

## Accessible Social Media and Events

### Land acknowledgment

McGill is located on the unceded Indigenous lands of the Kanien'kehá:ka Nation, known as Tiohtià:ke/Montreal. The Kanien'kehá:ka, also known as the Keepers of the Eastern Door, are one of the nations that make up the Haudenosaunee Confederacy on Turtle Island/North America. Our presence on this land contributes to the dispossession and ongoing oppression of Indigenous peoples. Our goal is to promote learning and generate allyship with local Indigenous communities, by honouring and respecting the many nations removed from, as well as those still connected to this land. Consult [Native Land](#), McGill Indigenous Initiatives' [The Land and Peoples](#), and [Indigenous Education Resources](#) to learn more.

Throughout the workshop we encourage you to consider the relationship between disability and health, socioeconomic oppression, and Indigenous populations in Canada. According to Statistics Canada (2020), there is a higher disability prevalence among Indigenous peoples in Canada when compared to the non-Indigenous population. This could especially increase the vulnerability of Indigenous peoples to the disastrous long-term health and socioeconomic impacts of the COVID-19 pandemic ([Hahmann et al., 2019](#); [Statistics Canada, 2020](#); [Government of Canada, 2020a](#)).

### Session description and outcomes

This workshop brings participants to basic concepts of accessibility within the specific realm of social media and event planning. Learners will go over basic terminology related to accessibility, disability, and ableism, common barriers for those with disabilities, then receive practical advice and strategies towards creating more accessible, proactive programming. Participants will apply these learnings in real-time independent and mini-group breakout rooms so to practice their newfound skills. There will also be a checklist of accessibilizing mechanisms to apply in social media and event planning.

By the end of this workshop, you will have had the opportunity to:

- Examine the terminology surrounding accessibility, disability, and ableism
- Identify potential accessibility barriers in events and communications
- Design actionable plans addressing these barriers

### Working definitions

**“Person-First” Language:** Language that centers the person first instead of the disability. Example: “A person living with a disability.”

**“Disability-First” Language:** Language that highlights disability as an identity. Example: “A disabled person.”

**Ableism:** A system of oppression based on the systemic favouring of abled people. Ableism is influenced and constructed by other systems of oppression, including racism, sexism, transphobia, queerphobia, and others.

**Accessibility:** Refers to the design of products, devices, services, or environments that allows everyone, regardless of ability, to engage fully.

**Disability:** What constitutes “disability” is very personal, but also defined by other systems of oppression. A disability can include physical, mental, or invisible illnesses, and it may or may not be diagnosed. A disability is any condition that impairs one’s ability to function and navigate through society, as it was constructed for abled people.

**Attitudinal barriers:** Behaviours and assumptions that discriminate against folks with disabilities.

**Programming barriers:** Barriers that limit the effective delivery of a service or event due to the planning and infrastructure set in place.

**Policy barriers:** A lack of enforcement of existing laws and regulation requiring programs and activities be accessible to people with disabilities.

**Transportation barriers:** Barriers due to a lack of adequate transportation methods or delivery.

**Physical barriers:** Elements of buildings or outdoor spaces that create barriers.

**Social barriers:** Related to social determinants of health that can contribute to decreased functioning among persons with disabilities.

**Communication barriers:** Experienced by people who have disabilities that affect their hearing, speaking, reading, writing, or understanding.

## Activities

This workshop will involve personal reflections with the option to share, an interactive quiz, discussion, and group activities.

Before the workshop, consider reflecting on how to make accessibility an integral part of event planning from start (planning stage, before the event, and promotion) to finish (during and after the event).

## Your next steps

1. Write down one thing that feels missing from our conversation on disability inclusive events and accessible social media.
2. Write down one thing related to today's topic that you would like to do some more research on.
3. Reflect on how you might incorporate today's discussion into your events and social media platforms.

## Space for your notes

## Resources

### Accessibility Standards Canada

#### Accessibility checker tools:

- <https://helpx.adobe.com/ca/acrobat/using/create-verify-pdf-accessibility.html>
- <https://support.office.com/en-us/article/Use-the-Accessibility-Checker-on-your-Windows-desktop-to-find-accessibility-issues-a16f6de0-2f39-4a2b-8bd8-5ad801426c7f>
- <https://support.office.com/en-us/article/Test-your-document-s-readability-85b4969e-e80a-4777-8dd3-f7fc3c8b3fd2>

### Categories of Disability Barriers

#### Examples of institutional and individual level ableism

#### An Overview of Canada's Accessibility Laws

#### Stella Young's TEDx Talk

#### Write alt text to describe images: [Youtube tutorial](#)

Register for [SKILLS21](#), McGill's workshop-based skills development program for undergraduate students.

Consult the [learning resources](#) created by Teaching and Learning Services.

Explore [Stay on Track](#), a peer-to-peer program that enhances undergraduate students' learning and wellness skills. Learn more about the three pathways available: reminders, coaching sessions, and study groups.

Visit [Learner Supports](#) from Student Accessibility & Achievement.

## References

Accessibility for Ontarians with Disabilities Act. *Disability Barriers*. <https://www.aoda.ca/disability-barriers/>.

Centers for Disease and Control Prevention. *Common Barriers to Participation Experienced by People with Disabilities*. <https://www.cdc.gov/ncbddd/disabilityandhealth/disability-barriers.html>.

Council of Ontario Universities. *Understanding Barriers to Accessibility*. <https://www.uottawa.ca/respect/sites/www.uottawa.ca.respect/files/accessibility-cou-understanding-barriers-2013-06.pdf>.

Exley, C. (2016, April 5). *Definitions*. Accessibility Services Canada. <https://accessibilitycanada.ca/aoda/definitions/>.

Microsoft. *Get your document's readability and level statistics*. <https://support.office.com/en-us/article/Test-your-document-s-readability-85b4969e-e80a-4777-8dd3-f7fc3c8b3fd2>.

Public Works and Government Services Canada. *Plain Language*. <http://www.btb.termiumplus.gc.ca/tcdnstyl-chap?lang=eng&lettr=chapsect13&info0=13>.

University of Minnesota. *Accessible U*. <https://accessibility.umn.edu/what-you-can-do/create-accessible-content/social-media>.

## Contact information

For any questions about the workshop material or other related information, visit [mcgill.ca/tls/students](http://mcgill.ca/tls/students).