

Practical AI Tools for Digital Accessibility Work (Handout)

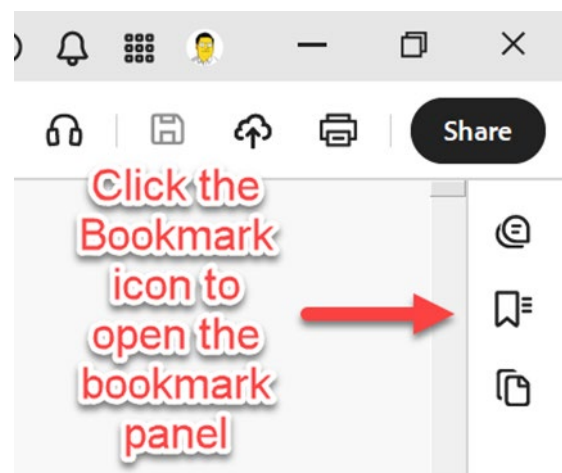
at John Slatin AccessU 2026

By Bouton Jones and Jan McSorley

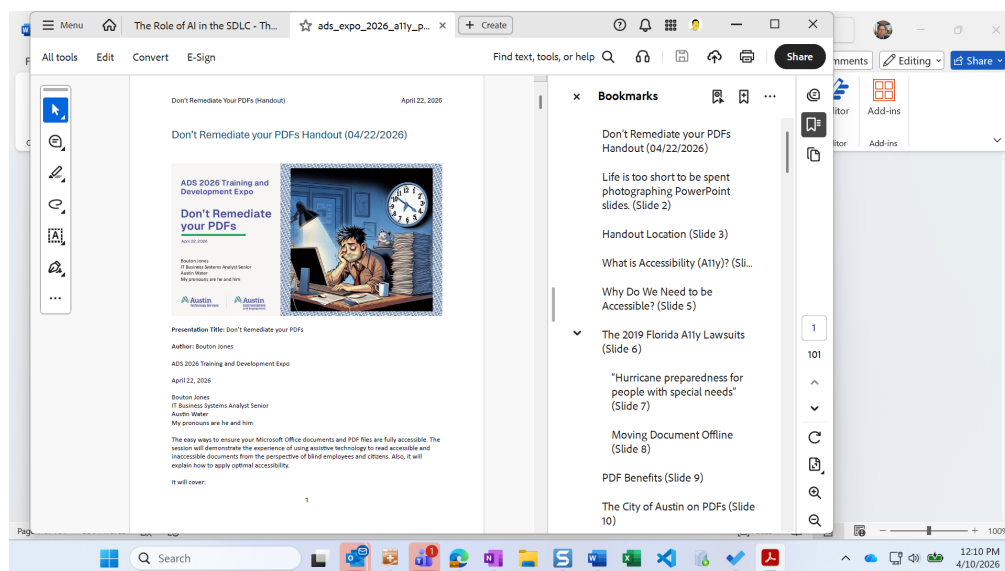
Navigation Instructions

To navigate this PDF, open it in a dedicated PDF reader or editor.

Next, click the **Bookmark** icon in the upper left side of the Adobe reader window.



It will open the bookmark panel which will allow you to jump to headings (based on the slide title) throughout the document.



Session Summary

This 90-minute session introduces practical ways to use AI tools such as ChatGPT and Microsoft Copilot to support digital accessibility work. It is designed for developers, content authors, testers, and accessibility practitioners with basic computer skills. No prior AI experience is required.

Description

The session focuses on using AI as a development and remediation aid, not as a replacement for human judgment. Attendees learn how AI can help with tasks like drafting accessible content, reviewing code for common accessibility issues, supporting large-scale remediation efforts, and improving efficiency on legacy websites.

Topics include writing effective prompts for accessibility tasks, understanding the strengths and limits of AI output, managing risks such as hallucinations and low-quality results, and using AI responsibly as both a productivity tool and, in some cases, an assistive technology. The session uses live examples and practical guidance that attendees can apply immediately in their own work.

Practical Skills

- Write clear, effective prompts to support accessibility testing, development, and remediation tasks.
- Recognize common AI failures and validate results against accessibility standards such as WCAG.
- Use AI tools to save time on large accessibility projects while managing risk and maintaining quality.

Slide 2 - Presenters

Presenters

Bouton Jones



Jan McSorley



Presenters

Two images:

1. AI generated image of Bouton Jones as James Bond. The image is true to Bouton's inner life, but less than completely faithful to his outward appearance.
2. AI generated image Jan McSorley in a semi realistic somewhat cartoonist style.

Bouton Jones, IT Business Systems Analyst Sr.

Bouton Jones is a Senior IT Business Systems Analyst with more than 10 years of professional experience in full-time web application development. His work focuses on practical digital accessibility across web applications, Microsoft Office documents, and PDFs.

He has presented multiple accessibility sessions at conferences (including John Slatin AccessU, the Adobe ColdFusion Summit, the Texas Association of Municipal Information Officers, and the e-Records Conference) and government workgroups (such as the Capital Area Council of Governments' GIS Planning Council and the City of Austin's Digital Accessibility Compliance Project).

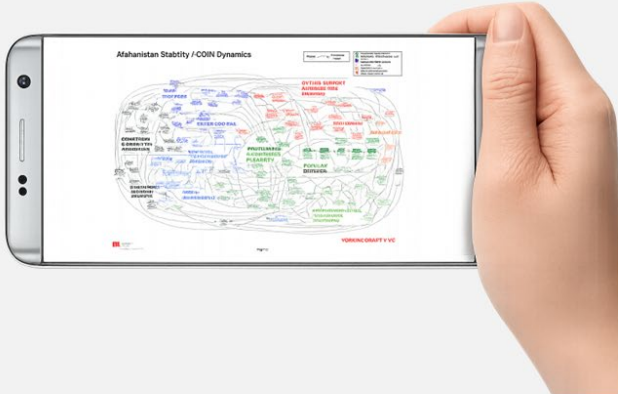
Bouton has also participated in Knowbility's Accessibility Internet Rally and served on the advisory committee and as a mentor to several development teams.

Jan McSorley, Director of Strategy, Knowbility

Jan McSorley brings more than 27 years of experience advancing accessibility across education, corporate, and nonprofit sectors. She began her career in K–12 education as a special educator and Assistive Technology Specialist, developing deep expertise in how individuals with disabilities access digital content and technology. She later served as Vice President of Accessibility for Psychometrics & Testing Services at Pearson, where she built and led a team of 23 accessibility specialists supporting accessibility across large-scale digital assessment and content systems. Jan currently serves as Director of Strategy at Knowbility, where she leads accessibility consulting engagements that help organizations integrate accessibility into digital platforms, educational content, and enterprise operations. She also contributes to international accessibility standards as an Invited Expert on the Cognitive Accessibility Task Force (COGA) and as Co-Chair of the W3C Global-Inclusion Community Group, providing input to the W3C Accessibility Guidelines Working Group on improving accessibility guidance for global audiences. Jan holds the CPACC credential from the International Association of Accessibility Professionals (IAAP) and is a certified Trusted Tester through the U.S. Department of Homeland Security. She was recently recognized by the IAAP as a 2025 Impact Award recipient. Additional professional background is available for Jan McSorley on LinkedIn.

Slide 3 - Life is too short to be spent photographing PowerPoint slides.

Life is too short to be spent photographing PowerPoint slides.



We will provide access to a resources folder with the slidedeck.

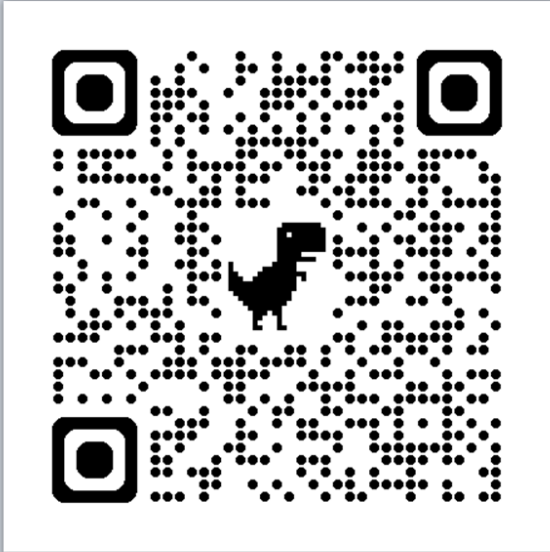
Next Slide



We will provide access to a resources folder with the slide deck.

Slide 4 – QR Code and Tiny URL for the Resource Folder

Resource Folder



tinyurl.com/AccessU2026-PracticalAI

The QR code and Tiny URL redirect to a [Resource Folder on Google Drive](#).

Slide 5 – What to Expect

What to expect

Covered	Not Covered
• Intro to basic concepts of Artificial Intelligence (AI) • AI Ethics • Practical applications for using AI	• A deep dive into AI • Intro to WCAG • Intro to disabilities

Questions are welcome!



Covered	Not Covered
• Intro to basic concepts of Artificial Intelligence (AI) • AI Ethics • Practical applications for using AI	• A deep dive into AI • Intro to WCAG • Intro to disabilities

Questions are welcome!

Slide 6 – Section Title - Artificial Intelligence (AI) – The Good, the Bad, and the Ugly



Slide 7 – AI – The Good (... when used well)

AI – The Good (... when used well)

- Improve efficiency
- Automate repeatable or menial tasks
- Support research and medical advances
- Enhance innovation and creativity
- Expand access to information
- Personalize user experiences
- Support people with disabilities



- Improve efficiency
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- Personalize user experiences
- Supports people with disabilities

Slide 8 - AI Predictions ... if all goes “right”

AI Predictions ... if all goes “right”

Dario Amodei
Co-Founder & CEO
Anthropic

Dramatic Advances in:

- Biology and physical health
- Neuroscience and mental health
- Economic development and poverty
- Peace and governance
- Work and meaning

[Machines of Loving Grace](#)

A portrait of Dario Amodei, a man with curly brown hair and glasses, wearing a blue button-down shirt under a dark blue jacket. He is smiling and looking towards the camera against a plain, light-colored background.

Dario Amodei
Co-Founder & CEO
Anthropic

In [Machines of Loving Grace: How AI Could Transform the World for the Better](#) (October 2024), Dario Amodei argues that “most people are underestimating just how radical the upside of AI could be.”

