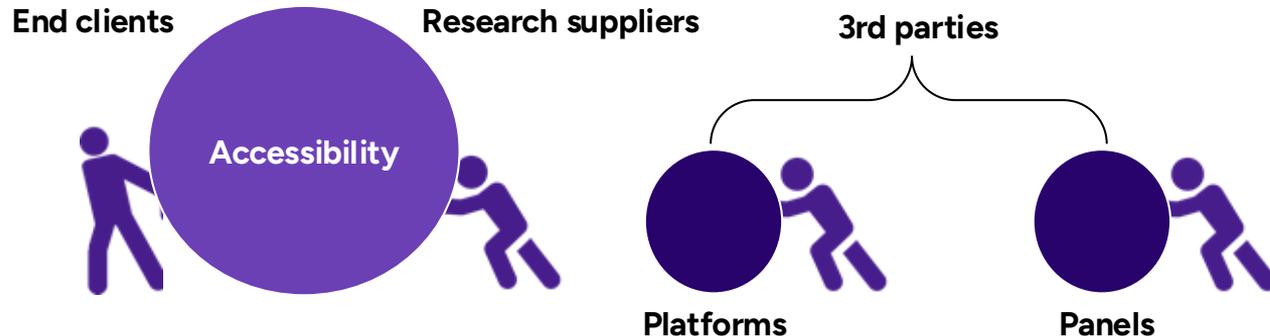
- The following short video illustrates how collaborative action can drive industry change. Click link below to watch YouTube video here:

***Collaboration in Action: Accessibility in Research**

A collective effort is necessary to gain traction in this industry

End clients, research suppliers, and 3rd parties all have a role to play in moving accessibility in the industry forward.

- **End clients:** ask suppliers to meet accessibility needs
- **Suppliers:** ask 3rd party providers (platforms/panels) to meet accessibility needs



How to use the toolkit

Start small, start somewhere

Remember, it is *better to start somewhere* than do nothing at all.

If you are beginning your organization's accessibility journey, we recommend starting by considering changes that you can implement now.

- Use this deck to identify opportunities that seem easy for your team to adopt/implement - you will find checklists presented throughout.
- The organization can find further opportunities for improvement after implementing those changes.
- Find internal advocates for partnership and accountability.

Research design

Universal design aids in accessibility

Universal design is a framework that prioritizes usability - grounded in principles like: flexible, equitable, simple and intuitive use, perceptible information, tolerance for error, and low physical effort

To the greatest extent possible:

Tools are designed to be accessed, understood and used by all

- **More participants are reached**
Include people with disabilities, aging adults, and others often excluded.
- **Data quality and integrity is improved**
Reduced friction = better completion + richer insights.
- **Research is future proofed**
Accessibility is scalable, sustainable, and smart.

Apply POUR design principles across touchpoints

POUR stands for **P**erceivable, **O**perable, **U**nderstandable, and **R**obust

Perceivable	Operable	Understandable	Robust
<ul style="list-style-type: none">• Sufficient text size and color contrast• Color not used alone to denote something• Text alternatives for images• Captions for audio, audio description for video	<ul style="list-style-type: none">• User are able to navigate, find content, & orient themselves• Interactive elements are usable by keyboard• Adequate timing to complete tasks	<ul style="list-style-type: none">• Plain language• Appropriate labels• Content appears & operates predictably• Clear affordances, error prevention/recovery	<ul style="list-style-type: none">• Works across different devices (mobile & web) and operating systems• Compatible with different browsers & assistive technologies

Visual design & its alternatives



Alt-text: *A white USB-C cable extends into focus from out of frame. The background is emerald green.*

- In the pursuit of accessible design, don't fear engaging visuals – consider accomplishing goals with visuals, sequencing, and tone
- Non-decorative images need alternative text descriptions (next slide)
- Use information you want participants to glean from visuals and add it to these descriptions

Provide text alternatives to visual information

Alt text & descriptions help orient participants to key info

- Use context and intent to create succinct descriptions
- Not necessary for purely decorative images

alt-text best practices



▼ Alt Text

Accessed by screen readers for people who might have trouble seeing your content.

Description

Wheelchair icon, text reads: Mobility and Motor

Ensure sufficient color contrast and usage

Contrast and color use are vital. All users, including users with visual disabilities, must be able to perceive content on the page.

- Web Content Accessibility Guidelines (level AA) require a contrast ratio of 4.5:1 (background: foreground) for normal text (10-12pt) and 3:1 for larger text (14pt +), graphics and, interface components (e.g., submit buttons).
- The [WebAIM color contrast checker](#) is a free and easy-to-use tool to verify sufficient contrast.
- Colors should not be the sole way to convey information, such as indicating actions or prompting responses. Incorporate text alternatives, textures, and shapes to ensure inclusivity for participants who are color-blind, blind, or have low vision.

Look to continuously improve the participant experience

- Get feedback about the participant experience
- Request this info if providers already collect it
- Seek perspectives of people with disabilities
- Ask about assistive tech use during participation to understand impact

Example participant experience questions:

- a. How would you rate your experience with this survey?
[optional, single select; display a 1-5 rating scale with end- and mid-points labelled 1= not at all satisfied, 3=Neither dissatisfied nor satisfied, and 5=very satisfied.]
- b. Please share any comments to help us improve the survey experience in the future.
[record optional open-end]
- c. What, if any, assistive technology did you use during the study?
[record optional open-end]

Quantitative research considerations

What is an accessible quantitative survey?

