

"C.H.I.L.L."

The C.H.I.L.L. acronym (Noah, 2025) signifies **C**olor, **H**eadings, **I**mages, **L**inks, which are basic steps to creating accessible instructional materials. To learn more about making documents accessible, this document has hyperlinks to the accessibility website at the University of Washington.

C: Color Contrast and Captions

Have a [color contrast](#) between the color of the text and the background colors. This contrast makes the document workable for people who have low vision. In addition, avoid using color to convey information; red/green is the most common color-blind combination.

Captions on Videos

Use captions with videos. Captioning is part of Universal Design for Learning.

H: Headings

Use [headings](#) to form an outline of the page content.

Headings organize your content and provide a clear hierarchy. Note in MS Word, the built-in "Title" style is not consistently recognized by assistive technology and should not be used for structuring content. Instead, use Heading 1 for the title for accessibility.

Heading 1 provides a logical structure that screen readers and other assistive technologies can interpret to help users navigate the document.

Use the Styles option to insert headings. Whether you're in Microsoft Word or using Google Docs or making a web page, do not modify the heading by making it a larger font and bolding it, because that's just addressing what it looks like, but not what the function of that content actually is. Screenreaders rely on a hierarchy to order the order in which the content is read.

I: Images

Make sure images have meaningful [alternative text](#) (no images of text), and non-important images are marked as decorative.

Making sure that you have provided **alternate text**, which allows a screen reader or other assistive device to know the content of what's in that image. Example:

L: Links

Use [links and buttons](#) appropriately and label correctly with meaningful link text and underlines.

L: Lists

Make sure [lists](#) identify and organize information in a structured, easy-to-read way.

Other:

Tables

Use [tables](#) solely for presenting rows and columns of data (not for layout), and properly identify the column and row headers.

Language

Define the [language](#) of the document (or individual parts of a multilingual document)

For additional issues, see the [Digital Accessibility Checklist](#).

Reference

Noah, T. (2025). *Designing and facilitating workshops with intentionality: A guide to crafting engaging professional learning experiences in higher education*. [Routledge](#).