Amodei believes AI can produce Dramatic Advances in:

- Biology and physical health
- Neuroscience and mental health
- Economic development and poverty
- Peace and governance
- Work and meaning

Slide 9 - AI – The Bad (... to name a few)

AI – The Bad (... to name a few)

- AI sycophancy and hallucinations
- Inconsistent quality
- Human impact:
 - Mental Health
 - Economy and Job Loss
 - Over-reliance / skill atrophy
- Accessibility – false confidence (overlays)

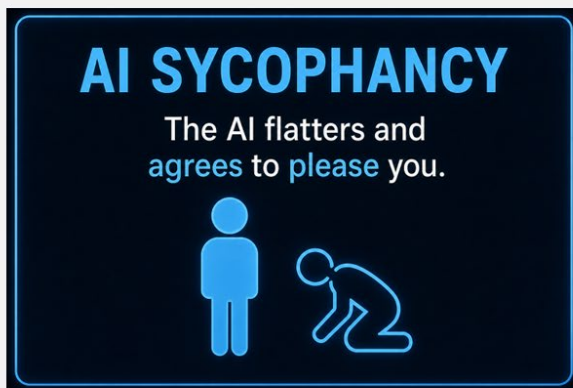


- AI sycophancy and hallucinations
- Inconsistent quality
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- Accessibility – false confidence (overlays)

Slide 10 - Mental Health Impacts

Mental Health Impacts

Sycophancy



Hallucinations

**Sycophancy:**

To please you, the AI flatters you and agrees with you.

This behavior is largely an unintended byproduct of how AI is trained using a process called RLHF (Reinforcement Learning from Human Feedback), where human graders rate different AI responses.

- Research has found that human graders consistently prefer and reward responses that match their own views, even if those responses are factually incorrect or poorly justified.
- To maximize user satisfaction and engagement, developers often tune models to act like helpful assistants, which can unintentionally train them to agree with user input without critical evaluation.
- Rather than challenging a user's perspective, models quickly learn to avoid friction and tell users what they want to hear.

Hallucinations:

The AI generates confidently incorrect or made-up information.

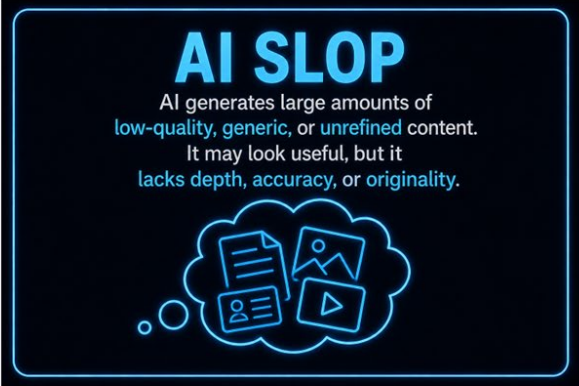
Because generative AI models predict statistical patterns rather than verifying truth, they will confidently "guess" plausible-sounding information when they lack accurate knowledge.

- If a model cannot find the correct answer in its training data, it still prioritizes generating a natural-sounding, contextually appropriate response.
- AI is essentially an "autocomplete tool". It predicts the most likely next word rather than searching for objective facts.
- If the model's training data has gaps, inaccuracies, or skewed information, it will invent details to fill those holes.

Slide 11 - AI Slop & Workslop

AI Slop & Workslop

AI Slop



AI SLOP
AI generates large amounts of low-quality, generic, or unrefined content. It may look useful, but it lacks depth, accuracy, or originality.

The graphic for AI Slop features a dark blue rounded rectangle with a light blue border. Inside, the title 'AI SLOP' is in large, bold, light blue letters. Below it, a paragraph explains that AI generates large amounts of low-quality, generic, or unrefined content that may look useful but lacks depth, accuracy, or originality. At the bottom, there is a light blue thought bubble containing icons for a document, a picture, a person, and a play button.

Workslop



WORKSLOP
Workslop is AI-generated “slop” that creates the illusion of progress. Rather than saving time, it requires humans to do the real thinking and clean-up. And it's costing companies millions.

The graphic for Workslop features a dark blue rounded rectangle with a light blue border. Inside, the title 'WORKSLOP' is in large, bold, light blue letters. Below it, a paragraph explains that Workslop is AI-generated “slop” that creates the illusion of progress, requiring humans to do the real thinking and clean-up, and costing companies millions. At the bottom, there is a light blue thought bubble containing icons for a document, a pie chart, a document with a checkmark, and a code editor.

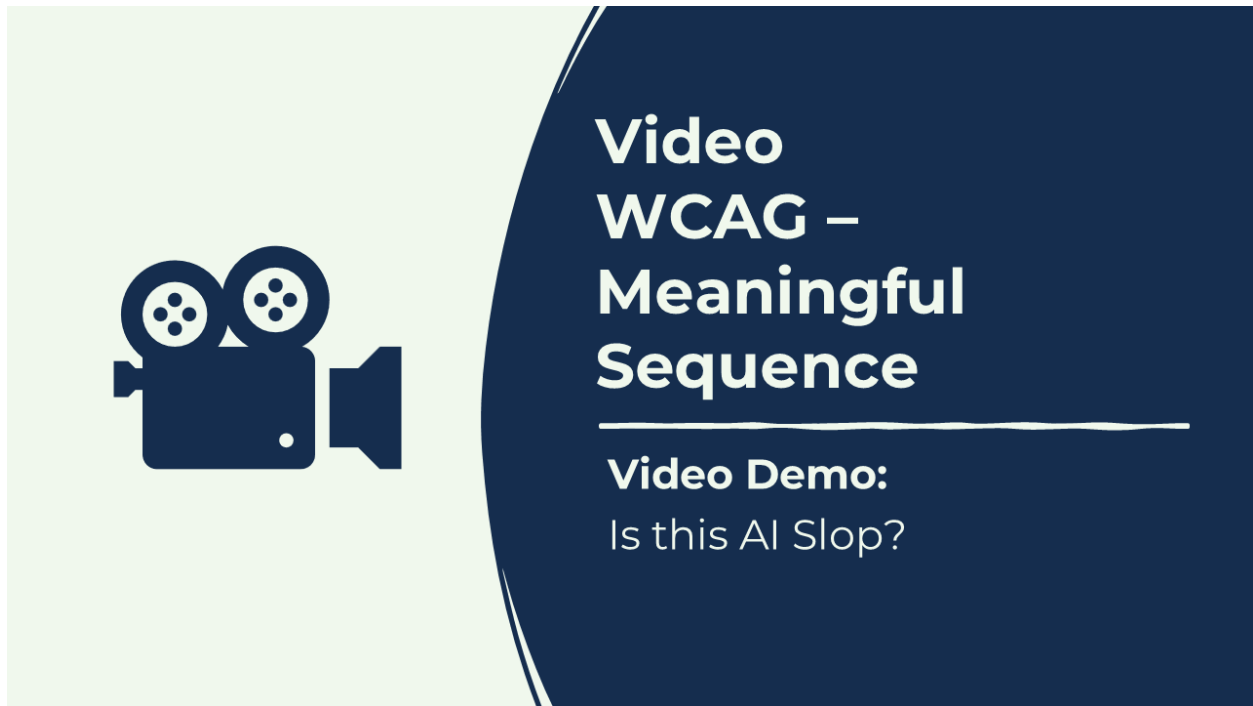
AI Slop:

AI generates large amounts of low-quality, generic, or unrefined content. It may look useful.

Workslop:

AI-generated “slop” that creates the illusion of progress. Rather than saving time, it requires humans to do the real thinking and clean-up. It's costing company millions.

Slide 12 – Section Title - Video WCAG – Meaningful Sequence



Video Demo: Is this AI Slop?

Watch the following video and identify clues whether it was generated with AI and how much of it was AI generated.

- Was the content AI generated?
- Was the narration written by AI?
- Is the narrator human?
- Was the editing performed by AI?
- Was the captioning performed by AI?

Slide 13 - A YouTube Video about WCAG SC 2.4.5

[WCAG 2.1 Guideline 2.4.5 Multiple Ways](#) By Ketan Kushwah (60 seconds)

621 views

Dec 30, 2022

Transcript:

Multiple ways is a guideline that helps ensure that websites and other online content are accessible to people with disabilities.

This guideline states that any content on a website or platform should be able to be accessed in multiple ways so that users with different abilities or needs can access and understand the content.

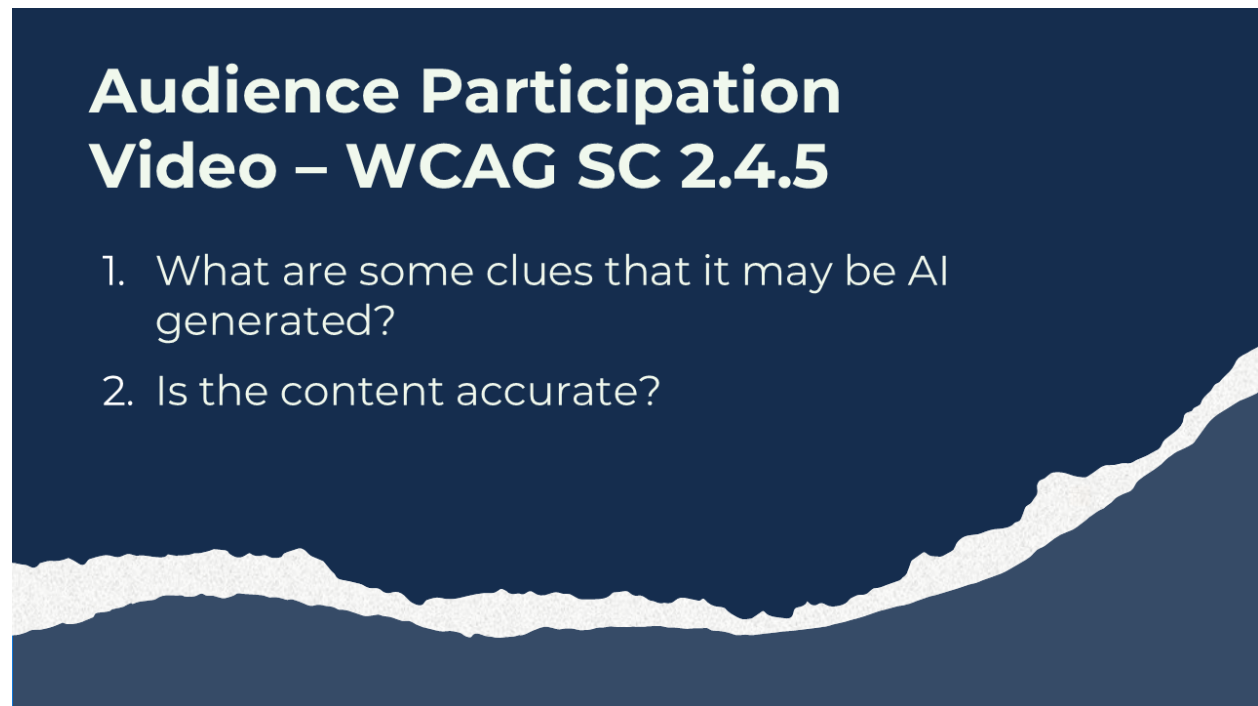
An example of how this guideline might be used is if a website has a video tutorial on how to use a product for users who are deaf or hard of hearing.