Much of the quantitative research done in the insights industry takes the form of survey research. An accessible survey is designed so that people with varying hearing, movement, sight, and cognitive abilities can complete it.

- An accessible survey doesn't require a mouse or keyboard to complete
- It has the necessary text elements to enable respondents to successfully navigate and complete a survey using a screen reader with a text-to-speech (TTS) system
- It enables respondents using screen magnifiers to successfully complete the survey
- Can be completed using voice recognition software

Strive for radical simplicity

Streamline your approach in service of minimizing fatigue & cognitive load:

- Use clear, concise instructions
- Simplify language (~8th grade level), define and reduce jargon
- Shorten overall survey length
- Reduce the amount of complex question types by breaking them down into simpler parts

Is what I wrote easily understandable?

Will respondents be able to remember my question by the time they answer?

Rethink question formats

Better question design leads to better responses by reducing cognitive load...

Hardest

Easiest

No cues about response options

How well would this product **meet your needs?**

Please select the one, best answer.

- 5 = I definitely have a need for this
- 4
- 3
- 2
- 1= I don't need this at all

Cueing about response options

On a scale of 1 to 5 (where 1 means you don't need this at all and 5 means you definitely have a need for this), how well would this product meet your needs?

- 5 = I definitely have a need for this
- 4
- 3
- 2
- 1= I don't need this at all

Direct options without scale

How well does this product meet your needs? Please choose one of the following options...

- Absolutely need this
- Need this very much
- Need this somewhat
- Don't need this very much
- Don't need this at all

Question format tips

Rating Scales

Where possible, use descriptive word choices rather than numerical scales:

Good example:

Rate the temperature of your coffee

A. Hot B. Tepid C. Cold

Bad example:

Rate your coffee on a scale of 1-3 (1=Hot, 2=Tepid, 3=Cold)

1. 2. 3.

Grids

Complex grids with many rows and columns of questions and answers can be challenging to parse.

Grid questions can be tough to navigate with a screen reader.

Rather than using grids, separate questions.

Mitigating advanced quant challenges

When considering platform and interface elements related to the POUR principles, it's important to recognize that DCM, Conjoint Analysis, MaxDiff, Advertising tests, and package designs can risk overwhelming users with excessive information.

To enhance user experience, always remember to:

- Communicate with platform providers to inquire about the software's accessibility.
- Provide clear instructions and set appropriate expectations for participation.
- Include alt-text descriptions for crucial visual information.
- Look for ways to organize info by breaking it into smaller, more manageable parts.

Considerations for advanced quant methods

Advanced quant methods (DCM/Conjoint/MaxDiff/Ad tests/Package Designs) present many challenges. Here, we provide thought starters related to trade-offs, and ways to mitigate potential challenges, but there is much work to be done.

- **Discrete choice (DCM):** Can require high cognitive load, and dense text may reduce legibility. Provide clear instructions, set expectations for tasks, look to chunk/separate info and provide mechanism to pause or extend timing, provide well-described alt-text of important visual info.
- **Conjoint:** A lot of information has the potential to overwhelm participants. Provide clear instructions, set expectations for the tasks, look for opportunities to chunk/separate information into smaller sections, and provide mechanism to pause or extend timing.

Considerations for advanced quant methods (cont'd)

- **MaxDiff:** Cognitive load from amount of information, repetition fatigue, etc. Potentially less cumbersome than conjoint/DCM, depending on the content.
 - **Pre-test:** Don't estimate the time required for complex choice tasks.
 - **Instructions:** Provide 2–3 concise lines with a quick example.
 - **Devices:** Design and QA for mobile first.
 - **Items total:** 15–25 attributes after pruning.
 - **Set size:** 4–5 items per set.
 - **Sets per respondent:** 12–16.
 - **Exposure:** each item shown 3–4 times, balanced across companions and positions.
- **Copy testing:** Consider clarity of instruction, set expectations and provide alt-text of important visual information.

Programming for accessibility

Less familiar developers require more specificity!

- Create or use questions and survey components that are known to be accessible (look to platform's documentation)!
- Use logical and hierarchical headings and page sections for orientation/navigation
- Ensure parity between cursor and keyboard interactions
- Ensure multimedia does not autoplay, has accessible controls, and captioning
- Meet standards for color contrast, and approximate font and iconography size
- Add alternative text and image descriptions

Reviewing surveys for accessibility

Test with different assistive technologies

- Manual and automated accessibility testing, piloting/user-testing
 - [Accessibility Insights for Web tool](#) (free)
 - [Screen readers](#) (NVDA, Narrator & VoiceOver – free)
 - Recruiting/testing platform (\$)
- Identify participant-facing issues, and look for a solution:
 - Look for opportunities to chunk information, or break it up in smaller parts
 - e.g., Can grid questions be separated into individual questions?
 - Prevent timeouts (allow users to pause/resume or extend the time allotted to complete)
 - Can tests be paused/resumed? Is it clear how to do so?
 - Use supported question types (check platform documentation and user test)
- Question types that historically can be difficult to navigate:
 - **Grids** – challenging on mobile, higher cognitive load, & column/row headings must be labeled
 - **Card sort** – can rely on drag and drop/cursor operation
 - **Rank sort** – can rely on drag and drop
 - **This or That** – if choices are images without alt text, or clearly associated with each other

