



Access  
Academy

**Dive into Descriptions:  
Audible Image Descriptions  
in a Pinch**

May 24, 2021

# Amy Campbell

Learning Management System Administrator  
American Printing House for the Blind



Access  
Academy



# Learning Objectives

1. Review DIAGRAM Image Description guidelines.
2. Compare and contrast methods of video and image description.
3. Identify 4 classroom scenarios which may prevent a braille student from accessing tactile graphics.
4. Demonstrate application of DIAGRAM Image Description guidelines for audible image description.



**RATIONALE**

Access

Academy

# Role of Teacher of Students with VI

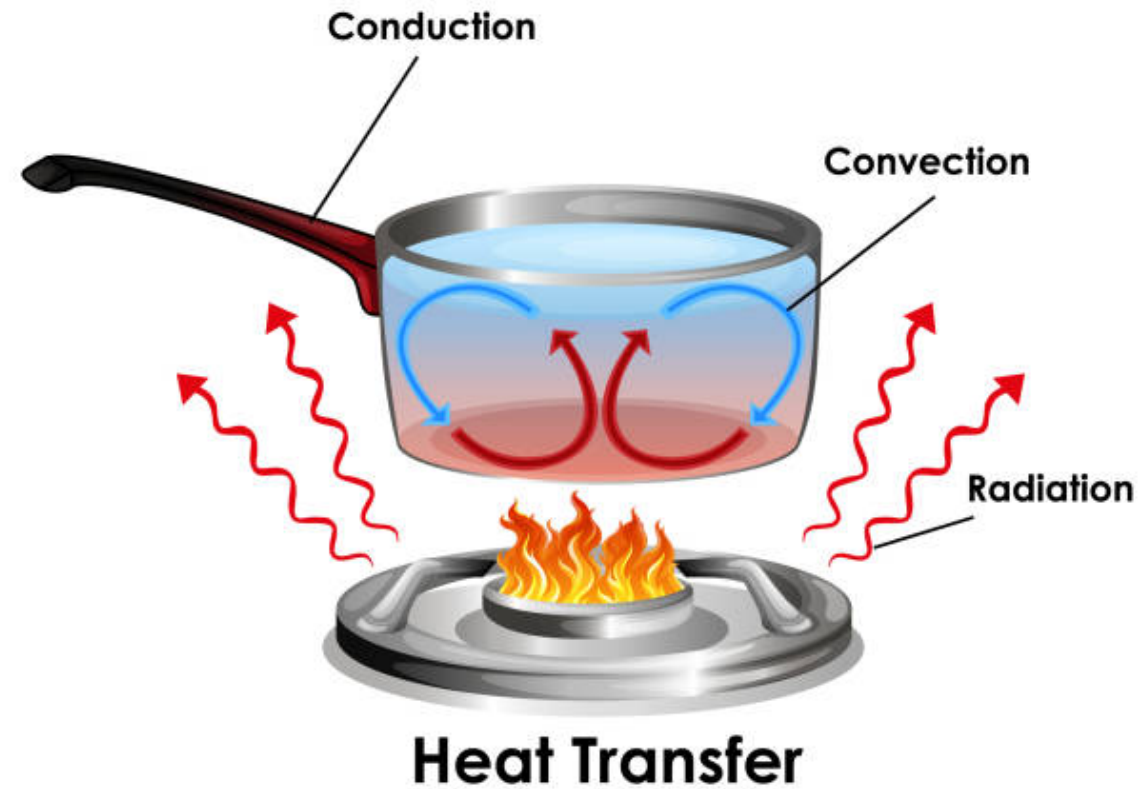
- Collaborate with general education teachers
- Provide adapted materials, models, equipment
- Prepare tactile maps, charts, and diagrams
- Prepare students to use adaptive technology
- Teach prerequisite skills and compensatory academic skills

# Equal vs. Equitable

**Pictures produced as tactile graphics are not equal in meaning**

- Equal: of the same measure, quantity, amount or number as another
- Equity: dealing fairly with all concerned