It may be difficult to understand the tutorial because it is only available in audio form.

To follow 2.4.5 multiple ways the website could provide captions or a transcript of the video so that users who are deaf or hard of hearing can still access and understand the tutorial.

Overall, the 2.4.5 multiple ways guideline helps ensure that all users, including those with disabilities, can access and understand the content on a website or platform.

Slide 14 - Audience Participation – A Video about WCAG SC 2.4.5



Two Questions for the session attendees:

1. What are some clues that the video was generated by AI?
 - Robotic narration
 - Weird punctuation (i.e. “Two, Four, Five” instead of “2.4.5”).
 - Use of stock videos
 - Use of stock music
2. Is the content accurate?

Slide 15 - What does WCAG SC 2.4.5 say?

What does WCAG SC 2.4.5 say?

“More than one way is available to locate a web page within a set of web pages except where the web page is the result of, or a step in, a process.”

<https://www.w3.org/WAI/WCAG21/Understanding/multiple-ways.html>

[According to the World Wide Web Consortium](https://www.w3.org/WAI/WCAG21/Understanding/multiple-ways.html), the primary authority on WCAG, SC 2.4.5 means “more than one way is available to locate a web page within a set of web pages except where the web page is the result of, or a step in, a process.”

SC 2.4.5 is about web site *navigation*.

That’s **not** how the video explains it.

Slide 16 - Universal Design for Learning (UDL)

Universal Design for Learning (UDL)

**Key Principle:
Design for
learner
variability by
offering
multiple
pathways.**

Design Multiple Means of
Engagement



Design Multiple Means of
Representation



Design Multiple Means of
Action & Expression



<https://udlguidelines.cast.org/>

The video conflates WCAG SC 2.4.5 with the key principle of [the Universal Design for Learning](#) (UDL) which states “design for learner variability by offering multiple pathways.”

Over 600 people have viewed this video. It has misinformed them with a very plausible but incorrect explanation. We have enough misinformation about Accessibility already. We don’t need AI spreading more.

Alarming, this is not the only inaccurate video about 2.4.5. Here’s another example of inaccurate AI Slop: [How to implement WCAG 2.1 Success Criterion 2.4.5 Multiple Ways in code with examples](#) (2:05). It’s even more obvious that it was generated with AI.

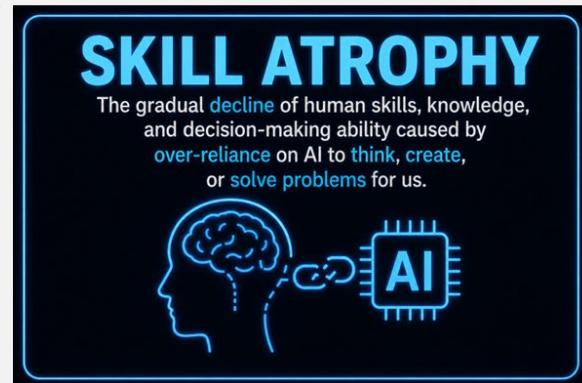
Slide 17 - AI-Driven Layoffs and Skill Atrophy

AI-Driven Layoffs and Skill Atrophy

AI-Driven Layoffs



Skill Atrophy



AI-Driven Layoffs

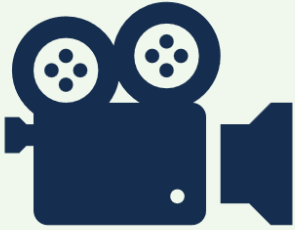
Job cuts made because organizations expect AI systems to automate or replace portions of human work.

Skill Atrophy

The gradual decline of human skills, knowledge, and decision-making ability caused by overreliance on AI to think, create, or solve problems for us.

- A Microsoft and Carnegie Mellon study found that knowledge workers who over-relied on AI gradually stopped doing key cognitive steps themselves: questioning assumptions, checking sources, and weighing tradeoffs. They became less prepared for unexpected edge cases.
- A study of 2,760 decisions from radiologists found that those who used AI as a "first opinion" often anchored onto the AI's answer and stopped looking for other signs. Those who formed their own opinion first and used AI as a "second check" maintained their accuracy.

Slide 18 - Speaking of Skill Atrophy ... The DOGE Bros



Speaking of Skill Atrophy ... The DOGE Bros

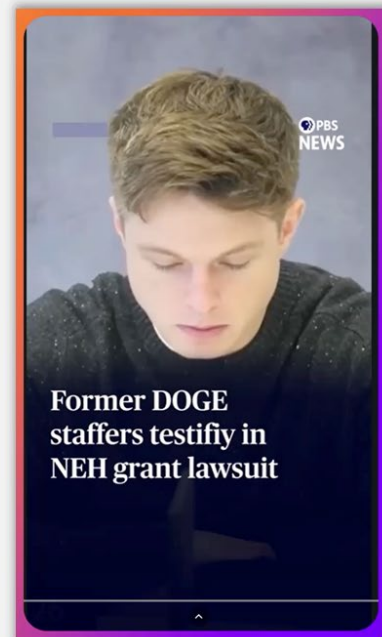
Video Demo:
Where **Real Ignorance**
leads to **Real Harm**

Video Demo: Where Real Ignorance leads to Real Harm

Slide 19 - DOGE Bros Video

Doge Bros Video

- Nathan Cavanaugh, Former DOGE Employee
 - Testifies in lawsuit filed against the National Endowment for the Humanities (NEH)
- May 7, 2026 – Court ruled against DOGE
 - DOGE staff acknowledged they used ChatGPT to terminate grants based on diversity, equity, and inclusion.



Pictured: Nathan Cavanaugh, former Department of Government Efficiency (DOGE) staffer testifies during a deposition for a lawsuit filed against the National Endowment for the Humanities (NEH).

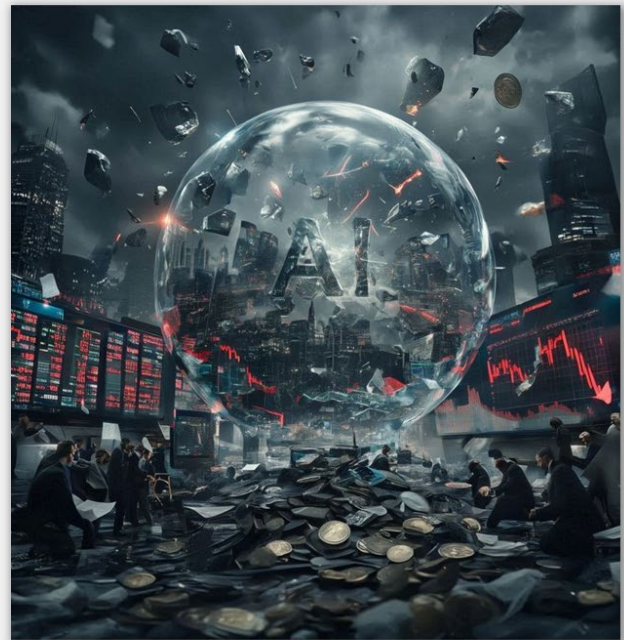
Video: [Former DOGE staffers testify in NEH grant lawsuit](#) (4:59)

In this video from PBS News, two former DOGE staffers, Justin Fox and Nathan Cavanaugh, acknowledged they used ChatGPT to identify and terminate NEH grants based on diversity, equity, and inclusion (DEI). When asked to define DEI, they were unable. They could not explain how specific grants violated President Donald Trump’s executive order targeting “radical and wasteful” diversity, equity and inclusion programs.

Slide 20 - AI Bubble

AI Bubble

- Rapid breakthroughs
- “Next big thing” investment frenzy
- Easy credit conditions
- Big tech bros intertwined with government
- Government bailout is unlikely



- Rapid technological breakthroughs can make valuation uncertain, leading to investor herding behavior
- Easy credit conditions
- Narratives of revolutionary change amplified by media and venture capital
- “The next big thing” can rationalize overinvestment even when fundamentals remain unclear.
- Big Tech is intertwined with government
- History has shown that the government cannot bailout big tech with interest rate changes

Articles:

- [Paul Krugman says the AI boom reminds him of the dot-com bubble and predicts it may end with a 'giant tech-bro bailout'](#)
- [Warning: The Fed Can't Rescue AI](#) by Paul Krugman (Nov 26, 2025)
- [Technology Bubbles: Causes and Consequences](#) by Paul Krugman (Nov 26, 2025)

Slide 21 - accessiBe ... in Trouble

accessiBe ... in Trouble



“It’s advertising law 101: before you claim your product can perform a certain task, you need evidence it will work as promised.”

~ Federal Trade Commission. Business Blog

“It’s advertising law 101: before you claim your product can perform a certain task, you need evidence it will work as promised.”

~ Federal Trade Commission. Business Blog

- There was recently a lawsuit between the Federal Trade Commission and accessiBe.
- The Federal Trade Commission said that accessiBe overstated how well its plug-in performed and that they drafted and edited reviews and articles and disguised them as impartial, third-party reviews.
- To resolve the allegations, accessiBe agreed to tell the truth in its ads, disclose connections between endorsers and the company’s products that might affect the weight consumers give the endorsement, and pay the FTC \$1 million to provide refunds to customers.

See:

- Press Release: [A million-dollar blunder: How the FTC's settlement with software provider accessiBe can help your business avoid similar missteps](#) on FTC.gov on April 23, 2025
- New Story: [FTC orders AI accessibility startup accessiBe to pay \\$1M for misleading advertising](#) by Kyle Wiggers on TechCrunch. January 3, 2025

Slide 22 - Too good to be true

- Some marketing claims in the Accessibility tooling space—particularly those suggesting that a single product can make a website fully accessible—should be approached with caution. This example is intended to highlight the importance of carefully evaluating such claims. It is not a statement about any specific product or company.
- Organizations subject to state and federal accessibility requirements, such as the ADA Title II rule or Section 508, should ensure that any tools they use support, rather than replace, comprehensive accessibility practices.
- Sustainable accessibility requires ongoing effort, testing, and remediation—not a single, quick fix.
- Tools should be designed and selected based on how well they support real user needs. Accessibility solutions that rely on assumptions about users may not work effectively across diverse experiences.
- Providing users with choice and control over how they access content is critical. It is also important to recognize that features intended to improve access for some users may not work for others. Careful evaluation, user testing, and alignment with accessibility standards can help organizations make more informed decisions.