Qualitative research considerations

Qualitative tips: Pre-session

- Provide a mechanism to request accommodations and be prepared to provide them
 - Can ask directly about accommodations or can ask in a more friendly way, “Is there anything that we could do to make your interview more comfortable?”
 - E.g., Ask about preferred remote platforms, for in-person sessions could be requesting a room without overhead lighting, request for guide ahead of time, preference for chat over voice
- Send a “what to expect” email ahead of the session
 - Email could include topics to discuss (potentially also sharing the full guide), platform/log-in details, session duration, and reminders such as that this is voluntary, they are free to take breaks, they can end the session at any time, etc.
- Consider how comfortable participants will feel in different settings (1x1 interviews, dyads or focus groups, remote vs. in-person, asynchronous) and take that into consideration when designing the research
 - E.g., diaries allow respondents to complete at their own pace, dyads with friends could increase comfort level
- Send a “thank you for participating” email post-session to solicit feedback on the experience or gather follow-up comments

Qualitative tips: During session

- Be ready to accommodate different participation formats (e.g., focus group with someone using chat)
- Where possible, allow users to participate from their own devices (for settings & preferences)
- Focus on building rapport at the beginning of the session
- Leverage a scripted, introductory voice over to lay the ground rules and share session reminders
- Consider how to accessibly show stimuli:
 - Leverage alt-text to important images or describe them
 - Ensure captions/transcripts for audio stimuli are enabled
 - Provide audio descriptions for video stimuli
- Consider ways to incorporate visuals to help communicate your question:
 - When describing a complex process or multistep topic, show a visual representation
- Be cognizant of timing and ready to flex:
 - Offer breaks every 30 minutes or check in, ask participants if they'd like to take a short "off camera" break, break session into multiple chunks
 - Ensure moderator's guide has questions prioritized, so if short on time, you can easily skip
 - Add buffer time to complete tasks and activities – gauge buffer time by piloting session ahead

Language and rapport tips

Here are some useful tips from dscout's Comprehensive Guide to Accessible Research

- Don't use victim language: victim language includes phrases like "suffering with a disability" or "wheelchair bound." Instead, use neutral phrases like "living with a disability" or "using a wheelchair." Be aware of outdated terms like "handicapped."
- Don't assume disability is a tragedy: many people with disabilities are well-adjusted to life, and may have strong identities that are connected to their disability. You should not assume that the person is a victim of their disability or that they would like their disability "fixed."
- Ask before making an accommodation or offering help: always ask if the person needs assistance before providing it. Making accommodation before asking can imply that the participant is incapable, or could be seen as insulting.
- Make eye contact and speak to your participant, not their caregiver or interpreter: people with disabilities can often be ignored or avoided.
- Take turns speaking: let the participant speak, and wait until they are done speaking before responding.

Source: <https://dscout.com/people-nerds/accessible-user-research-3>

Qualitative tips: Post-session

- Remind participants, especially neurodivergent participants who may experience the threshold effect, that if they think of anything additional they want to share, they can do so via the recruiter
- Ask participants for feedback at the very end of session
- Send a “thank you for participating” email post-session to solicit feedback on the experience or gather follow-up comments
- If feasible, consider sharing insights or “what we heard” back with the participant so they know that you used their input and that it had impact

Recruitment

Recruiting tips

- Incorporate Disability Status and Assistive Technology questions in screeners as optional
 - Allow participants to self-identify using open ends
 - Add a note that questions are asked to ensure a representative group of participants, and to better understand our customers' diverse needs and backgrounds
- Develop a mechanism to request and provide accommodations, including how we could support the participant ahead of the session (e.g., sharing guide for pre-read) and how the participant would like to engage in the conversation (e.g., chat vs. out-loud)
- Ask panel providers to conduct incidence checks to get a sense of representativeness
- Test and continually evolve the participant experience (PX) to make it better and more inclusive by gathering feedback on the experience at the end of a recruit or project
- Optimize all respondent touchpoints

Asking about disability status

Always let respondents opt out of answering these questions!

Disability status questions are optional, and asked to help us:

1. Ensure we speak with a representative group of people
2. Understand our customers' diverse needs/ backgrounds

Note: Consult your org's legal counsel to determine if it is allowed to ask this question, as it can be considered PII.

1. Do you identify as having a disability? (optional)
 - Yes
 - No
 - Prefer not to answer
- 1a. Please select any of the following conditions that you identify as having.
 - Motor
 - Mobility
 - Cognitive (learning and thinking difference – memory-related, neurodivergent, sensory processing, ADHD, Dyslexia, etc.)
 - Mental-health related
 - Deaf
 - Hard of hearing
 - Blind
 - Low-vision (permanently reduced vision that cannot be corrected with regular glasses, contact lenses, medicine, or surgery)
 - Something else: Please specify _____
 - Prefer not to answer

Asking about assistive technology

Assistive technologies are tools that may be used to perform functions that are otherwise difficult or impossible.

Examples include using speech to text or dictation because of limited dexterity/ability to type, or use of captions because of hearing loss.

1. Do you use any assistive technologies?

- Yes
- No
- Prefer not to answer

1a. Please select any of the assistive technologies you may use.

- Screen reader (braille display or speech synthesis)
- Screen magnification software or hardware
- Switch system/Adaptive Input
- Manual Communication Board
- Augmentative Communication System
- Low Tech Vision Aids
- Amplification System including hearing aid
- Environmental Control Unit/EADL
- Manual or Power Wheelchair
- Voice Recognition/Speech to Text
- Something else: Please specify _____
- Prefer not to answer

Profile panels to gain understanding

Incidence is approximately 12-25% among adults in the U.S.

