



ACCESS NEWS

Accessibility Challenge: Persona Based Design Activity

Persona based activities give a great insight into how accessibility may work differently for learners with a varying range of disabilities. Participants are given a ranging set of learner profiles—such as (but not limited to) a student with neurodivergence who benefits from direct written instructions and interactive tasks; a low-vision learner who needs screen reader friendly materials, and appropriate visual descriptions; a non-native language speaker who needs clear simplified language and visual supports; or a Deaf learner who relies on closed captioning. These are just a few quick examples, but participants should be encouraged to be creative with their personas to better encapsulate the possibility of accessibility needs.

Participants can start by discussing the unique needs, motivations, and potential barriers for each persona, then collaborate to design a single learning experience that intentionally supports all of them from the outset. Rather than creating separate solutions, they build in flexibility and born accessibility — offering multiple ways to access and engage with content, and become successful learners. Participants should be encouraged to show how each design choice serves more than one persona, reinforcing the core principle of Universal Design Learning. By sharing their different simulations and approaches to creating inclusive design in an educational setting.

WCAG Accessibility for Neurodivergent Learners

Benefits for learners

Meeting Web Content Accessibility Guidelines (WCAG) does more than make content technically accessible—it directly improves how neurodivergent students (such as those with dyslexia, ADHD, autism, or processing differences) experience and understand digital materials. By meeting and surpassing these standards learners are able to reduce cognitive load, expect predictability and consistency across platforms, and engage with content in multiple ways allowing for inclusivity.

Benefits for educators

Designing learning content with neurodivergent students in mind doesn't just support learners, it makes teaching more effective, efficient, and sustainable for educators.

When the learning environment is accessible for all, overall classroom engagement and outcomes greatly improve. Strategies that support neurodivergent learners, like meeting WCAG standards, help all students process and retain information more effectively. Inclusive design creates a more welcoming and successful teaching environment, one where both students and educators can focus on meaningful learning while reducing educator burnout.

WCAG emphasizes these sections when creating neurodivergent accessibility:

- [1.4.2 A](#): Audio Control
- [2.2.1 A](#): Timing Adjustable
- [2.2.2 A](#): Pause, Stop, Hide
- [3.2.2 A](#): On Input
- [3.2.3 AA](#): Consistent Navigation
- [3.2.4 AA](#): Consistent Identification

Read&Write Literacy Assistive Technology

Assistive Technology removes learning barriers for students with disabilities by helping them read, write, and work with numbers more effectively in college courses. Read&Write is a digital literacy support tool designed to help users read, write, and understand text more effectively across devices, supporting a wide range of learners, including students with dyslexia, ADHD, and those learning English as second language. Its primary goal is to make written content more accessible and easier to engage with for learners with disabilities.

The tool offers a suite of features that address key areas of literacy. Reading support includes text-to-speech, which highlights and reads text aloud, and tools that simplify complex passages. For writing, it provides speech-to-text dictation, word prediction, translation tools, study aids like highlighting and audio creation, and grammar checking to help users express ideas more clearly. A more unique feature of Read&Write are picture dictionaries, which go beyond standard text definition by adding a visual layer to vocabulary learning. When a user highlights a word, the tool shows both a written definition and a corresponding image or symbol—often using Widgit symbols—to represent the meaning. This is especially helpful because it allows learners to see what a word means, not just read about it, which strengthens understanding and memory. This feature can be revolutionary for students with not only literacy-based disabilities, but also those with Autism, TBIs, and other cognitive barriers. Read&Write's multi-sensory approach combining visual, auditory, and textual inputs allows learners to effectively build literacy and overall subject comprehension.

About the Accessibility Committee

The Clover Park Community College Accessibility Committee, in support of college and state policies, will establish, review, and evaluate college wide accessibility plans and advise the Student Learning Council in regard to promoting and providing appropriate, effective, and integrated access for students, employees and community members. To that end, the committee will:

- model and facilitate a culture of accessibility for all faculty, staff and students;
- provide training and support to improve the level of accessibility;
- serve as a clearinghouse for accessibility questions, resources, and issues for CPTC.

Update on Title II DOJ Requirements

The DOJ has extended the deadline for meeting WCAG 2.2 standards to **April 26th 2027**. “This does not change the accessibility requirements—only the timeline. Higher education institutions remain legally obligated under Title II to ensure their websites, mobile apps, and digital services are accessible to people with disabilities. The rule and its technical standards remain unchanged.

The extension responds directly to higher education capacity concerns. DOJ acknowledges that education institutions face major challenges, including limited staffing, high remediation costs, and difficulty remediating complex content and images.” - Monica Olson SBCTC Accessibility Coordinator

Disability Resources

- [General disability resources](#)
- [Disability resources for students](#)
- [Disability resources for faculty](#)
- [CPTC Accessibility LibGuides](#)

Meetings

We are currently meeting once a month on the first Monday of the month at 2:00 PM in Zoom.

Committee Co-Chairs

- Pamela Jeter -Information Technology
- Sarah Addington - Disability Resource Services