



ACS
LEARNING

Your Guide to Digital Content Accessibility

Job Aids

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Disclaimer

Even with accessibility in place, there can still be accessibility gaps. You should not consider completing the procedures in this guide as 100% protection against any potential gaps and related outcomes.

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Section 1: About this Guide

This guide is part of a learning curriculum designed to raise awareness about the importance of digital content accessibility and to share best practices for developing accessible task-based job aids. It is intended for content developers who create content using Microsoft® Word and Adobe® Acrobat®.

By applying the best practices in this guide, you can make strides toward creating accessible digital content. For information about how to use Microsoft Word, check out the many resources Microsoft offers. For information about how to use Adobe Acrobat, check out the many resources Adobe offers.

You can also visit www.acslearning.com where you can schedule a free consultation to discuss your organization's learning needs and objectives. Our free learning library is where you can watch learning videos to help with job aid development. As your learning solutions partner, our goal is that everyone has an equal opportunity to learn and grow.

Section 2: The Importance of Accessibility

Research shows that about 20% of the population uses assistive technologies. In the United States, that means that over 65 million people use screen magnifiers, screen reading software, text-to-speech systems, or other high- and low-tech tools to access and interact with digital content. But what good are assistive technologies if the content is not accessible?

In this section, you can learn about:

- Digital content accessibility
- Screen readers
- Accessibility tools in Microsoft Word
- Accessibility tools in Adobe Acrobat
- Adobe Acrobat interface variations

Digital Content Accessibility

Accessibility enables people with disabilities to use information, products, and public spaces in the same way people without disabilities use them. Digital content accessibility enables people with no or low vision to consume and interact with digital content using assistive technologies like screen readers, touch screens, braille keyboards, and similar tools.

Accessibility in documents focuses on creating hierarchical and meaningful information that is consistent and concise. Organizing information in this manner allows users to control whether to access the information and how to access it. Effective information planning and design is inherent in creating accessible documents, which benefits everyone, not just those who require assistive technologies.

The organization that defines Web Content Accessibility Guidelines (WCAG) for anything accessed on the Internet is the World Wide Web Consortium (W3C). Consider the following sources to learn more about the WCAG guidelines and how they align with the legal rights for individuals with disabilities:

- [WCAG guidelines](#)
- [World Wide Web Consortium \(W3C\)](#)
- [Americans with Disabilities Act \(ADA\)](#)

In addition to these websites, there are free and for-purchase tools that assist with defining and building accessibility into documents accessed online.

Screen Readers

A screen reader is a type of assistive technology that reads digital content out loud by referencing hidden tags. The best way to verify accessibility for your digital content is to test your documents using a screen reader. If the information is not structured properly or a tag is out of place, the content will be read out loud in the incorrect order.

Screen readers have different features and functionality, and many can be downloaded for no charge. When determining which screen reader to use, make sure that it is compatible with your computer's operating system and that it supports the applications in your developer toolkit.

Listed in alphabetical order, here is a list of popular screen readers to consider:

1. [Apple VoiceOver](#) - Free
2. [BRLTTY](#) - Free
3. [CDesk Compass](#)
4. [Cobra](#)
5. [Dolphin Screen Reader](#)
6. [JAWS \(Job Access with Speech\)](#)
7. [\(NVDA\) Non-visual Desktop Access](#) - Free
8. [Orca](#) - Free
9. [WebAnywhere](#) - Free
10. [ZoomText](#)

Accessibility Tools in MS Word

In the spring of 1997, Microsoft released Microsoft Active Accessibility (MSAA). This program was designed to help assistive technologies gain access to the operating system and applications. Over the years, more and more tools have been added to assist content developers using Microsoft applications with creating accessible digital content¹.

To learn more about accessibility tools in Microsoft Word, visit the Microsoft support site at support.microsoft.com and search "accessibility, Word" for a list of related articles. You can also subscribe to a free electronic newsletter called AbleNews by sending an email message to listserv@announce.microsoft.com and write "subscribe ablenews" in the body of the message.

Accessibility Tools in Adobe Acrobat

In June 1993, Adobe formally launched Acrobat and the Portable Document Format (PDF) for viewing and sharing documents with page content represented as an image. It wasn't until the year 2000 that Adobe introduced features that enabled an underlying logical structure to exist for a PDF document, and in 2001 the "Tagged PDF" was introduced to support users of assistive technologies².