Diagnose:

- Can the panel provide a representative sample of people with disabilities?
- Does the sample from the panel over- or under-index among specific disabilities? Where might specialize recruiting efforts be needed?

Build: Include accessibility questions in panel profile to maintain a subset of active participants for future use

Why do this? It helps to understand the impact of inaccessible tools/processes.

Optimize all respondent touchpoints

- Test landing pages, panel portals, recruiting surveys. Resources for testing include:
 - **CurbCutOS**
 - **Deque**
 - **Accessibility Insights for Web**
- Solicit feedback from participants with disabilities about the experience
- Address issues, and strive for continual improvement of Participant XP
- Follow WCAG 2.1 guidelines for online content @ **w3.org**

Why do this?

- These touchpoints need to be accessible to reach a survey
- Needed for recruiting people with disabilities, and retention

Offer accommodations for interviews

- When research is in-person or for remote interviews, offer accommodations during the recruitment process
- Be prepared to follow through! Plan and budget for third party service providers (e.g., sign language interpreters, alternative formats)
- Do not ask about accommodations and then decline to give them!

Accommodation request example:

The Accessible Insights Consortium is committed to providing universal access to our events.

If you have a disability and require accommodations to fully participate (e.g., sign language interpreters, alternative formats) please contact [name, email, phone]. Advance notice is necessary to arrange for some accessibility needs.

I will need the following accommodations in order to participate

- ASL Interpreter
- Communication Access in Real Time (CART services)
- Large print
- Braille
- Wheelchair access
- Assistive Listening Device
- An assistant will accompany me
- Closed captioned videos

Platform & vendor decisions

Platform & Vendor Tips

- Review research platform accessibility documentation
- Inquire about different question types and their accessibility
- Test instrument for accessibility and, if possible, pilot with users that have disabilities

Inquiring about accessibility

Request accessibility statements from platform and tech providers, and ask questions about their products' accessibility:

- Look for a stated commitment to accessibility for people with disabilities
- Which standard has been applied, e.g. WCAG 2.1 AA
- Any known limitations to avoid frustration of your users
- Measures taken by the organization to ensure accessibility
- Environments in which the content has been tested to work
- Contact information in case users encounter problems
- Be prepared to compare platforms' accessibility and choose the best one

Reporting & Presentations

General reporting best practices

Reporting best practices overlap general accessible design best practices.

Tips in this section are intended to make it easy for audiences to perceive and understand research communication, with consideration for data-heavy research industry reporting.

Accessible reporting leads to a better experience for all audiences.

Reporting tips

- Be sure that all findings can be understood without the author being available to explain
- Use plain language and define terms/jargon/all acronyms used, even if prevalent in the industry
- Give multiple ways to digest the same information (visual and textual)
- Include alternative text and describe all non-decorative visuals, **including charts and graphs**
- Offer simple table formats of data as an alternative to complex visual
- Ensure that color is not the only means of conveying information
 - For example, researchers often use red/green coloring to show negative and positive trends. This should not be the only way this information is conveyed.
- Use animation to chunk information and focus attention; do not use animation as a decorative element
- Use a larger font size (10pt or larger), sans serif fonts, and white space, where possible

Checking reports for accessibility

- Use accessibility checker tools built into PowerPoint and Google Slides
- Put the presentation temporarily into grayscale to ensure color alone doesn't convey meaning, and check color contrast.
- Check reading order of contents to ensure that assistive technology interprets it in the way it is meant to be presented.
 - How to change reading order: right click on each slide element and select "Order" to send elements backwards or forwards

Resources: [Accessible PowerPoints](#), [Accessible Google Docs, slides, sheets and videos](#)

Presenting tips

- Provide a mechanism to **request and provide accommodations** for presentations
- **Distribute materials** in advance if possible; provide takeaway materials after if not
 - Have a consistent distribution plan/process and communicate that to attendees (such as a set location for materials to be loaded)
- Pace presentation to **allow audience time to digest information**
- Make **videos in a presentation** accessible with audio descriptions and captions/or transcripts
- Enable captions in tele-conferencing platforms; consider **leaving room for closed captions** at the bottom of presentations

When presenting, explain important visual elements on each slide. For example, *“the current slide contains a table that shows a trend toward greater spending in the fourth quarter”*

Tips for presenting in-person

- Use a larger font size (18pt or larger), sans serif fonts, and white space, where possible
 - Consider the venue size – a large venue may require larger font size and larger visuals
- Tech checks are especially important to ensure audio and visual elements are working
- Provide closed captions/Communication Access Realtime Translation (CART) services for in-person meetings

Audience Engagement tips

- Provide multiple means for audience members to ask questions.
- Provide flexibility in terms of camera and audio engagement requirements.
- Solicit feedback following the presentation.
- Be thoughtful when asking audience members to engage (have a variety of methods in which they can respond).

Charts: do's and don'ts

- There is an art and science to presenting information in charts, but simplicity is best.
- Simpler infographics (bar charts, numbers, line graphs) are easier for people to process than pie charts or donut charts.
 - Humans think in straight lines! Portions are easier to understand as rectangles than as triangles.
- If possible, start all axes at 0. Otherwise, make labels clear and consistent between graphs, with all graphs on a page or in a comparative set on the same scale.
- Avoid decimals to reduce cognitive load.

There's always a simpler way to present complex information.

- What needs to be broken down?
- What is extraneous?
- What is needed to understand the story?

Color use

Colors in charts should follow color contrast guidelines.