# Example



# Classroom Realities

- Impromptu lessons, not giving adequate time to create tactile graphics
- Textbooks are not readily available.
- Braille display device to read textbook files
- Read aloud as IEP accommodation
- Prepared tactile graphics can sometimes be difficult to interpret
- Lack of proficiency in the braille



# Research

## Audible Image Description as an Accommodation in Statewide Assessments for Students with Visual and Print Disabilities

(JVIB, July-August 2017)

- Results: Students who read braille were more likely to respond correctly under audible image description.
- Conclusion: Teachers may want to develop a method for describing images.

# Review

1. TSVI role
2. Equity of instructional content
3. Classroom realities
4. Research

# Poll

Which of the following are true statements for students you serve?

- A. Classroom teachers often prepare impromptu lessons, not giving adequate time to create tactile graphics.
- B. Textbooks are not readily available and used in the schools I serve.
- C. My student uses a braille display device to read textbook files, which doesn't give access to graphics.
- D. My student has read aloud as an IEP accommodation.
- E. Prepared tactile graphics can sometimes be difficult to interpret, which then require the need for an audible image description.
- F. My student is not yet proficient in the braille code and relies on audible image descriptions.
- G. Poll question does not apply to me

# WHAT WE KNOW ABOUT DESCRIPTIONS



Access  
Academy

# Video Description

- **Accurate**
  - Word selection
  - Pronunciation
  - Diction
  - Enunciation
- **Prioritized**
  - Content focused
- **Consistent**
  - Description
  - Voicing
- **Appropriate**
  - Intended audience
  - Objective
- **Equal access**

# Tactile Image Description

## Effective and efficient descriptions:

1. Why is the image there?
2. Who is intended audience?
3. If there is no description what will viewer miss?

# Tactile Image Descriptions, continued

- **Consider context**
  - Surrounding context
  - Check questions
  - Review caption
- **Focus on Content**
  - Determine unique information
  - Describe only what's there
  - Don't interpret
- **Be clear & concise**
  - Choose words carefully
  - Ignore extraneous details
  - Avoid information overload
- **Read description once**
  - Equitable access
  - Don't interpret
  - Don't include bias
  - Don't censor

# STEM [Image] Description Guidelines

- Brevity
- Data
- Clarity
- Drill down organization
- Tables, lists, and MathML



# Image Description Rule of Thumb

If you can look at a graphic or an image and notice something in a glance, it should be provided in the description summary.

# Image Descriptions

According to WebAIM Center for Persons with Disabilities, the alt attribute should typically:

- Be accurate and equivalent
- Be succinct
- Not be redundant
- Not use phrases “images of...” or “graphic of...” to describe an image

# Description Application

- Context
- Consider audience
- Concise
- Be objective
- General to specific
- Tone and language
- Don't interpret
- Don't include bias
- Don't censor

# Words of Caution

- Audible image descriptions does not provide independent access to content
- Information overload

# Poll results



# EXAMPLES



Access  
Academy

# Description Checklist

- Context
- Consider audience
- Concise
- Be objective
- General to specific
- Tone and language
- Don't interpret
- Don't include bias
- Don't censor