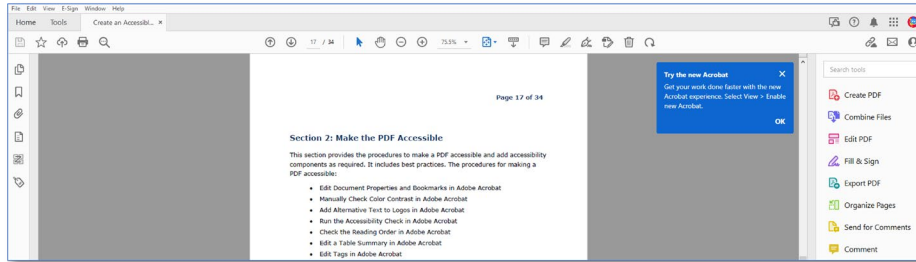
To learn more about accessibility tools in Adobe Acrobat, visit the Adobe support site at helpx.adobe.com and search "accessibility, Acrobat" for a list of related articles.

¹ [A Brief History of Microsoft and Accessibility](https://www.afb.org), <https://www.afb.org>

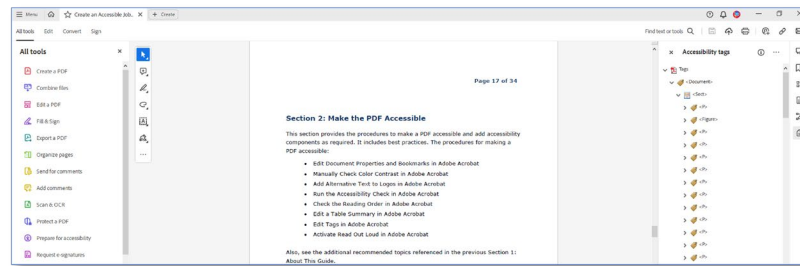
² [Evolution of the Digital Document: Celebrating Adobe Acrobat's 25th Anniversary](https://blog.adobe.com), <https://blog.adobe.com>, Bryan Lamkin, 06-14-2018

Adobe Acrobat Interface Variations

With the July 2022 release, Adobe initiated a phased rollout of a new, modern user interface for Acrobat and Reader.³ In the following image, you can see how the UI looks different for content developers.



Classic Interface



New Interface

Notice that on the classic interface, program tools appear on the right panel and on the modern interface, program tools appear on the left panel. Consequently, accessibility tools may appear differently for different Acrobat users.

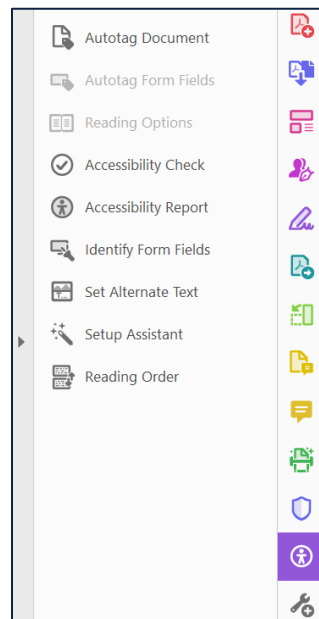
Whether you have the option to switch between the old and new UI depends on your release version and which Document Cloud Product Track you have (Continuous or Classic). For this document, we included the navigation for both the classic and modern interfaces where there is a difference.

³[New and Change Preference for Release](https://adobe.com/devnet-docs/acrobatetk/tools/preferences_by_version,07-12_2022), adobe.com/devnet-docs/acrobatetk/tools/preferences_by_version, 07-12_2022 (July 2022 updates)

How to Access Accessibility Tools in the Acrobat Classic Interface

If you have the Adobe classic interface and this is the first time you are working with accessibility tools in Acrobat, you must add the accessibility tools button to the tools panel. If you have the modern interface, accessibility tools are already on the tools panel.

As shown in the following image, the accessibility tools button in the Acrobat classic interface is a purple button with white text and a person icon.



Once you add the button to the tools panel, you can access accessibility tools like the accessibility checker, the accessibility report, and the reading order tool to fix basic tagging problems.

To add the accessibility tools button to the tools panel

1. Open Adobe Acrobat.
2. On the tools panel, click **More Tools**.
3. In the *Protect & Standardize* section, under **Accessibility**, click **Add**.