- Ensure sure that bars/lines in a chart are visible and have sufficient contrast against their background.
- When comparing multiple bars/lines against one another, ensure that they are distinguishable from each other.
- Brand templates can limit color options – try to work within the brand guidelines, but seek permission to expand the color palette if needed.
- Several resources are available to learn more & check your work, including WCAG and Adobe. And specific guidance: bars/charts and colors.

Descriptive and alternative-text

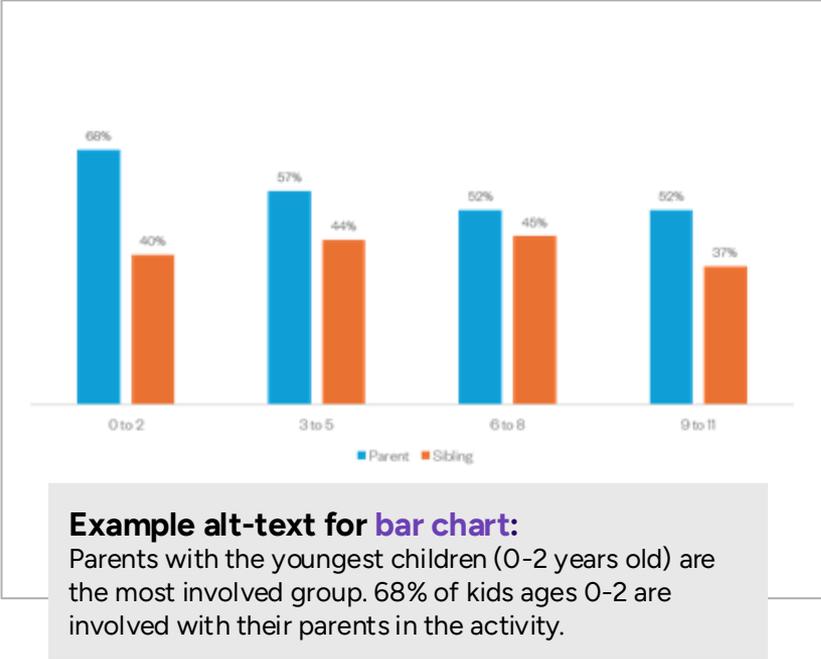
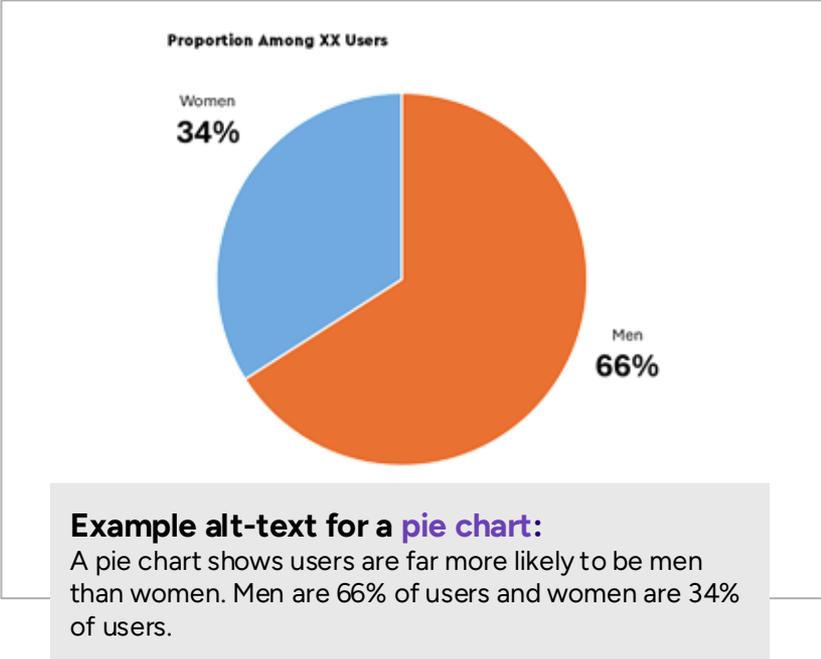
- Summarize key themes in descriptive text (figure title) and alternative text (not visible but benefits screen reader users).
- Provide supplemental notes if needed:
 - Include actual data and references in alternative text if there are only a handful of data points
 - If the chart includes more than a handful of data points, include numerical tables in an appendix that duplicate chart info and can be read by screen reader
- A table can be read with a screen reader, so alt text is not necessary. However, if the table is a non-editable image, then alt text is needed.

	Total Sample	Total Parents	Total Non-Parents
TOTAL	25,000	10,500	14,500
US	5,000	2,100	2,900
MX	5,000	2,100	2,900
DE	5,000	2,100	2,900
FR	5,000	2,100	2,900

Example alt-text for a table if shown as an image:

The sample include parents and non-parents across the US, Mexico, Germany, and France. Each region has 5,000 total sample, which are a mix of 2,100 parents and 2,900 non-parents.

Alternative-text examples



Alt-text examples continued

Length of Ownership



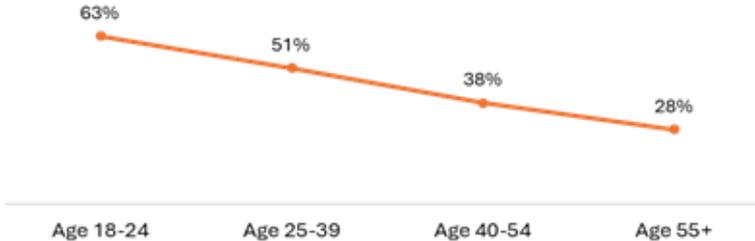
Example for a stacked bar:

Length of ownership of the brand is most typically 2-3 years at 35%.