# Pictures





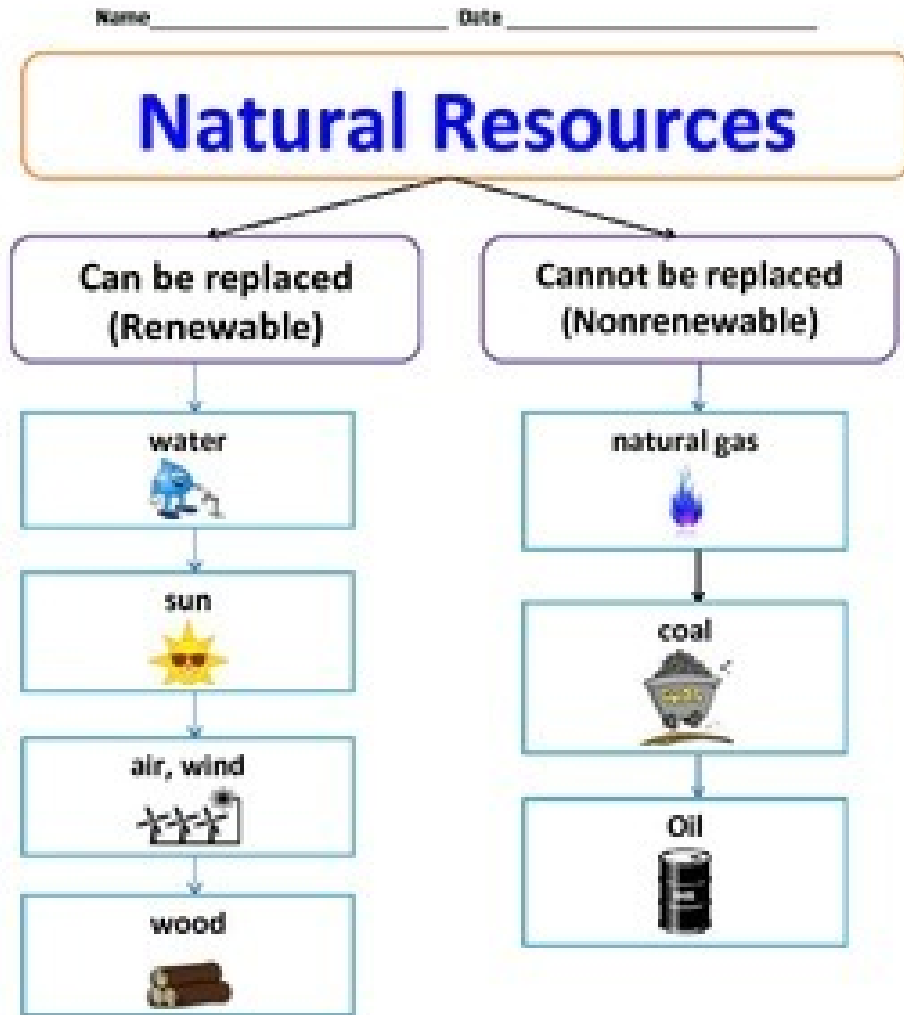
# Picture Description

- A. "George Washington"
- B. "Painting of George Washington"
- C. "Painting of George Washington crossing the Delaware River"
- D. "A classic painting demonstrating the use of light and color to create composition."
- E. "Painting of George Washington crossing the Delaware River. Swirling waves surround the boat where the majestic George Washington looks forward out of the storm and into the rays of light across the river as he leads his wary troops to battle."