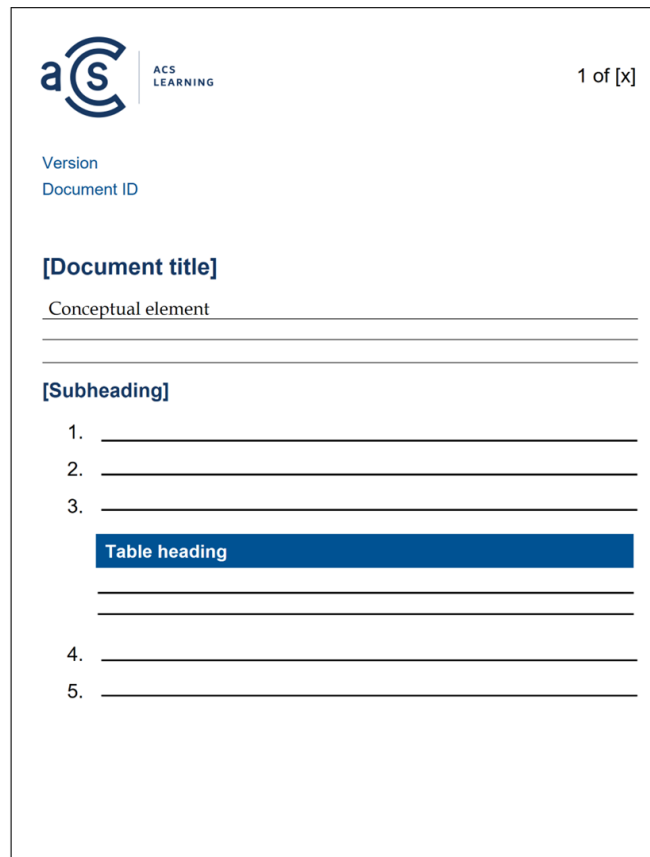
Section 3: Best Practices for Accessible Documents

Accessibility is an important consideration for learners experiencing content digitally. In this section, you can learn techniques for developing task-based job aids using Microsoft Word, including:

- Tips for using wireframes to structure information
- Tips for using styles to auto-generate tags and streamline formatting
- Tips for setting up Microsoft Word documents for accessibility

Tips for Using Wireframes

A wireframe is an illustration that represents the skeletal framework of a document. The following image illustrates an example wireframe for a task-based job aid.



For task-based job aids, our wireframe includes specific information types placed in a particular order as follows:

- At the very top, we included a header with just our logo and a reference to the current page number.
- Under the header, we included a reference to the version of the product being documented and a unique ID for our job so that our content development team can track and manage the file in our library.
- Next, we included the document title which our content developers will also add to the document properties.
- After the document title, we included an area for conceptual information that provides context about the task we are documenting.
- A subheading will transition the reader from conceptual information to step-by-step instructions.
- If additional context is needed for a particular step, the wireframe illustrates how to handle a note that follows the step.

In an environment where there are multiple content developers who are writing the same types of documents, wireframes are a tool to help generate a library of materials that read and look alike. Wireframes also help individual content developers maintain consistency and continuity when creating multiple documents over time. Whether you are developing task-based job aids, learning exercises, or other types of learning deliverables, having a wireframe for each type of deliverable is a best practice for scoping and controlling the quality of deliverables you develop.

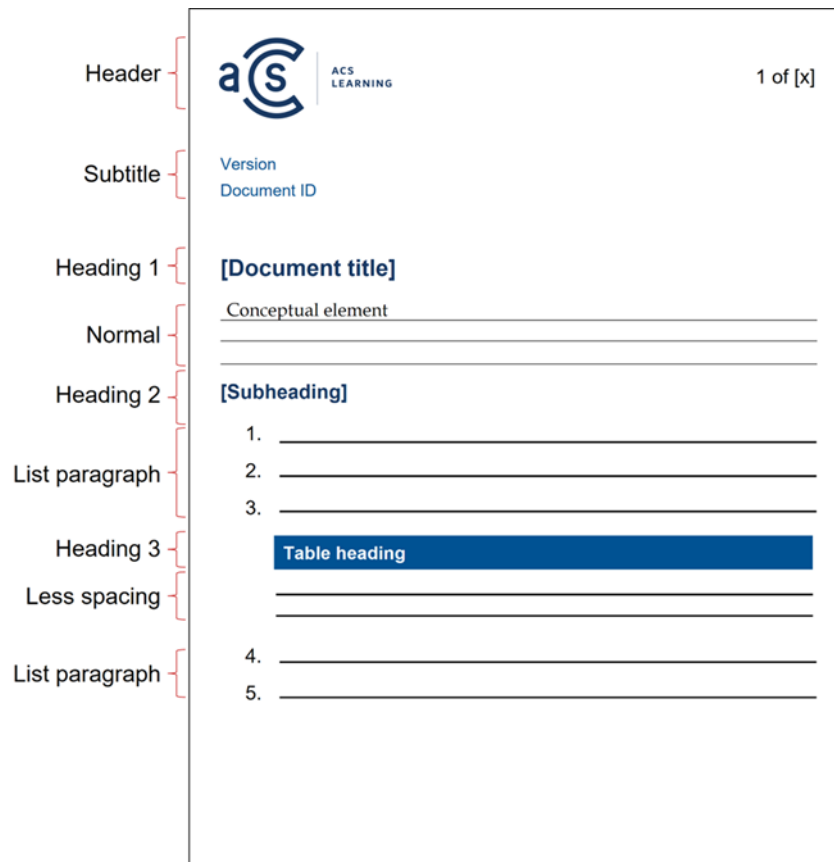
Tips for Using Styles

A style is a combination of formatting characteristics that content developers can select to quickly change the appearance of text or object. Styles play an important role in accessibility. When converting a Word document to PDF, Acrobat converts styles to tags which are required by assistive technologies to read text out loud.