Followed by 4 to 5 years at 25%.

The full distribution is: Less than 1 year 11%, 2 to 3 years 35%, 4-5 years 25%, 6-10 years 17%, more than 10 years 12%

Brand Affinity



Example for a line graph:

A line chart of Brand affinity shows it decreases with age.

Full distribution: age 18-24; 63%, age 25-39; 51%, age 40-54; 38%, age 55+; 28%

Call to action

Accessibility is a team sport

- As you continue to advocate for accessibility within your organization, here are additional best practices:
- Develop case studies of accessible research projects to demonstrate possibilities and establish process
- Share stories of real people to demonstrate the impacts of both inaccessibility and accessibility in research
- Include expert members of the disability community in your change process
 - Create an advisory board comprised of expert people with disabilities, if possible.
 - Engage in mutually beneficial community-based research to inform strategy and innovation work.

Join our consortium, or simply reach out

Members of the Accessible Insights Consortium are happy to be a resource/ support for research organizations looking to become more accessible.

Request Workshops/ presentations for your team today!

If you would like to get involved, please contact research@insightsassociation.org.

Appendix

Checklists

- General Research Design
- Quantitative
- Qualitative
- Recruitment
- Platform & Vendor
- Reporting & Presenting
- Considerations by modality & assistive tech use

General Research Design Checklist:

- Simplify language and limit the use of jargon (a huge benefit for all participants).
- Provide information through multiple senses.
 - Text alternatives/descriptions for images.
 - Captioning, transcripts, and/or audio descriptions for multimedia content.
 - Ensure sufficient color contrast, and do not use color alone to denote meaning.
- Ensure compatibility with different browsers and assistive technologies.
- Test and iterate on the participant experience to ensure usability for all.
- Plan to allocate sufficient time to complete tasks.

Quantitative Research Checklist:

Perceivable Content

- Ensure users can perceive the info presented
- Colors meet standards for contrast ([see standards](#))
- Provide alt text for non-decorative imagery
- Avoid using images of text
- Captions or text transcripts for audio
- Audio descriptions for media content

Operable Interface

- Provide keyboard-only navigation/interaction
- Limit scrolling to two directions
- Support text/image zooming (up to 200%)
- Ensure clear focus indication
- Provide mechanism to play/pause/control volume of media elements
- Support ability to extend timeouts
- Avoid grid question types

Understandable Info/ UI

- Helping users understand content and interaction
- Clearly stated purpose for link text
- Consistent placement of navigation buttons
- Do not use color alone to communicate information
- Limit use of shape, location, size, orientation, and sound to communicate information
- Prevent and make answers correctable
- Error identification and suggestion

Robust & Responsive

- Ensure content remains accessible across devices and platforms
- Maintain content order when window size is adjusted

[Info about POUR principles](#)

Qualitative Research Checklist:

Pre-session

- Provide a mechanism to request accommodations and be prepared to provide them
- Send a “what to expect” email ahead of the session
- Consider how comfortable participants will feel in different settings (1×1 interviews, dyads or focus groups, remote vs. in-person, asynchronous) and take that into consideration when designing the research
- Send a “thank you for participating” email post-session to solicit feedback on the experience or gather follow-up comments

During session

- Be ready to accommodate different participation formats (e.g., focus group with someone using chat)
- Where possible, allow users to participate from their own devices (for settings & preferences)
- Focus on building rapport at the beginning of the session
- Leverage a scripted, introductory voice over to lay the ground rules and share session reminders
- Consider how to accessibly show stimuli
- Consider ways to incorporate visuals to help communicate your question
- Be cognizant of timing and ready to flex

Post-session

- Remind participants, especially neurodivergent participants (may experience the threshold effect), that if they think of anything else they want to share, they can do so via the recruiter
- Ask participants for feedback at the very end of session
- Solicit feedback on the experience or gather follow-up comments
- If feasible, consider sharing insights or “what we heard” back with the participant so they know that you used their input and that it had impact

Recruitment Research Checklist:

- Incorporate Disability Status and Assistive Technology questions in screeners as optional
- Develop a mechanism to request and provide accommodations, including how we could support the participant ahead of the session (e.g., sharing guide for pre-read) and how the participant would like to engage in the conversation (e.g., chat vs. out-loud)
- Ask panel providers to conduct incidence checks to get a sense of representativeness
- Test and continually evolve the participant experience (PX) to make it better and more inclusive by gathering feedback on the experience at the end of a recruit or project
- Optimize all respondent touchpoints

Research Platform Accessibility Checklist (1 of 5)

1. Platform Evaluation

- Yes No – Does the platform provide an accessibility statement?
- Yes No – Does the statement specify compliance with WCAG 2.1 AA standards?
- Yes No – Are known limitations clearly documented?
- Yes No – Has the platform been tested with assistive technologies (e.g., screen readers, screen magnifiers, voice recognition)?
- Yes No – Are results from accessibility audits publicly shared or available on request?
- Yes No – Does the platform clearly disclose known accessibility gaps and planned improvements?