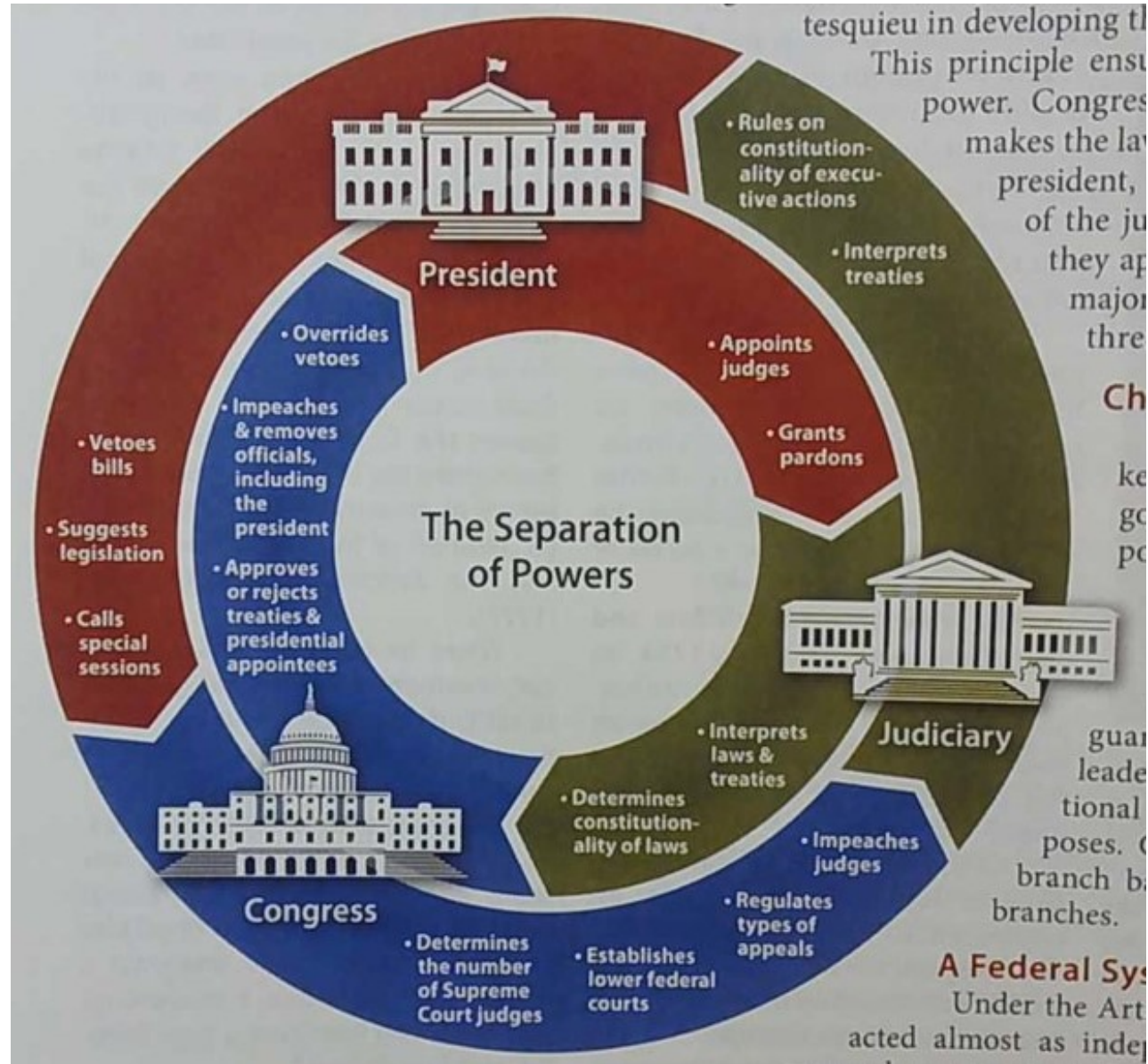
# Pictures and Size Comparison



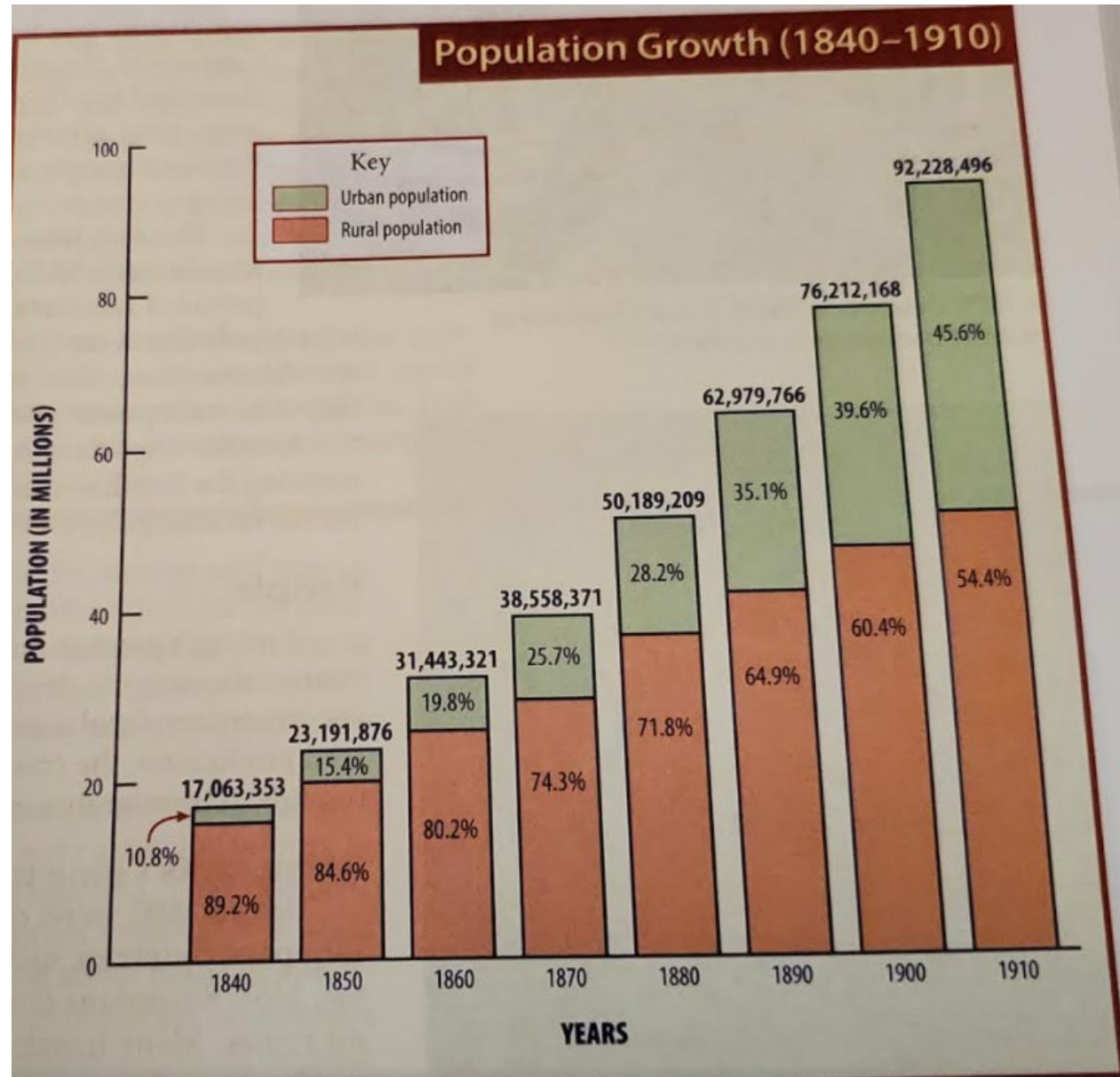
# Tree Diagram



# Flow Chart

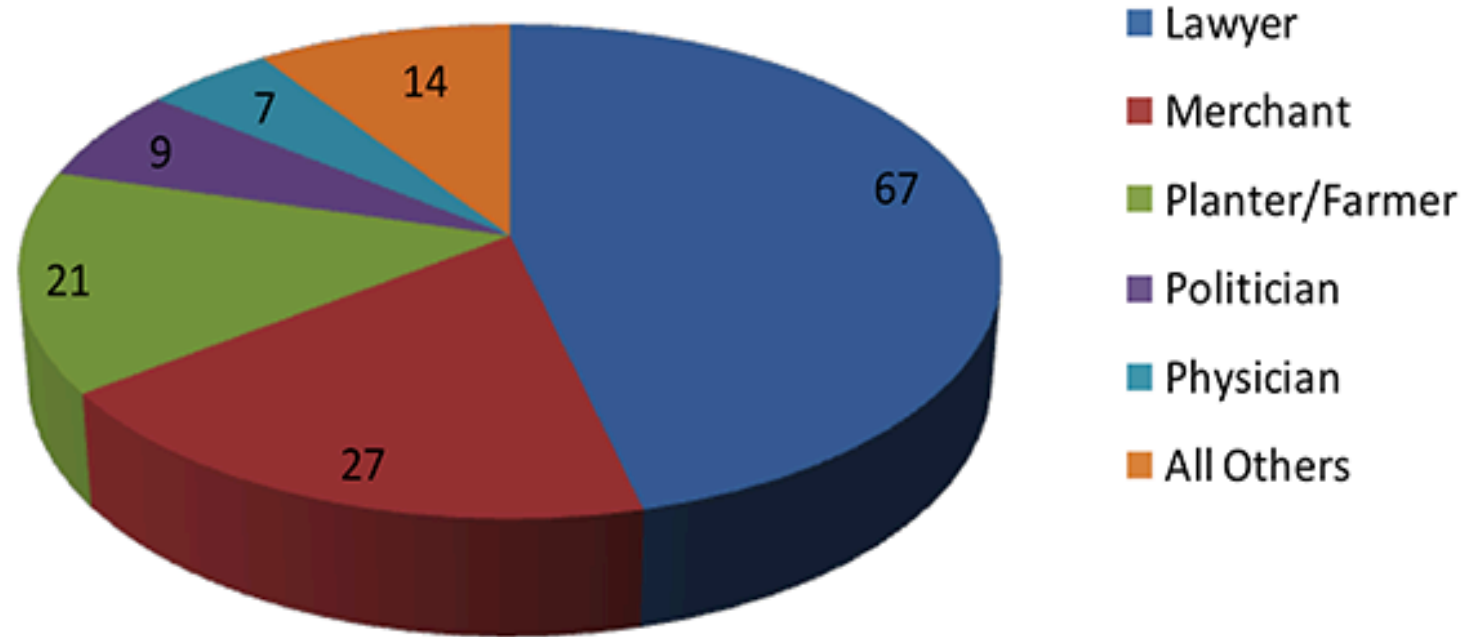


# Bar graph



# Pie graph

## Primary Occupations of the 145 Signers

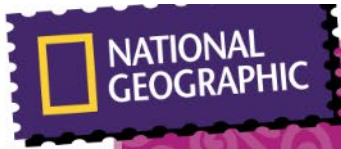


# Map




What crop was important in making Jamestown and early Virginia an economic success?

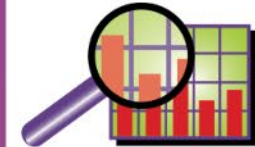


# Table



## Types of Government

Type of Government	Who Holds Power?	Examples
<b>Direct Democracy</b> 	All citizens vote directly on issues.	<ul style="list-style-type: none"><li>• Parts of Switzerland</li><li>• Some New England towns</li></ul>
<b>Representative Democracy</b>	People vote for representatives who lead the country and make laws.	<ul style="list-style-type: none"><li>• United States</li><li>• Russia</li><li>• France</li></ul>
<b>Constitutional Monarchy</b> 	A monarch inherits the right to rule but is limited by laws and a law-making body elected by the people.	<ul style="list-style-type: none"><li>• United Kingdom</li><li>• Japan</li><li>• Sweden</li><li>• Jordan</li></ul>
<b>Absolute Monarchy</b>	A monarch inherits the right to rule and has unlimited power.	<ul style="list-style-type: none"><li>• Saudi Arabia</li></ul>
<b>Dictatorship</b> 	A dictator makes all laws and suppresses any opposition.	<ul style="list-style-type: none"><li>• Cuba</li><li>• Iraq under Saddam Hussein</li><li>• Germany under Adolf Hitler</li></ul>