Content developers who want to create accessible digital content should use styles to apply formatting to the text throughout all documents. You can use pre-built

styles, modified styles, or custom styles and edit the styles to apply any formatting you choose.

We found that with just eight styles, you can apply consistent formatting for information types that a task-based job aid might include, as illustrated in the wireframe below.



The following table provides a list and description of each style represented.

| Style Name | Recommended Usage |
|----------------|---|
| Header | We use the Header style for the page number and running section or chapter name. |
| Heading 1 | We use the Heading 1 style for document titles. |
| Heading 2 | We use the Heading 2 style for subheadings throughout the document. |
| Heading 3 | We use the Heading 3 style for table headings. |
| List Paragraph | We use the List Paragraph style for numbered steps and bulleted items. |
| Less Spacing | We use the Less Spacing style for notes and warnings between steps. This formatting has reduced spacing between paragraphs. |
| Normal | We use the Normal style for body text in the conceptual element and text inside table cells. |
| Subtitle | We use the Subtitle style for a program version and deliverable ID, as required. |

Additional styles to consider adding for accessibility in your document are image and table captions and additional headings styles, if necessary.

Tips for Setting Up Microsoft Word Documents for Accessibility

Digital content accessibility starts with how you set up your files in the authoring tool. Here are a few tips to help set up Microsoft Word documents that are optimized for accessibility.

Language Settings

Since screen readers can read different languages, be sure to set the proofing language in your document. Make sure Microsoft Word is configured to detect the language that you are typing and automatically enable the proofing tools for that language.

Colors

Use color combinations that have substantial contrast. Learners who are visually impaired or who are deficient in color vision need to be able to distinguish between layered content. There should be sufficient contrast between the background of the page and components on the page such as text, tables, and notes against the background. Be sure to check the contrast of any color used in table headings. Also, check the colors of buttons, icons, and images on the page. While some visual elements may come from screenshots, you may be able to adjust the colors to allow for more contrast.

The minimum contrast ratio for background to text is 3:1, or 4.5:1 for text that is smaller than 12 points. The recommended ratio is 7:1. As a contrast benchmark, the ratio for a white background with black text is 21:1, so most standard documents are compliant with the contrast guidelines. You can use a third-party tool, such as WebAIM or the Colorzilla plugin to verify the color contrast in your document.

Headers and Footers

Since screen readers can skip information, be thoughtful about the type of repeated content used in headers and footers. Consider just using a logo and page number reference in the header.

Styles

Leverage pre-built Microsoft styles to apply consistent formatting to text. Avoid combining formats such as **bold** and *italic* in a single style. Use fonts that make a clear distinction between similar-looking characters (such as lower-case L and capital I). Recommended fonts include Cambria, Garamond, Tahoma, and Verdana.

Since screen readers can navigate a page using its headings, listen to a list of all headings, and skip to specific headings learners want to hear, use a style for every heading. When you convert your document to a PDF file, Acrobat converts styles to tags.

Table Structures

Use simple table structures. Do not use nested tables. Do not merge or split cells within a table. If you can tab through a table cell-by-cell and row-by-row, a screen reader should have no trouble reading the information.

Screen readers reference header cells in tables. For each table in your document, select a header option for the table style and designate a header row in the table properties so the row repeats if the table extends across multiple pages.

Section 4: Considerations for Writing Job Aids

To accommodate learners who use assistive technologies to access and interact with digital content, content developers should consider techniques to make their writing more accessible. In this section, you can learn:

- Tips for writing a task-based job aid
- How to add alternative text to an image in Microsoft Word
- How to designate a header for a table in Microsoft Word
- How to add alternative text to a table in Microsoft Word

Tips for Writing a Task-based Job Aid

Writing for digital content accessibility requires content developers to think like the end user. Here are a few tips to help write a task-based job aid in Microsoft Word:

Document titles

Your document should have a unique title that describes the function or purpose. The title can be spoken by screen readers and displayed as tool tips for learners using screen magnifiers. Consider adding the title as a heading and in the document properties.