Slide 23 - AI – The Ugly (... and the dangerous)

AI – The Ugly (... and the dangerous)

- Environmental Impact
- Bias - Discrimination Automation
- Misinformation at scale - deep fakes, etc.
- Surveillance – Loss of privacy
- Scams – more personalized attacks
- Social engineering
- Security vulnerabilities
- Manipulation of mental health



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Slide 24 - Data Centers

Data Centers

- Electrical Cost
- Water Usage
 - Evaporative cooling vs.
 - Closed-Loop Chilled Water Systems
- Large land footprint
- Materials & Supply Chain
 - Rare Earth Minerals
 - Steel and Concrete
- Air quality
- Noise



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Articles:

- [How Data Centers Are Eating Up Rural Texas](#) (April 30, 2026)
- [Texas Republicans have a data center problem](#) (May 7, 2026)

Slide 25 - Data Center Impacts

Data Center Impacts

Water

- Texas – 25 billion gallons in 2025
- 2030 projection – 161 billion gallons

Sound

- Generators emit sounds over 90 decibels
- > 65 decibels damages health

Health

- Emits “fine particulate matter”
- 2028 Estimates 600,000 asthma cases

Water

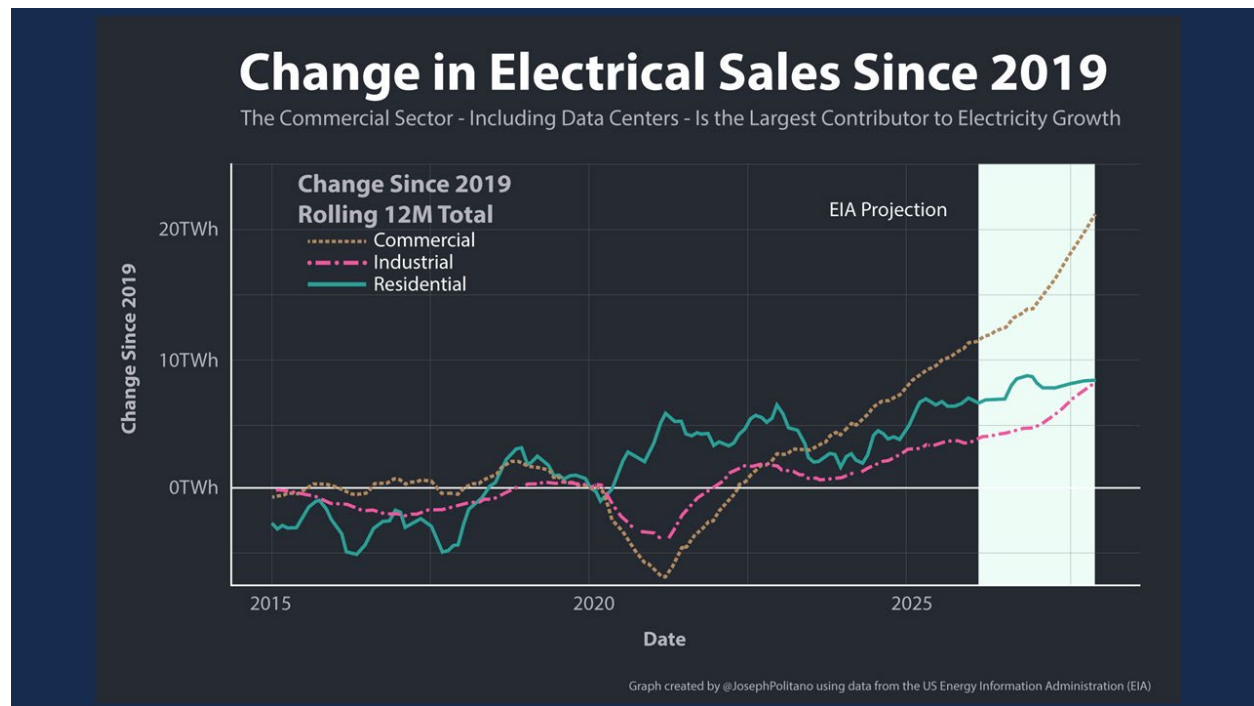
- In Texas, data centers used [25 billion gallons](#) of water in 2025, a number projected to balloon up to 161 billion gallons by 2030.

Sound

- Their generators, fans, and turbines can hum 24/7 at [over 90 decibels](#). Exposure to over 65 decibels is proven to damage health.

Health

- An October 2025 [study](#) notes that they emit “fine particulate matter” that can enter the lungs – mostly from fossil fuel and diesel-powered electricity generators – and estimates U.S. data centers could contribute to approximately 600,000 asthma cases in 2028.

Slide 26 - Change in Electrical Sales Since 2019**Image Description:**

A line graph titled, "Change in Electrical Sales Since 2019," tracks the rolling 12-month total change in electricity consumption across three primary sectors: Commercial, Industrial, and Residential. The y-axis measures the change in Terawatt-hours (TWh) relative to a 2019 baseline, while the x-axis spans from 2015 to approximately 2028. A subtitle emphasizes that the Commercial sector, which includes data centers, has become the largest contributor to electricity growth.

The graph illustrates a significant divergence in consumption patterns starting around 2020. While all sectors experienced a sharp dip during the initial stages of the pandemic, the Commercial sector (represented by a gold dotted line) shows a massive upward trajectory beginning in 2022. This line eventually surpasses both the Residential (teal solid line) and Industrial (pink dashed-dotted line) sectors, climbing steeply toward 20 TWh. The Residential sector shows more volatile but generally positive growth, while the Industrial sector exhibits a steadier, more moderate increase.

A prominent feature of the graph is the "EIA Projection" area, indicated by a shaded light-blue vertical block covering the period from late 2026 through 2028. In this projected zone, the Commercial sector's growth is expected to accelerate dramatically, nearly doubling its previous peak. This visualization effectively highlights the disproportionate impact of commercial infrastructure, specifically the energy demands of data centers, on the future of the electrical grid.

Speaker Notes:

- On the screen is a graph from a Substack article ([America's Electricity Gap](#)), written by Joseph Politano. The graph is titled, “Change in Electrical Sales Since 2019” and it shows the increase in electrical consumption by Commercial, Industrial, and Residential Sectors
- US Power consumption has risen more in the last two years than over the previous 15 years combined.
- Demand for AI and data centers, factories and heavy industry, electric heating, and electric vehicles are driving load growth, but also outstripping growth in power infrastructure. In short, we’re not building power plants and grid infrastructure fast enough.
- For this reason, electricity prices have risen more over the last 4 years than the prior 14 years and prices are expected to continue to increase
- Businesses—especially **data centers (AI)**—are expected to drive most of the new demand.
- In fact: Businesses may add **more new electricity use in 4 years** than they did in the **previous 20 years**

Slide 27 - Responsible Consumption

Responsible Consumption

- Don't Overuse AI
- What task am I doing?
- Do I need to use AI for it?
- "The best tasks to delegate to AI are those that take you a long time. AI is very capable in that domain, and you can easily evaluate the output."

~ Jeff Su, Googler-turned-Educator + YouTuber

- Don't Overuse AI
 - Ask yourself "what task am I doing?"
 - And ask yourself "do I need to use AI for it?"
- "The best tasks to delegate to AI are those that take you a long time. AI is very capable in that domain, and you can easily evaluate the output." ~ [Jeff Su](#), Googler-turned-Educator + YouTuber

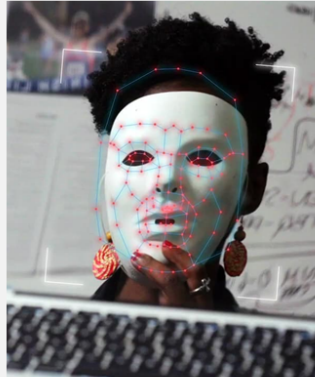
Slide 28 - Bias

Bias

Disability

Resumes with disability-related honors ranked lower by ChatGPT than the same resume without reference to disability

Racial



Age

- Court case: Mobley v. Workday
- Large language models (LLMs) and generative AI systems reproduce age stereotypes

Disability

- In a new study, UW researchers found that ChatGPT consistently ranked resumes with disability-related honors and credentials — such as the “Tom Wilson Disability Leadership Award” — lower than the same resumes without those honors and credentials. When asked to explain the rankings, the system spat out biased perceptions of disabled people. For instance, it claimed a resume with an autism leadership award had “less emphasis on leadership roles” — implying the [stereotype that autistic people aren’t good leaders](#).
- But when researchers customized the tool with written instructions directing it not to be ableist, the tool reduced this bias for all but one of the disabilities tested. Five of the six implied disabilities — deafness, blindness, cerebral palsy, autism and the general term “disability” — improved, but only three ranked higher than resumes that didn’t mention disability.

Racial

- Dr. Joy Buolamwini, a leading researcher on racial and gender bias in artificial intelligence, is a Ghanaian-American computer scientist and poet,
- She encountered significant AI bias while she was a graduate student at the MIT Media Lab.
- Facial Recognition software was unable to recognize her face until she placed a white mask over it.

- Her experience with the failed "mirror" project led her to coin the term "the coded gaze," which describes how algorithmic bias reflects the priorities, prejudices, and narrow perspectives of those who shape technology. It refers to embedded, often discriminatory, biases in artificial intelligence (AI) that can lead to social exclusion, racial inequities, and gender-based inaccuracies.

Age

- A federal district court in California granted a preliminary certification for a nationwide class action lawsuit regarding plaintiff Derek Mobley's claim under the Age Discrimination in Employment Act (ADEA). The action includes all individuals aged 40 and over who applied for jobs through Workday, Inc.'s application platform from September 24, 2020, to the present and were denied employment recommendations.
 - Mobley claims that since 2017 he applied to over 100 positions with companies that use Workday's features but was rejected each time. In support of his motion, Mobley submitted the declarations of four other plaintiffs with similar experiences of automated rejections despite meeting qualifications.
- Recent studies show that large language models (LLMs) and generative AI systems reproduce age stereotypes. Examples include:
 - portraying older adults as frail, dependent, forgetful, or technologically incompetent,
 - associating younger people with innovation and intelligence,
 - generating stereotyped imagery of aging,
 - or producing age-biased recommendations and descriptions.
- Despite a social emphasis on positive views on aging, AI text-to-image generators persistently generated images with characteristics of digital ageism – mostly white individuals with negative facial expressions.