Research Platform Accessibility Checklist (2 of 5)

2. Survey Design & Interactivity

- Yes No – Can all tasks and interactive elements be completed using only a keyboard?
- Yes No – Is the tab order logical and intuitive?
- Yes No – Are all interactive elements properly labeled for screen readers?
- Yes No – Are instructions, question labels, and error messages clearly conveyed?
- Yes No – Are question instructions simple and jargon-free?
- Yes No – Do error messages provide clear guidance for correcting input?
- Yes No – Can grids, ranking, or drag-and-drop question types be replaced with more accessible alternatives

Research Platform Accessibility Checklist: (3 of 5)

3. Visual and Sensory Accessibility

- Yes No – Do text and interactive elements meet the contrast ratio guidelines?
- Yes No – Are images, charts, and other visuals accompanied by descriptive alt text?
- Yes No – Are trends and data in charts summarized for clarity?
- Yes No – Does the platform allow adjustments for font size and spacing?
- Yes No – Is the platform responsive and usable on both desktop and mobile devices?

4. Timing and Sensory Flexibility

- Yes No – Can participants save their progress and return later without losing their data?
- Yes No – Can time limits for completing surveys be adjusted for users who require more time?
- Yes No – Are participants informed about timing flexibility?

Research Platform Accessibility Checklist: (4 of 5)

5. Assistive Technology Support

- Yes No – Has the platform been tested with screen readers (e.g., NVDA, JAWS, VoiceOver)?
- Yes No – Has the platform been tested with speech-to-text systems (e.g., Dragon NaturallySpeaking)?
- Yes No – Has the platform been tested with switch systems for mobility impairments?

6. Participant Feedback

- Yes No – Are participants asked for feedback on the accessibility of the platform?
- Yes No – Is feedback from users of assistive technologies specifically solicited?
- Yes No – Are feedback forms themselves accessible?

Research Platform Accessibility Checklist: (5 of 5)

7. Vendor Support

- Yes No – Does the platform offer support for resolving accessibility-related issues?
- Yes No – Is there a clear point of contact for accessibility concerns?
- Yes No – Does the vendor provide training on designing accessible surveys?
- Yes No – Are updates regularly released to improve accessibility features?

Considerations by disability & assistive tech

Considerations for participants who are d/Deaf or hard of hearing

- Set up and test any tech accommodations prior to the session – don't waste session time troubleshooting!
- Ensure all audio-video content is captioned or transcribed.
- If ASL, CART, and automated captioning are not options, texting in remote platforms is an option, if needed.
- Have directions/instructions and questions prepped and ready to copy/paste in the chat in order to minimize typing time and maximize time spent focusing on tasks.
- Expect users who are hard of hearing or d/Deaf users to take longer to complete tasks and respond to questions than non-disabled participants.
- With the expectation that there might not be enough time to complete all tasks during the session, identify which tasks are must-have and which are nice-to-have.

Considerations for participants with speech disabilities

- Patience and providing sufficient time are key
- Don't hesitate to ask participants to repeat themselves if you are having difficulty understanding or unsure what was said. Alternatively, you can paraphrase and ask for confirmation (e.g., "I heard you say...is that right?"). Do not try to guess!
- Participants may be uncomfortable with think-aloud and may prefer to type their impressions/expectations and responses to questions in chat or use an augmentative and alternative communication (AAC) device.
- Texting on screen or in a platform's chat are sometimes options to communicate

Considerations for participants who have cognitive disabilities

- If you're inquiring about their neurodivergence, ask how they refer to themselves and use that language consistently throughout.
- Lean heavily on reminders about the session/session details.
- Keep sessions to 60 minutes if possible and offer breaks every 30 minutes.
- Always send a pre-read of the guide ahead of sessions.
- Participants may use a variety of different assistive technologies (screen readers, voice control, text to speech, dictation, and AACs) or none at all.
- Some participants may get distracted easily, and need to be gently redirected to the tasks if they start to get off track.
- In group settings, may need to rely on the chat instead of folks speaking out loud.
- Use signpost language when moving on to a new topic or changing stimuli.
- Some participants may prefer precise boundaries/timeboxing of activities (e.g., "Take three minutes to review..." rather than vague directions (e.g., "Take some time to review...") in order to stay focused.

Considerations for participants who have motor or mobility disabilities

- Participants may use a variety of different assistive technologies (wheelchairs, canes, keyboard-only devices, switch systems, head pointers, eyetracking, speech-to-text/voice control, and AACs) or none at all.
- Allow for electronic signature, videotaped verbal consent, or proxy consent, if needed.
- For in-person research:
 - Ensure that sites (buildings, rooms, tables, chairs, doors, etc.) meet ADA standards.
 - Ensure the location is near accessible public transportation or provide funding for accessible transportation.
- Ensure that participants have multiple means of inputting responses – such as using a keyboard, mouse, trackpad, or voice input.
- For digital research on desktop or touch screens, ensure a large selection does not require complex gestures or dragging/dropping.
- Consider providing ample time for testers and allowing them to take breaks as needed.

Considerations for participants who are blind or low-vision

- Participants who use screen readers may have difficulty with think aloud protocols because of speech synthesis running in parallel with activities, and may need to wait until natural breaks in tasks to share their expectations and impressions.
- Waiting until the participant pauses their speech synthesis or until there is a natural break in order to ask clarifying questions, helps prevent participants from losing their place on the page or having difficulty hearing moderator questions over their screen reader.
- However, if needed, it is ok to ask participants to pause their screen readers in order to share impressions or describe what it is they are doing.
- Plan on screen reader & screen magnification users to possibly take longer to complete research tasks than non-users.
- With the expectation that screen reader users may not be able to complete all tasks during the session time limits, identify which tasks are must-haves and order in terms of priority if possible.
- Audio transcripts that include the speech synthesis of screen readers, and may be difficult to understand/use during session analysis. Rely on recordings and session notes.