Headings

Headings help learners quickly find what they are looking for within a document. Learners can listen to a list of all headings and skip to only the headings they want to hear. For a task-based job aid, consider adding a heading for the document title and a heading that transitions the content from conceptual information to step-by-step instructions.

Conceptual Information

Conceptual information helps put information into context. Concepts also help learners remember what is taught and apply information to their specific needs.

When writing a task-based job aid, consider using plain language to explain why the task is important and why certain steps need to be taken.

Illustrations

If a concept is best illustrated, it is important to provide a summary of the illustration either in the body copy or as alternate text so that learners who cannot see the illustration can understand the information. Plus, you should make sure each image has an alternate text description that can be read aloud for learners who use assistive technologies.

Bulleted and Numbered Lists

If bulleting is needed to avoid long, complicated sentences, consider using parallel structures. You can use the same sentence structure or the same part of speech. Parallel structure, also known as parallelism or parallel construction, means using the same grammatical form or pattern for two or more words, phrases, or clauses that have the same level of importance in a sentence. This can improve the clarity and balance of your writing.

Text Emphasis

If you want to emphasize a word or passage, try using descriptive language instead of font styles – like bold, italics, or underline. Some screen readers announce font styles unless they are configured to ignore them.

Table Content

When adding information to tables, do not use incomplete sentences within the table cells. Learners using assistive technologies may not be able to see the table headings. Writing a full sentence in each table cell reinforces the information for the learner.

Step-by-step Instructions

Writing instructions for a job aid requires you to think like the learner. Each step should appear on a separate row. Tell where to go, and then what to do. Instead of

using directional instructions, call out specific labels in the user interface. When necessary, provide additional context that is specific to a step. And if there are more than eight steps required, consider breaking the steps into two or more parts.

Alternate Text Descriptions

Add an alternate text description for each table and image in your document. When a screen reader encounters a table or an image, it will attempt to read the one to two-sentence text alternative that you specify.

How to Add Alternative Text to an Image in Microsoft Word

Alternative text, also referred to as alternate text, allows users of assistive technologies to hear a description of an image in a document. As shown in the image below, alternative text should be brief and written to describe the image and its context to someone who is blind or has low vision.

Alt Text ⌵ ✕

How would you describe this object and its context to someone who is blind or low vision?

- The subject(s) in detail
- The setting
- The actions or interactions
- Other relevant information

(1-2 detailed sentences recommended)

Generate alt text for me

Mark as decorative ⓘ

If the image shown is part of software user interface, consider adding alternative text that matches tooltips that popup in the software. Alternative text descriptions cannot exceed 150 characters.

Images that are purely decorative, like backgrounds, borders, frames, and divider lines, do not require alternative text. Mark these images as decorative so users know they have no value to the information provided in the document.

To add alternative text to an image in Microsoft Word

1. Open the document in Microsoft Word.
2. Click the image for which you want to add alternative text.
3. From **Picture Format** on the main menu, click **Alt Text**.
4. In the blank text box, type the alternative text for the image or select **Mark as decorative**, if applicable.

Note

You can have Microsoft Word automatically generate alternative text, but it is a best practice to manually verify all auto-generated text and edit this text, as necessary.

5. Click **X** to close the *Alt Text* window and save the alternative text.

How to Add Alternative Text to a Table in Microsoft Word

Alternative text for tables includes a title and a short description about the information in the table. The title can be read to a person with a disability and is used to determine whether they wish to hear the description of table information. If so, the description can be read out loud. Table descriptions should not exceed 150 characters.

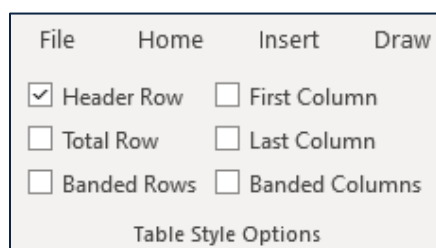
To add alternative text to a table in Microsoft Word

1. Open your document in Microsoft Word.
2. Click in any row in the table.

3. On the main menu, click **Layout** (next to **Table Design**).
4. Click **Properties**.
5. On the *Table Properties* window, click the **Alt Text** tab.
6. In the **Title** text box, enter a descriptive title for the table.
7. In the **Description** text box, type the alternative text for the table.
8. Click **OK**.