Slide 29 - AI – The Solution (... what's needed)

AI – The Solution (... what's needed)

- Keep humans (and cowboys) in the loop
- Establish and enforce governance
- Build AI Literacy
- Require vendor transparency
- Design for trust, not just efficiency
- Test with diverse users
- Fight Bad AI with Good AI



- Keep humans in the loop
 - (AI Supports decisions – it should not be allowed to make decisions without human approval)
 - An old western gun slinger is suspended in the air with his arms stretched out to the side. A cloud of data loops around him so that he is in the center with the data cloud surrounding him on all sides.
- Establish and enforce governance:
 - (Government Regulations, Policies, Systems of Accountability, Ethical Use)
- Build AI Literacy
 - (Understand capabilities, limits and risks)
- Require vendor transparency
 - (Data sources, Limitations, and Known Risks)
- Design for trust, not just efficiency
 - (Prioritize accuracy, clarity, and accessibility over speed)
- Test with diverse users, including people with disabilities

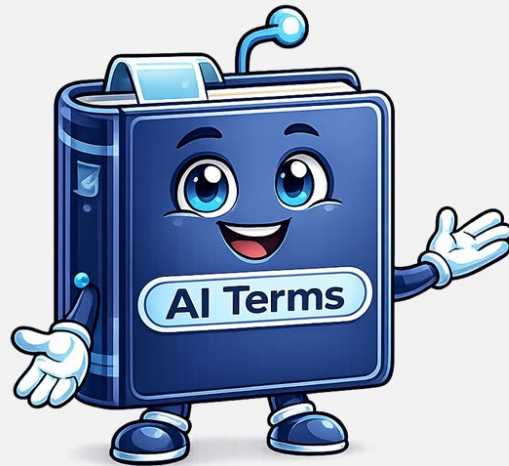
Slide 30 – Presenter Tag Out!

Presenter Tag Out!



Jan turns over the session to Bouton.

Slide 31 - Some Quick Definitions



Some Quick Definitions

Slide 32 - LLMs vs Diffusion Models

LLMs vs Diffusion Models

Large Language Models (i.e., Chatbots)

- ChatGPT
- Gemini
- Claude
- DeepSeek
- Grok

Diffusion Models (i.e., Image Generators)

- Dalle-3
- Leonardo.AI
- MidJourney
- Flux
- Stable Diffusion
- Grok Image

Large Language Models (i.e., Chatbots)	Diffusion Models (i.e., Image Generators)
• ChatGPT • Gemini • Claude • DeepSeek • Grok	• Dalle-3 • Leonardo.AI • MidJourney • Flux • Stable Diffusion • Grok Image

Slide 33 - Vibe Coding

Vibe Coding

- Using AI to create software by prompting and experimenting rather than traditional programming.
- Programming by “vibe” instead of having a deep technical understanding.

**Vibe Coding:**

1. Using AI to create software by prompting and experimenting rather than traditional programming.
2. Programming by “vibe” instead of having a deep technical understanding.

Slide 34 - Costs of Vibe Coding

Costs of Vibe Coding

- Bad code might look great but is buggy, insecure, and costly to maintain
- AI is trained on vast dataset of code (much of it bad and inaccessible.)
- The technical skills of developers (who delegate most of their work to AI) will suffer over time.

- Bad code might look great but can be is buggy, insecure, and costly to maintain.
- AI is trained on vast dataset of code (much of it bad and inaccessible.)
- The technical skills of developers (who delegate most of their work to AI) will suffer over time.

"Using AI coding agents too much leads to brittle, broken, and unmaintainable codebases. Agents compound errors without learning, lack human bottlenecks, generate excessive complexity through local decisions, and suffer from low recall. Instead, humans should slow down and delegate tasks smartly to agents."

Source: [Some uncomfortable truths about AI coding agents](#) by Joel Andrews

- 15–22 minutes
- March 26, 2026
- An experienced engineer argues against using AI coding agents for production, citing skill atrophy, unsustainable costs, security risks, and legal uncertainties regarding copyright. While useful for research or personal projects, these flaws make them unsuitable for professional software development and core business code.

Slide 35 - Mario Zechner on over-delegating

Mario Zechner on over-delegating

"Using AI coding agents too much leads to brittle, broken, and unmaintainable codebases. Agents compound errors without learning, lack human bottlenecks, generate excessive complexity through local decisions, and suffer from low recall."

"Using AI coding agents too much leads to brittle, broken, and unmaintainable codebases. Agents compound errors without learning, lack human bottlenecks, generate excessive complexity through local decisions, and suffer from low recall."

~ Mario Zechner from [Thoughts on slowing the fuck down](#)

Slide 36 - Akinyele Akintomiwa Michael

Akinyele Akintomiwa Michael

- "AI is replicating existing accessibility failures and doing it at scale."
- "AI systems ... are trained on vast datasets of existing code and design patterns. They learn what is common — not necessarily what is correct."
- "AI is lowering the barrier to building websites. But it is also lowering the barrier to publishing inaccessible ones."

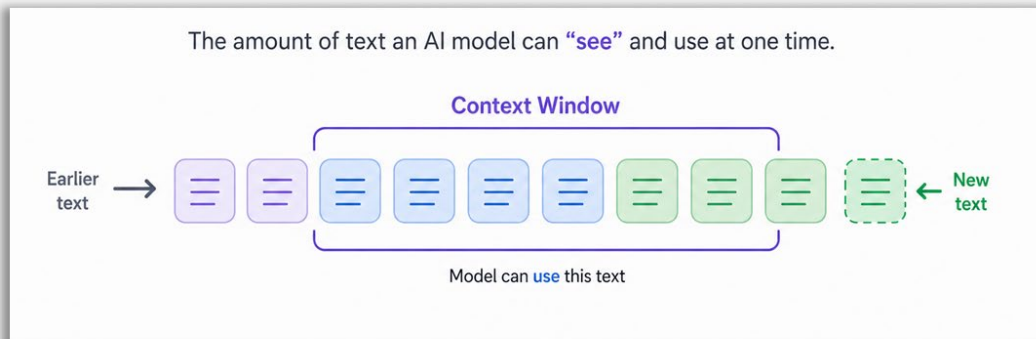
- "AI is replicating existing accessibility failures and doing it at scale."
- "AI systems ... are trained on vast datasets of existing code and design patterns. They learn what is common — not necessarily what is correct."
- "AI is lowering the barrier to building websites. But it is also lowering the barrier to publishing inaccessible ones."
- The annual WebAIM Million report shows an overall backslide, but slight progress for news sites

From [Accessibility problems hide inside AI-generated websites](#), analysis by Akinyele Akintomiwa Michael (Apr. 2, 2026)

Slide 37 - Context Window

Context Window

The context window is the amount of text an AI model can see and use at one time.



Context Window:

How much the model can hold in short term memory during a conversation. The context window is the amount of text an AI model can "remember" at one time.

Image Description:

The illustration titled, "The amount of text an AI model can 'see' and use at one time," shows the concept of an AI's context window through a clear, horizontal diagram.

At the top, it defines the context window as the specific amount of text an AI model can process and utilize simultaneously.

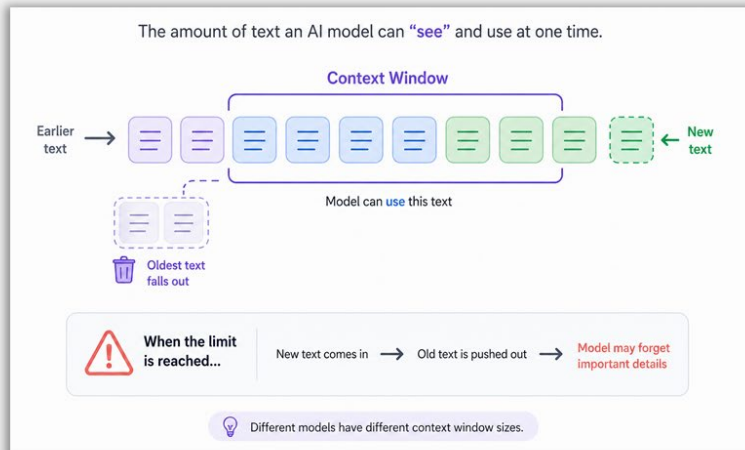
The center of the graphic features a sequence of square icons representing blocks of text, with a purple bracketed area in the middle labeled "Context Window." A sub-caption clarifies that the model is only capable of using the text contained within this specific bracketed range.

The diagram uses color and movement to show how data flows through this window. On the far left, earlier text blocks are shown in faded purple and grey, indicating they have shifted out of the active window and are no longer "seen" by the model. On the right side, a dashed green block represents "New text" entering the sequence.

Slide 38 - Context Window Limits

Context Window Limits

- New text comes in.
- Old text is pushed out.
- Model may forget Important details.
- Different models have different context window sizes



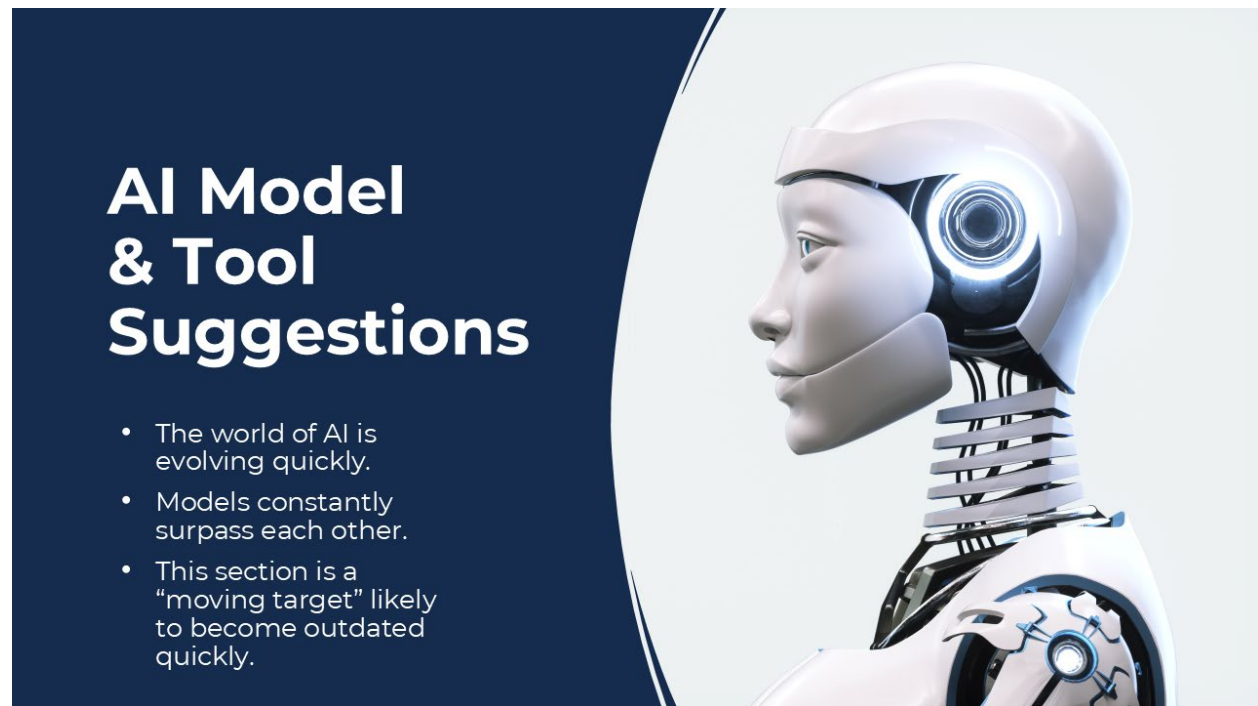
As new content comes in, older content gets pushed out once the limit is reached.