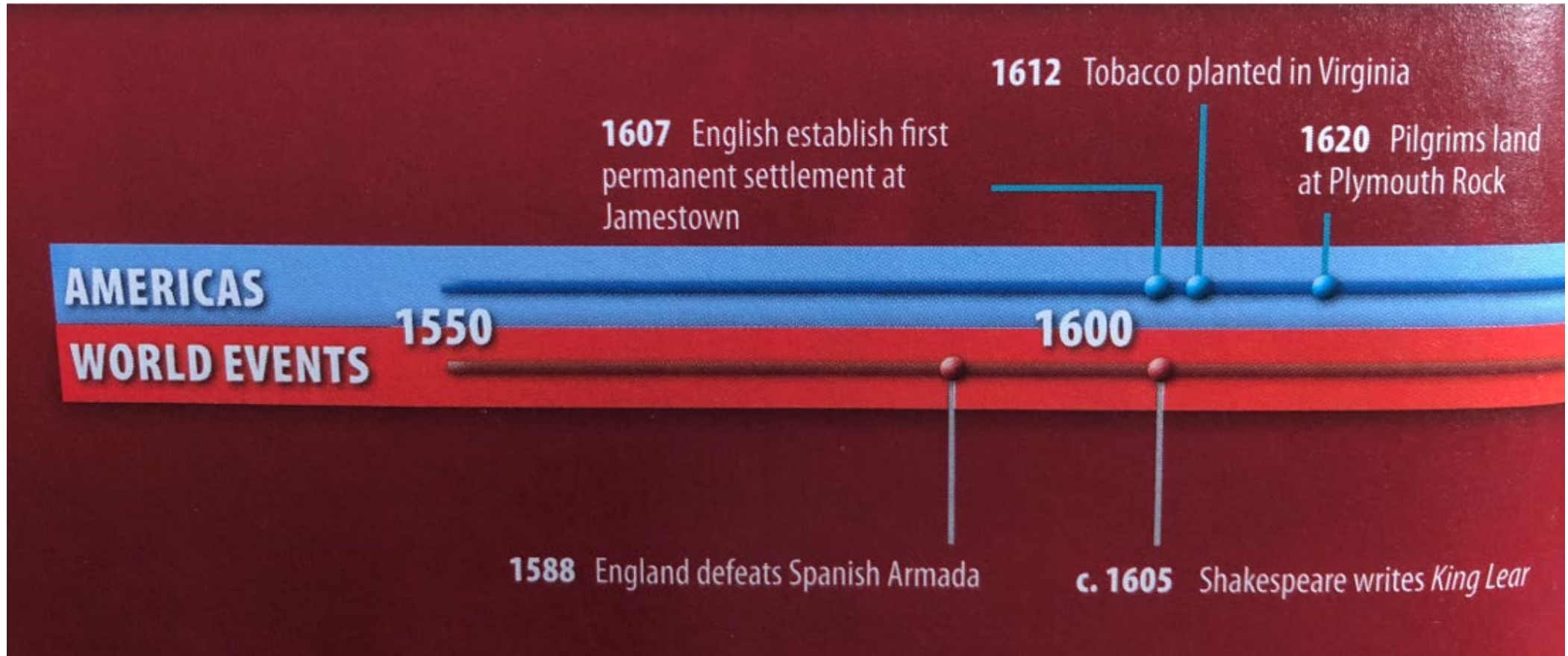
### Analyzing the Chart

The United States is one of many countries with a democratic type of government.

**Government** What is the difference between a direct democracy and a representative democracy?



# Timeline



# References

- Chapter 13 "Social Studies" by Ross D.B. and Johnson N in Foundations of education, Third Edition, Volume I: Instructional Strategies for Teaching Children and Youths with Visual Impairments (2017) by M. Cay Holbrook, Cheryl Kamei-Hannan, & Tessa McCarthy (Eds.).
- <https://webaim.org/techniques/alttext/>
- <http://diagramcenter.org/making-images-accessible.html>
- <https://dcmp.org/learn/621-description-key---quality-description>
- <https://www.wgbh.org/foundation/ncam/guidelines/accessible-digital-media-guidelines>

# CONTACT

Audible Image Descriptions in a Pinch

Amy Campbell, [acampbell@aph.org](mailto:acampbell@aph.org)



Access  
Academy