How to Designate a Header for a Table in Microsoft Word

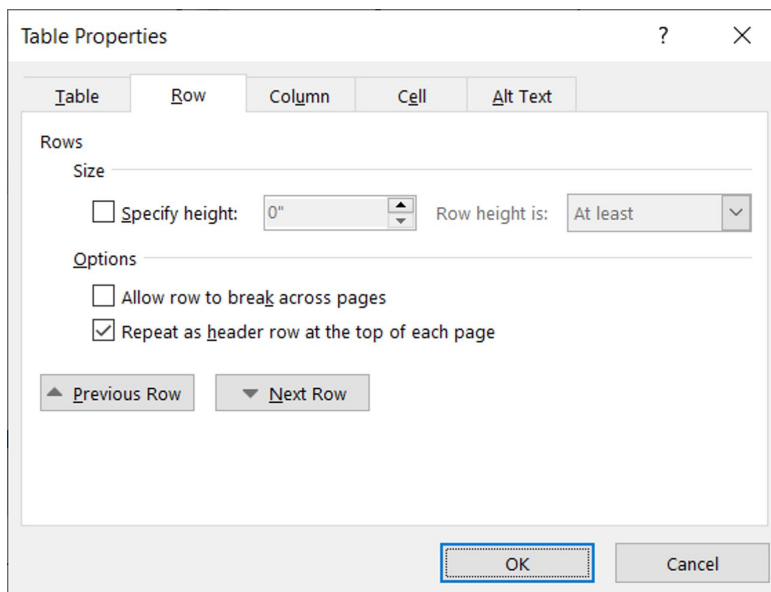
To be accessible, a table in Microsoft Word must have a header. Headers provide a point of reference for the table, so users know what type of information the table contains. As shown in the following image, you designate table headers by selecting an option as part of the table style.



The following table provides a description of the three options available to designate a table header.

| Table Style Option | Description |
|-----------------------------|---|
| Header Row | The Header Row option designates the first row of the table as the header. |
| First Column | The First Column option designates the first column of a table as the header. |
| Header Row and First Column | The Header Row and First Column options designate both the first row and the first column as headers. |

If you designate the first row of the table as the header, be sure to enable the **Repeat as header row at the top of each page** setting in the table properties as shown in the following image.



With the **Repeat as header row at the top of each page** setting selected, the table is readable even if the content spans multiple pages.

Notice the option to allow row to break across pages. Generally, keep tables to a single page for better accessibility, whenever possible.

To designate a header for a table

1. Open the document in Microsoft Word.
2. Click the first row of the table.
3. On the main menu, click **Table Design**.

Note

If you do not see the **Table Design** option, place your cursor anywhere in the first row of the table.

4. In the *Table Style Options* section on the Table Design menu, select the **Header Row** check box.

Note

In addition to **Header Row**, you can select multiple table header options, including **First Column** or both **Header Row** and **First Column**.

5. On the main menu, click **Layout**, and then click **Properties**.
6. In the *Table Properties* window, click the **Row** tab.
7. Under the *Options* section, select **Repeat as header row at the top of each page**.

Note

You cannot select **Repeat as header row at the top of each page** unless your cursor is on the first row of your table.

8. Save your file and close Microsoft Word.

Section 5: Best Practices for Preparing Accessible .PDF Files

When it comes to sharing files online, a .PDF format makes the most sense if the content is not HTML. Source files can be easily edited and do not always retain the format in which content is developed. PDF files can be locked for editing and retain their formatting across all devices. In this section, you can learn:

- Tips for preparing accessible .PDF files
- How to run an accessibility check in Microsoft Word
- How to run the accessibility check in Adobe Acrobat
- How to add alternative text to an image in Adobe Acrobat
- How to check the reading order in Adobe Acrobat
- How to activate the read out loud feature in Adobe Acrobat
- How to work with tags in Adobe Acrobat

Tips for Preparing Accessible .PDF Files

Preparing accessible .PDF files requires content developers to perform a series of checks and adjustments. Here are a few tips to help prepare an accessible .PDF file:

Accessibility Checks

Before writing a .PDF file, check accessibility in the source file. For Microsoft Word documents, start by making sure there are alternate text descriptions for all images and tables. Then run the accessibility checker and fix any issues. If time allows, you may also want to read the text out loud to get a sense for how learners may interact with the content.

Once you generate a .PDF file, you can run the accessibility checker in Adobe Acrobat to find and correct issues you might not see right away. Even if your Microsoft Word document is optimized for accessibility, there may be some items that do not convert properly. For example, you may find issues related to the reading order, color contrast, or table summaries.

Document Properties

Consider adjusting some of the document properties in your .PDF files. Add “PDF” to the document title so that screen reader learners know they are reading a PDF document. Ensure the navigation tab displays both the bookmarks panel and page upon initial view. And finally, select the window option to show the document title instead of the file name since document titles provide a better description for content and searches.

Bookmarks

Make sure your .PDF only has bookmarks which link to headings that segment the content. Sometimes when you generate a .PDF, bookmarks are added from styles that are not intended to segment content, like a table heading. Delete any bookmarks that do not link to a heading that segments content in the document.