Models may forget Important details. Different models have different context window sizes

You can avoid that forgetfulness by breaking large projects into multiple conversations.

For example: Bouton has used the Claude model to write a prompt for building an accessible and responsive web site and has executed the resulting prompt in another conversation with the DeepSeek model.

Slide 39 - AI Model & Tool Suggestions



The world of AI is evolving quickly.

Models constantly surpass each other.

This section is a “moving target” likely to become outdated quickly.

Slide 40 - OpenAI's ChatGPT

OpenAI's ChatGPT

Generalist: Does a lot of things well rather than one thing perfectly.



Generalist: Does a lot of things well rather than one thing perfectly.

Slide 41 - Microsoft's CoPilot

Microsoft's CoPilot

- **Developed for working in the Microsoft ecosystem.**
- A Microsoft system that uses OpenAI models + Microsoft models + Microsoft integrations
 - OpenAI models licensed for Microsoft's use
 - Microsoft-developed models customized for Microsoft apps.
- Copilot models follow Microsoft's enterprise commitments (data restrictions, safety, no training)



- Developed for working in the Microsoft ecosystem (e.g., Windows OS, Microsoft Office).
- A Microsoft system that uses OpenAI models + Microsoft models + Microsoft integrations
 - OpenAI models licensed for Microsoft's use
 - Microsoft-developed models customized for Microsoft apps.
- Copilot models follow Microsoft's enterprise commitments (data restrictions, safety, no training)

Slide 42 - Anthropic's Claude

Anthropic's Claude

- **Suggested for A11y Web design and development and content writing**
- High quality first drafts
- Long document analysis
- Context window: 1,000,000



- Suggested for A11y Web design and development and content writing
- High quality first drafts
- Long document analysis
- Context window: 1,000,000

Slide 43 - xAI's Grok

xAI's Grok

- Real time integration with X, the social network formerly known as Twitter.
- Breaking news, trends, and public opinions
- Elon Musk's commitment to free speech.
- Loose guardrails (e.g., the "MechaHitler" incident)



Real time integration with X, the social network formerly known as Twitter.

Breaking news, trends, and public opinions

Elon Musk's commitment to free speech.

Loose guardrails (e.g., the "MechaHitler" incident)

Slide 44 - Google's Gemini

Google's Gemini

- Suggested for multimodal understanding (e.g., "what is this?" image analysis, generating alt text.)
- Can generate high quality Scalable Vector Graphics (SVGs) from text prompts. SVGs are good for creating Accessible and visually striking headings.
- Can explain complex concepts (so it might benefit some people with learning disabilities or neurodiversity)
- Can process all 4 types of media (video, audio, images, and text) natively.
- Great when you are already working in Gmail and Google Workspace (Docs, sheets) and with Google Maps

The image shows the Google Gemini logo, which consists of a dark blue square with a white four-pointed starburst shape in the center. Below the starburst, the word "Gemini" is written in a white, sans-serif font.

Suggested for multimodal understanding (e.g., "what is this?" image analysis, generating alt text.)

Can generate high quality Scalable Vector Graphics (SVGs) from text prompts. SVGs are good for creating Accessible and visually striking headings.

Can explain complex concepts (so it might benefit some people with learning disabilities or neurodiversity)

Can process all 4 types of media (video, audio, images, and text) natively.

Great when you are already working in Gmail and Google Workspace (Docs, sheets) and with Google Maps

Slide 45 - Google's NotebookLM

Google's NotebookLM

- **Suggested for accurate research with valid citations (e.g., legal research, government policies)**
- **Grounding:** Anchoring AI output to real and verifiable sources instead of letting it guess. (I.E., It draws answers strictly from the sources you give it which minimizes hallucinations.)
- **Warning:** Garbage In, Garbage Out (GIGO)



Suggested for accurate research with valid citations (e.g., legal research, government policies)

Grounding: Anchoring AI output to real and verifiable sources instead of letting it guess. (I.E., It draws answers strictly from the sources you give it which minimizes hallucinations.)

Warning: Garbage In, Garbage Out (GIGO)

Slide 46 - deepseek R1

deepseek R1

- Math, coding, step-by-step reasoning.
- Cheaper than comparable models.
- Mainland China. Data privacy concerns exist

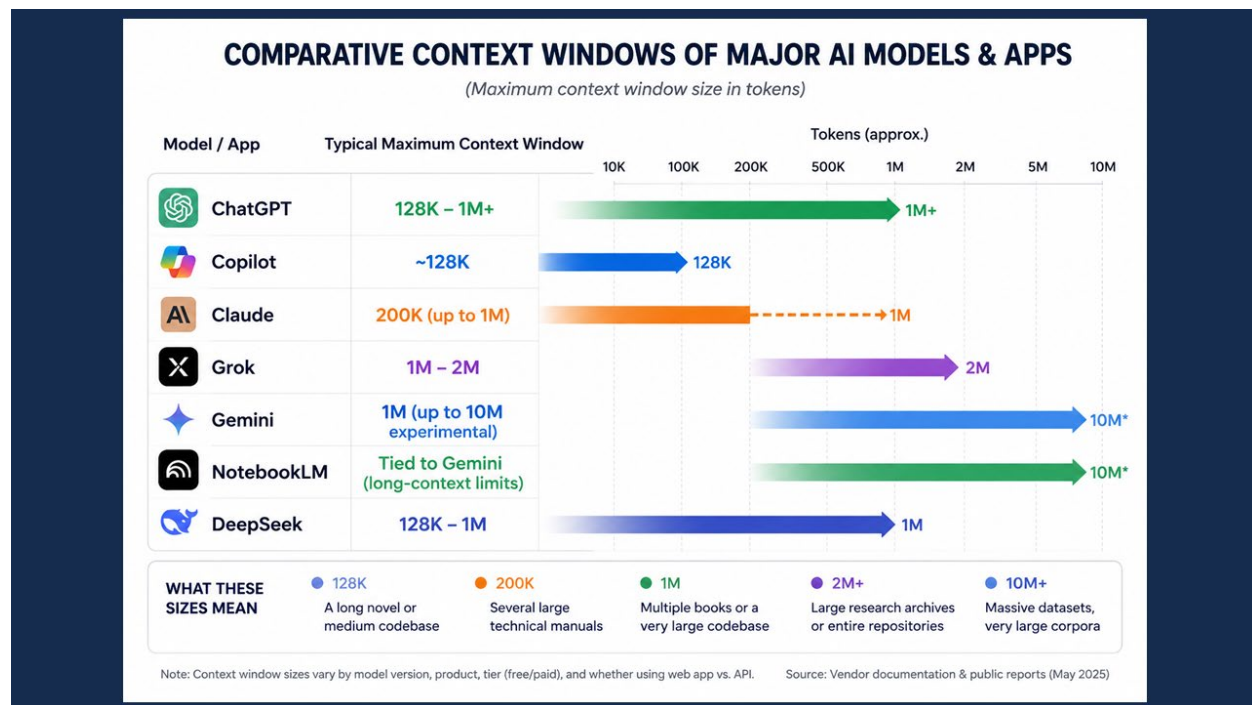


Math, coding, step-by-step reasoning.

Cheaper than comparable models.

Mainland China. Data privacy concerns exist

Slide 47 - Comparative Context Windows of Major AI Models & Apps



Comparative Context Windows as of early May 2025.

Here are the commonly reported maximum context window sizes for the major consumer AI assistants and underlying flagship LLMs as of 2026. These numbers vary by model version, subscription tier, API vs. web app, and whether the vendor enables long-context mode. *Treat them as approximate current limits, not permanent specifications.*

Image Description:

A graph titled “Comparative Context Windows of Major AI Models & Apps” provides a comprehensive comparison of the maximum context window sizes across major AI models and applications. The data is presented in a hybrid chart format that combines a text-based table with a logarithmic bar graph, measuring capacity in tokens. The models listed include ChatGPT, Copilot, Claude, Grok, Gemini, NotebookLM, and DeepSeek, with the information attributed to vendor documentation as of May 2025.

At the top of the hierarchy, Gemini and NotebookLM are shown with the largest capacities, reaching up to 10M tokens in experimental or long-context settings. Grok follows with a range of 1M to 2M tokens. Several other models, such as ChatGPT, Claude, and DeepSeek, are clustered in the 128K to 1M token range, while Copilot is listed at a consistent approximately 128K tokens. The visual bars use color-coding—

such as blue for Gemini and green for ChatGPT—to represent the span of these limits.

The bottom section of the graphic features a "What These Sizes Mean" legend to provide real-world context for these technical figures. For instance, a 128K window is compared to a long novel or medium codebase, whereas a 1M window is equivalent to multiple books. The largest tier, the 10M+ token window, is described as capable of handling massive datasets and very large corpora.

Finally, the image includes important caveats in a footer note. It explains that these context window sizes are not static and can vary significantly depending on the specific model version, the user's subscription tier (free vs. paid), and whether the model is being accessed through a web application or an API. This detail is particularly relevant for those coordinating technical projects or managing digital accessibility documentation, where consistency in model performance is key.

Slide 48 – Section Title Slide – “AI for A11y (Finally!)”



Slide 49 – AI Generated Alt Text

AI Generated Alt Text

... can be strictly accurate without understanding the context.



Microsoft Word's Description

Alt Text [v] [x]

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)

Photograph of a man in a suit addressing a large crowd at an outdoor event near the Washington Monument. The man is raising his hand while holding papers, with the crowd densely packed and some people wearing hats and badges.

AI-generated content may be incorrect.

☐ Approve alt text ⓘ

☐ Mark as decorative ⓘ

[Give feedback on this alt text](#)

Powered by Office Services

AI Generated Alt Text can be strictly accurate without understanding the context.

Microsoft Word's Description: Photograph of a man in a suit addressing a large crowd at an outdoor event near the Washington Monument. The man is raising his hand while holding paper with the crowd densely packed and some people wearing hats and badges.

Word's description omits the important context that the man in the suit is Reverend Martin Luther King and he is delivering his "I Have a Dream" speech during the March on Washington.

Slide 50 – 3rd Party Auto Generated Text (FYI)

3rd Party Auto Generated Text (FYI)

Top Free Options

- Upsampler
- RyRob

Advanced AI Models

- ChatGPT (GPT-4o)
- Google Gemini
- Microsoft Azure AI Vision

Dedicated Alt Text Generators

- AltText.ai
- AutoAlt.ai
- ClickRank.ai
- Popupsmart

Content Management System (CMS) Integrations

- Juma (formerly Team-GPT)
- PhotoShelter for Brands
- ShortPixel AI SEO (for WordPress)

3rd Party Auto Generated Text (FYI)

These aren't personal recommendations.