What is a Screen Reader?

A screen reader is software that converts screen text into synthetic speech and/or braille (tactile) output. The user usually works with a keyboard rather than a mouse. When accessibility is not considered, using a screen reader can have a profoundly negative impact on the participant experience.

Screen readers are an important consideration as they enable users who are blind or have low vision to interact with online surveys in a non-visual manner. They enable the user to determine what is on the screen and present the information in a way that allows efficient navigation of the different elements.

Whilst most commonly utilized by people who are blind or who have low vision, screen readers also help those who:

- experience cognitive difficulties or learning disabilities, like dyslexia
- are learning a language
- prefer listening to content rather than reading it

Some may also use screen readers alongside their limited vision. For example, one may consume the images and media on a web page visually while relying on a screen reader for the text-based content.

How do screen readers work?

A user generally controls their screen reader with the keyboard. There are a couple of exceptions to this:

- Braille displays can also be used as the input device.
- Users with cognitive disabilities (rather than vision-related) might still use a mouse. So, for that group of users, it is vitally important that what they can see on the screen is accurately represented in an aural sense.

A screen reader comes with a library of keyboard commands that tell the screen reader to do things, like move between the different survey components of a page, move the cursor/focus around within each component, start/stop reading text, jump back to re-read a section, spell out words, start and stop playing a media file, etc.

Screen readers can translate text information into two forms, speech and braille. Most commonly, screen readers use text-to-speech (TTS) technology to read text content aloud by speech synthesis. Proficient users of TTS screen readers often increase the reading speed far past what the average person is capable of reading visually.

What screen readers are available?

There are different screen readers available. Nearly all computers, tablets, and smartphones have a screen reader function built in. The most popular programs are:

- JAWS (job access with speech) is a desktop screen reader for Windows. JAWS was one of the first screen readers and was launched for Windows 1.0 in 1995 and is extremely popular.
- NVDA (Non-visual desktop access) is a free, open-source screen reader for Windows computers. It is the second most used desktop screen reader.
- VoiceOver – is available (free) on all Apple products.
- TalkBack – popular on Android devices.

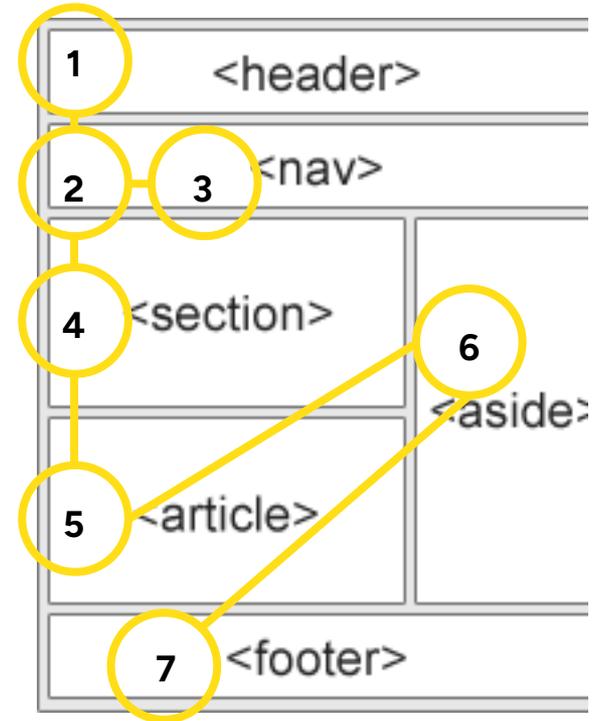
Screen readers & prototype testing

Tab order

Prototyping software is not accessible for blind screen reader users. Design and UX Research can collaborate to develop a non-visual UX and script the experience for early user testing.

Identify the structure and elements communicated to screen reader users – at a component level, what elements exist on the page, in what order, and how do they behave?

- Designers think through, plan & document the non-visual UX
- Generates a component-level mapping of elements and behaviors
- Produces important feedback to inform implementation



Source: bbc.github.io/accessibility-news-and-you/guides/screen-reader-ux

Sample screen reader prototype

- Simulate web and app pages using the semantic properties of a document
- Element type, properties, and state can also be simulated
- Different component/element states can be represented on different pages to simulate interactions

Source: bbc.github.io/accessibility-news-and-you/guides/screen-reader-ux

[Home](#), link

[Shop](#), link

Face ID (heading level 1)

About Face ID (heading level 2)

Setting up your Face ID only takes a couple of minutes.

1. Follow the prompt to set up Face ID in the iOS settings.
2. Select Set Up Face ID and follow the instructions to scan your face.
3. When finished, return to the Verizon app.

How Face ID works (heading level 2)

Face ID is a technology that maps the unique geometry of your face and uses it to authenticate you on apps and services. It adapts to changes, such as makeup and facial hair, and works with hats, scarves, glasses, etc.

Once your Face ID is stored, you can use it to access your Verizon account.

To learn more about using Face ID on your device, visit Apple's pages:

[Support](#), link

[Privacy Policy](#), link and Security Guides. link.

Turn on Face ID (heading level 2)

Use facial recognition instead of your password for quick and secure sign in. Your biometric information will only be stored on your device. Face ID can be turned on or off at any time from your app settings or sign in page.

[Learn more about Face ID](#), link

I accept the Terms & Conditions, check box, unchecked

Turn on, button

Not now, button

[Don't show me again](#), link



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