Reading Order

Always check the reading order in your .PDF files. On each page, each block of content should have a number to represent the reading order, starting at the top with the number one. If there is a block of content that is not set to be read, add a tag. If the content is an image, add an alternative text description. Since screen readers are smart enough to read page numbers, you do not have to worry about page numbers being part of the reading order.

Tags

Check the accessibility tags by clicking through the tag tree and visually confirming the reading order for each tag. Look for empty tags that need to be removed so that screen readers do not announce the word “blank”. If you find an empty tag, delete it. Avoid the option to delete all empty tags because you can inadvertently delete a tag that is needed.

Once you remove empty tags, check the tags for steps that appear before a note. You may need to link the note with the preceding step. If so, start by expanding the tags for the set of steps until you see the List BODY tag. To make the connection,

click and drag the table tag under the List BODY tag. You should then be able to see the steps and table are connected in the reading order.

Make sure all heading tags are in the correct hierarchy. There should be only one list (<L>) per step procedure and all steps or list items () must appear under the list. There should not be any paragraph tags (<p>) that are empty. For a table associated with a step, the table tag must connect to the related step () tag.

How to Run an Accessibility Check in Microsoft Word

Running an accessibility check in Microsoft Word enables you to see and correct accessibility issues before generating a .PDF file. The accessibility check can be an iterative process. You can run the check and address errors as often as necessary.

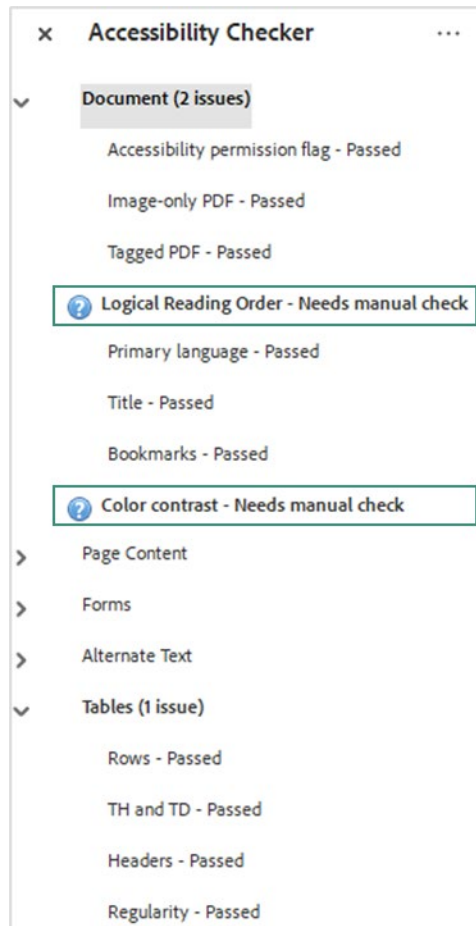
To run an accessibility check in Microsoft Word

1. Open the document in Microsoft Word.
2. From **Review** on the main menu, click **Check Accessibility**.
3. On the *Accessibility* panel, review the inspection results.
4. Fix any issues in the document.
5. Repeat steps 2 through 4 until you have addressed all accessibility errors.

How to Run an Accessibility Check in Adobe Acrobat

Running an accessibility check in Adobe Acrobat allows you to see and correct accessibility issues before publishing a .PDF file. The accessibility check can be an iterative process. You can run the check and address errors as often as necessary.

Keep in mind, the accessibility checker in Adobe Acrobat may report issues that are not really issues. For example, the image below illustrates two messages that indicate a manual check should be performed to verify the logical reading order or color contrast.



The messages to manually check the reading order and color contrast are reported with every .PDF you write. However, if you see a message stating that something failed, like a table summary, this is an issue you want to fix, for example by adding a description for the table.

To run the accessibility check in Adobe Acrobat

1. Open the PDF file in Adobe Acrobat.
2. Go to the Accessibility Checker.

New Interface

On the *All tools* panel, click Prepare for accessibility > Accessibility Check.