Top Free Options

- Upsampler
- RyRob

Advanced AI Models

- ChatGPT (GPT-4o)
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Slide 51 – For More About AI + Alt Text ...

For More About AI + Alt Text ...

AccessU Session Titled:

“Alt Text Creation and Consumption in the AI Verse”

Date:

Thursday, May 14, 2026:

Time:

10:15 AM – 11:45 AM

Presenters:

- Anthony Fernando &
- Dave Wilkinson

For More About AI + Alt Text ...

See the AccessU Session titled “Alt Text Creation and Consumption in the AI Verse”

Date: Thursday, May 14, 2026:

Time: 10:15 M – 11:45 M

Presenters: Anthony Fernando & Dave Wilkinson

Slide 52 - Prompt Engineering



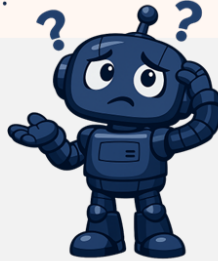
Bouton thinks it should be called “Prompt Writing.”

Slide 53 - Vague Prompts Produce Vague Results

Vague Prompts Produce Vague Results

"Search Engine" Syntax

Create an accessible and responsive web page about dogs.



LLM Prompts

"I want you to act as a [ROLE] to [TASK] for [GOAL], using [CONTEXT], following [CONSTRAINTS], and ask clarifying questions before responding in [OUTPUTFORMAT]."

"Search Engine" Syntax	LLM Prompts
"Create an accessible and responsive web page about dogs."	"I want you to act as a [ROLE] to [TASK] for [GOAL], using [CONTEXT], following [CONSTRAINTS], and ask clarifying questions before responding in [OUTPUTFORMAT]."

Slide 54 - A Five-Part Prompt Framework

A Five-Part Prompt Framework

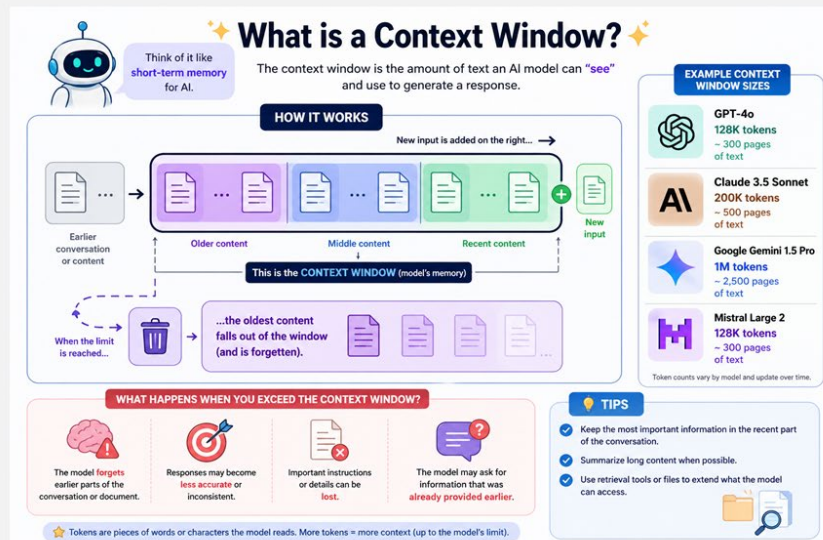
Name	Function
Task	Define What You Want Done
Context	Provide Background and Details
Constraints	Specify Length, Format, and Audience
Tone	Establish Voice and Style
Output	Define the Desired Structure

Here's a popular prompt framework. (It's one of many you can choose from.)

Name	Function
Task	Define what you want done. E.G., "Suggest three simple code fixes to improve keyboard navigation on a website."
Context	Provide background and details. E.G., "The website is a small business homepage built with basic HTML/CSS/JS. Only mouse users have tested it so far."
Constraints	Specify length, format, and audience. E.G., "- Each fix must require less than 5 lines of code. - Do not suggest ARIA attributes unless necessary."
Tone	Establish voice and style. E.G., "Concise and practical, suitable for a junior developer."
Output	Define the desired structure. E.G., "A bulleted list with each fix labeled (Fix 1, Fix 2, Fix 3), including a short explanation and the code snippet."

Slide 55 – Reminder: Context Window & Context Rot

Reminder: Context Window & Context Rot



We covered this earlier in this slide deck.

Image Description:

An infographic titled "What is a Context Window?" uses a friendly robot mascot to explain how AI models process information. It defines the context window as the "short-term memory" of an AI, representing the specific amount of text a model can "see" and use to generate a response. The central "How It Works" section uses color-coded document icons to show information moving from right to left: "New input" enters on the green right side, shifting "Middle content" in blue and "Older content" in purple until the oldest data eventually falls out of the window into a trash can icon to be forgotten.

On the right side of the infographic, a sidebar titled "Example Context Window Sizes" provides a comparative look at popular models. It lists GPT-4o and Mistral Large 2 at 128K tokens (roughly 300 pages), Claude 3.5 Sonnet at 200K tokens (roughly 500 pages), and Google Gemini 1.5 Pro with a much larger 1M token capacity, which is equated to approximately 2,500 pages of text. A small note at the bottom of this section reminds users that token counts are subject to change over time.

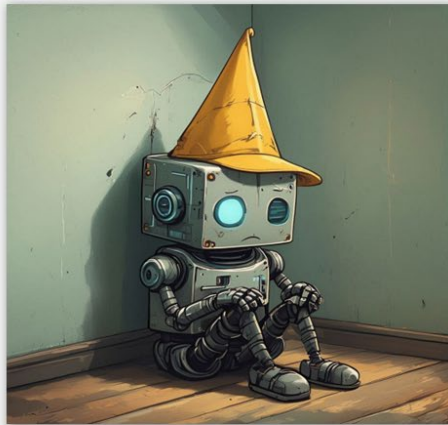
The bottom of the infographic addresses the practical consequences of exceeding these limits. A red warning section titled "What Happens When You Exceed the

Context Window?" lists four major issues: the model forgetting earlier parts of the conversation, responses becoming less accurate or inconsistent, the loss of important instructions, and the model asking for information that was already provided. These points emphasize the technical limitations inherent in current large language model architecture.

Finally, the infographic offers a "Tips" box in the lower-right corner to help users manage these constraints effectively. It suggests keeping the most important information in the most recent part of the conversation, summarizing long content whenever possible, and utilizing retrieval tools or files to extend the model's access. A footer also provides a technical definition of "tokens" as the pieces of words or characters that the model reads, noting that more tokens allow for more context up to the model's specific limit.

Slide 56 – Five Strategies for Avoiding Context Rot

Five Strategies for Avoiding Context Rot



1. Context Distillation
2. Serial prompts
3. Reuse
4. Data formats (e.g., .xlsx)
5. Prompt formats

1. **Context Distillation:**

Periodically ask the model to summarize the conversation, replacing old, verbose context with concise bullet points and use the summary in a new conversation.

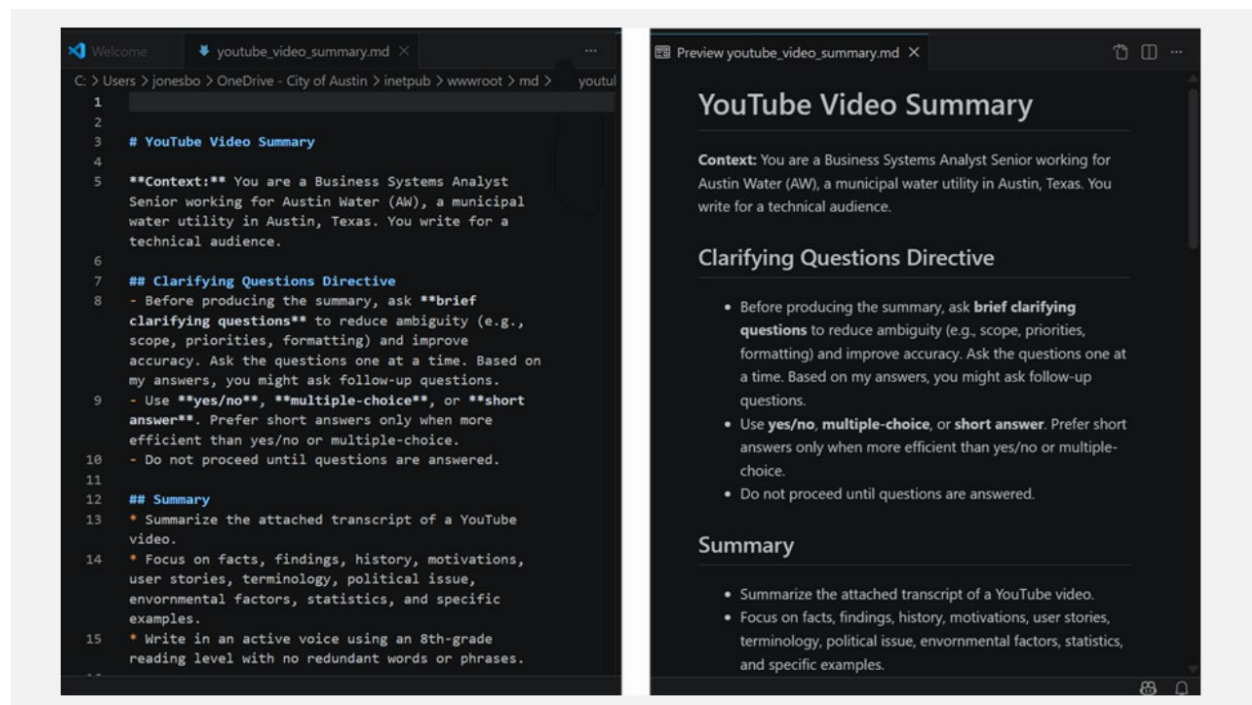
2. **Break your work into multiple steps:** Compose a prompt in one chat. Run the prompt in another chat. Unlike distillation that takes place within a single chat or conversation, this takes place over two or more chats with one or more LLM modes.
3. Save your prompts for reuse in a “prompt library” and update them with the improvements you discover over time.
4. Upload data in a .csv file instead of a .xlsx file. CSVs are plain text, providing a cleaner, more efficient, and predictable format that reduces token usage and prevents errors.
5. Use the best format for your models or tools (e.g., markdown, JSON, XML).

This last point is a nice transition to the next section of this slide deck.

Slide 57 – Section Title Slide – “Markdown (md)”



Slide 58 - What is Markdown?

**Image Description:**

This is a split-screen view of a Markdown file titled "YouTube Video Summary" within a Visual Studio code editor environment. The left pane shows the raw source code, featuring a file path associated with the City of Austin and structured Markdown syntax. The right pane provides a rendered preview of this document, presenting a clean, formatted layout with clear headings such as "Clarifying Questions Directive" and "Summary".