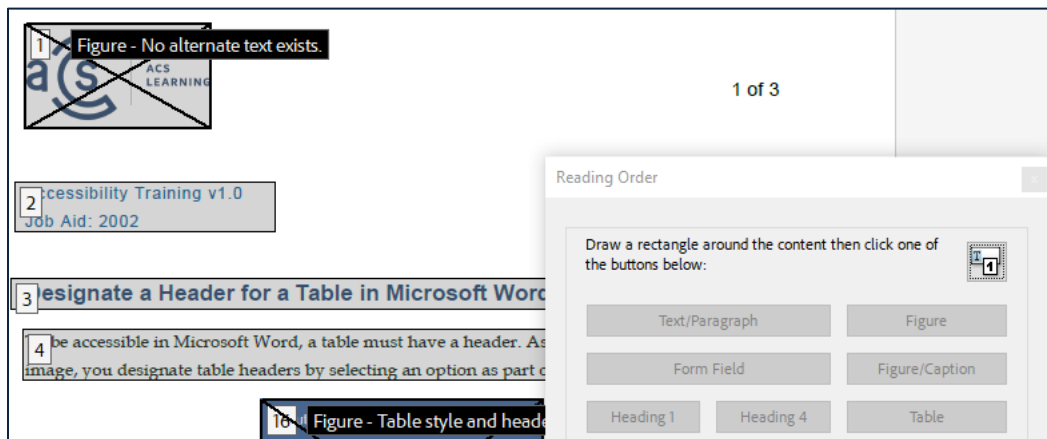
Classic Interface

On the accessibility panel, click **Accessibility Check**.

3. Click **Start Checking**.
4. On the *Accessibility Checker* panel, review the reported issues.
5. Fix any issues in the document.
6. Repeat steps 2 through 5 until you have addressed all accessibility issues.

How to Add Alternative Text to Images in Adobe Acrobat

Although you may add alternative text to an image in a Microsoft Word document, the alternative text may not convert when you generate a .PDF file. As shown in the following image, you can see when there is not alternative text for an image when you review the reading order.



In the image shown, there is a message stating no alternative text exists for the logo, which is the first content block to be read out loud. If this happens, you can add the alternative text in Adobe Acrobat.

To add alternative text to an image

1. Open the .PDF file in Adobe Acrobat.
2. Go to the *Accessibility* panel.

New Interface

Classic Interface

On the *All tools* panel, click **Prepare for accessibility**. Verify the *Accessibility* panel is displayed.

3. Click **Reading Order**.
4. If required, move the *Reading Order* panel so the image is fully displayed.
5. Click and drag to draw a rectangle around the image.

Note

Draw the rectangle well outside the image borders to account for white space around the image. There should be highlighting around the entire image

6. Right-click the image to display the context menu.
7. Click **Edit Alternate Text**.
8. Type the alternative text, and then click **OK**.
9. On the *Reading Order* panel, click **Close**.

How to Check the Reading Order in Adobe Acrobat

Checking the reading order enables you to:

- Verify that each block of content is tagged in the proper reading order.
- Confirm ordered list items (steps) appear in sequence.
- Confirm images and tables have alternative text.

If you edit a PDF file to correct issues that are part of the reading order, you may also need to make corrections in your source file to prevent the issues from recurring.

To check the reading order

1. Open the PDF file in Adobe Acrobat.
2. Go to the accessibility options.

| New Interface | Classic Interface |
|---|--|
| On the <i>All tools</i> panel, click Prepare for accessibility. | On the Tools panel, click Accessibility . |

3. Click **Reading Order**.

Note

You may need to move the *Reading Order* panel so the document is fully displayed.


4. Check for accessibility issues.
5. On the *Reading Order* panel, click **Close**.

How to Activate Read Out Loud in Adobe Acrobat

Adobe Acrobat includes a built-in screen reader that you can use to listen to a document being read out loud. Hearing the content in the document is critical to verifying the reading order for those who will consume and interact with your digital content. You can also use a third-party screen reader to listen to the document.

To activate Read Out Loud

1. Open the PDF file in Adobe Acrobat.
2. Activate the read out loud feature.

| New Interface | Classic Interface |
|---|---|
| Click  Menu to display the options, and then click View > Read Out Loud > Activate Read Out Loud . | From the View menu, click Read Out Loud > Activate Read Out Loud. |

3. Listen to the document and confirm the content is read out loud in the proper order.

4. Fix any issues in the document.



How to Work with Tags in Adobe Acrobat

Reviewing and working with tags assures that content blocks are set to be read out loud and are in the correct reading order. The more accessible your source document is, the less work you will need to do with the tags in the PDF.

When reviewing the document tags, verify that there are no empty tags in the document. A screen reader reads empty tags (those without associated text or images), as "blank." Blank tags suggest information may be missing from the document which can confuse readers. Empty tags often appear as hard paragraph returns and default paragraph returns after a table.

To review and work with tags in Adobe Acrobat

1. Open the PDF file in Adobe Acrobat.
2. Go to the *Accessibility tags* panel.

| New Interface | Classic Interface |
|--|--|
| <p>On the navigation panel, click  to open the <i>Accessibility tags</i> panel.</p> | <p>On the navigation panel, click  to open the <i>Accessibility tags</i> panel.</p> |

3. Highlight a tag on the panel to show the associated content block in the document.
4. Click through the tag tree to verify the order of content blocks in the document.