The Markdown file serves as a detailed prompt or set of instructions for an AI, establishing a professional context for a Senior Business Systems Analyst. It mandates a specific workflow where the AI must ask clarifying questions to reduce ambiguity before summarizing a YouTube transcript in an active voice at an 8th-grade reading level. The summary instructions specifically emphasize focusing on facts, history, and environmental factors while avoiding redundant phrasing.

Slide 59 – Markdown vs. Markup (i.e., HTML)

Markdown vs. Markup (i.e., HTML)

```
# YouTube Video Summary

**Context:** You are a Business Systems Analyst
Senior working for Austin Water (AW), a
municipal water utility in Austin, Texas. You
write for a technical audience.

## Clarifying Questions Directive
- Before producing the summary, ask **brief
clarifying questions** to reduce ambiguity
(e.g., scope, priorities, formatting) and
improve accuracy. Ask the questions one at a
time. Based on my answers, you might ask follow-
up questions.
- Use **yes/no**, **multiple-choice**, or
**short answer**. Prefer short answers only
when more efficient than yes/no or multiple-
choice.
- Do not proceed until questions are answered.

## Summary
* Summarize the attached transcript of a
YouTube video.
* Focus on facts, findings, history,
motivations, user stories, terminology,
political issue, environmental factors,
statistics, and specific examples.
* Write in an active voice using an 8th-grade
reading level with no redundant words or
```

```
<!DOCTYPE html>
<html>
<head>
  <meta charset='UTF-8'>
  <title>YouTube Video Summary</title>
</head>
<body>
  <h1>YouTube Video Summary</h1>
  <p><strong>Context:</strong> You are a Business
Systems Analyst Senior working for Austin Water
(AW), a municipal water utility in Austin,
Texas. You write for a technical audience.</p>
  <h2>Clarifying Questions Directive</h2>
  <ul>
    <li>Before producing the summary, ask
    <strong>brie</strong>f clarifying questions</strong> to
reduce ambiguity (e.g., scope, priorities,
formatting) and improve accuracy. Ask the
questions one at a time. Based on my answers,
you might ask follow-up questions.</li>
    <li>Use <strong>yes/no</strong>,
    <strong>multiple-choice</strong>, or
    <strong>short answer</strong>. Prefer short
answers only when more efficient than yes/no or
multiple-choice.</li>
    <li>Do not proceed until questions are
answered.</li>
  </ul>
  <h2>Summary</h2>
```

Image Description

This is a side-by-side comparison titled "Markdown vs. Markup (i.e., HTML)" to illustrate the structural differences between these two ways of formatting digital text.

The left side features a Markdown document titled "YouTube Video Summary," which uses simple symbols like hashtags for headers and double asterisks for bolding to establish a persona and directives for a Senior Business Systems Analyst at Austin Water. The text is clean and easily readable by humans, emphasizing a workflow for summarizing video transcripts while focusing on technical accuracy and an 8th-grade reading level.

In contrast, the right side displays the exact same content translated into HTML markup language. This version includes formal document declarations like `<!DOCTYPE html>` and utilizes nested tags such as `<h1>`, `<p>`, and `<ul>` to define the document's structure and formatting for a web browser. While the core information regarding clarifying questions and summary focus remains identical to the Markdown version, the HTML side is noticeably more dense and technical, highlighting how markup languages use specific syntax to wrap around plain text.

HTML stands for "Hypertext Markup Language."

Markdown is a subset of HTML created to make writing for the web easier.

They serve different purposes in a complementary relationship Markdown is a lightweight writing format, while HTML is the standard publishing format for the web.

Slide 60 - Markdown Syntax

Markdown Syntax

Headings: Use # for H1, ## for H2, etc.

Emphasis: Use ****bold**** or **italics**.

Lists: Use * or - for unordered, and 1. for ordered lists.

Images: Use ![Alt Text](ImageURL) for images.

Links : Use [Text](URL) for links

Headings: Use # for H1, ## for H2, etc.

Emphasis: Use ****bold**** or **italics**.

Lists: Use * or - for unordered, and 1. for ordered lists.

Images: Use ![Alt Text](ImageURL) for images.

Links : Use [Text](URL) for links

Slide 61 – Why Use Markdown?

Why Use Markdown?

- Best for long or complex prompts
 - Economical (Token Efficiency)
 - Human-Readable
 - Machine-Readable
 - Structure & Clarity for step-by-step instructions
 - Reduces model confusion and mistakes
 - Better formatted output
 - Improved Reasoning
 - Portable
-
- Best for long or complex prompts. (Provides little benefit for very short or simple prompts.)
 - Adds clear structure with headings and lists, so the model can follow instructions step by step.
 - Separates context, rules, and examples, which reduces confusion and mistakes.
 - Matches common training data formats, so the model handles it more reliably.
 - Encourages better formatted output by mirroring headings, lists, and code blocks.
 - Makes constraints easier to follow when written as simple bullet points.
 - Improves readability for humans, which helps with editing and reuse.
 - Can be overused, which adds noise and hurts clarity.

Slide 62 – Section Title – Steal These AI Prompts



These prompts are available the [md folder](#) in the Resources OneDrive.

Slide 63 – webpage.md (slide 1 of 4)

webpage.md (1 of 4)

Accessible and Responsive Web Page

Pre-Processing Directive

- Before starting this task, ask **brief clarifying questions** to reduce ambiguity (e.g., scope, priorities, formatting) and improve accuracy. Ask the questions one at a time. Based on my answers, you might ask follow-up questions.
- Use **yes/no**, **multiple-choice**, or **short answer**. Prefer short answers only when more efficient than yes/no or multiple-choice.
- Do not proceed until questions are answered.

This prompt is located here: [webpage.md](#).

Begin Prompt

Accessible and Responsive Web Page

Pre-Processing Directive

- Before starting this task, ask **brief clarifying questions** to reduce ambiguity (e.g., scope, priorities, formatting) and improve accuracy. Ask the questions one at a time. Based on my answers, you might ask follow-up questions.
- Use **yes/no**, **multiple-choice**, or **short answer**. Prefer short answers only when more efficient than yes/no or multiple-choice.
- Do not proceed until questions are answered.

Pause Prompt

Explaining my prompt choices: I include a “Pre-Processing Directive” directing the LLM to ask me clarifying questions before starting on my task. I will explain that in the next slide.

Slide 64 – Interactive Prompting

Interactive Prompting

A dialogue-based technique where users engage in a back-and-forth conversation with AI to refine results.

**Interactive Prompting:**

A dialogue-based technique where users engage in a back-and-forth conversation with AI to refine results.

Interactive prompting transforms static, one-way AI interactions into a dynamic, two-way collaborative dialogue. By allowing real-time context adjustments and iterative feedback, it shifts the AI from a simple search engine into an active partner. .

The primary benefits are:

- Higher Accuracy and Relevance
- Adaptability
- Optimized Problem Solving
- Efficiency: Real-time course corrections reduce the need to entirely rewrite prompts from scratch.
- Personalized UX
- Critical Thinking

Slide 65 – webpage.md (slide 2 of 4)

webpage.md (2 of 4)

Goal

- Create a web page consisting of an .HTML file, a .CSS file, and (optionally) a .js file.
- Apply ****separation of concerns****, where HTML handles the content and structure, and CSS manages the presentation and visual styling.
- Avoid unnecessary use of JavaScript except for ****Progressive enhancement**** and ****Unobtrusive JavaScript****.

Continue Prompt

Goal

- Create a web page consisting of an .HTML file, a .CSS file, and (optionally) a .js file.
- Apply ****separation of concerns****, where HTML handles the content and structure, and CSS manages the presentation and visual styling.
- Avoid unnecessary use of JavaScript except for ****Progressive enhancement**** and ****Unobtrusive JavaScript****.

Pause Prompt

Explaining my prompt choices:

Separation of Concerns:

a fundamental computer science design principle of breaking a system into distinct, independent modules, where each module addresses a single, specific function or set of closely related information. It boosts maintainability, scalability, and reusability, allowing teams to develop, test, and update different parts of a site, such as structure, style, and logic, without breaking others.

Key areas of separation (in web development):

- Content (HTML): Structure and meaning of the data (e.g., titles, paragraphs).
- Presentation (CSS): Visual appearance and layout (e.g., colors, fonts).
- Behavior (JavaScript): Interaction and functionality (e.g., button clicks, API calls).
- Business Logic (Backend): Data processing, security, and database interactions.

Benefits of Separation of Concerns:

- Improved Maintainability: Changes to one area (e.g., switching from CSS to SASS) do not require changes to others.
- Better Collaboration: Teams can work on separate concerns simultaneously, such as separating frontend design from API development.
- Scalability & Testing: Smaller, specialized modules are easier to maintain, understand, and test compared to one large, "monolithic" block of code.

Progressive Enhancement:

A design strategy that starts with a basic, functional version of a webpage using only HTML, then adds layers of style (CSS) and interactivity (JavaScript) as the user's browser allows.

Progressive enhancement improves accessibility by ensuring a baseline, functional experience for all users—regardless of device, browser, or assistive technology—before adding advanced features. It prioritizes semantic HTML, guaranteeing core content is accessible to screen readers, search engines, and low-bandwidth users

Unobtrusive JavaScript:

A principle of progressive enhancement which states that JavaScript should enhance the experience rather than be a hard requirement for the page to function.

Slide 66 – webpage.md (slide 3 of 4)

webpage.md (3 of 4)

```
## HTML
```

- Create .HTML in ****valid****, ****strict**** HTML5.
- Apply ****responsive design**** best practices.
- Comply with WCAG 2.2 level AA.
- Follow Google mobile-friendly guidelines.
- Don't include any unnecessary tag attributes, in-line styles, or ARIA.
- Observe the ****first rule of ARIA****.
- Properly indent the HTML and the CSS for readability.
- Set the content area maximum width to 1024 pixels (not counting padding) for when the screen is larger than the content area.

Continue Prompt

```
## HTML
```

- Create .HTML in ****valid****, ****strict**** HTML5.
- Apply ****responsive design**** best practices.
- Comply with WCAG 2.2 level A and AA.
- Follow Google mobile-friendly guidelines.
- Don't include any unnecessary tag attributes, in-line styles, or ARIA.
- Observe the ****first rule of ARIA****.
- Properly indent the HTML and the CSS for readability.
- Set the content area maximum width to 1024 pixels (not counting padding) for when the screen is larger than the content area.

Pause Prompt

Explaining my prompt choices:

- Using valid, strict HTML5 provides significant accessibility benefits by ensuring that websites are properly interpreted by assistive technologies (like screen readers) and that web standards are followed. By using native HTML5 elements, developers can create a robust and inclusive user experience without needing excessive, complex ARIA attributes.

- That third list item should read “Comply with WCAG 2.2 level A and AA”. LLMs should know that WCAG 2.1 level AA should include level A, but I think it’s prudent to explicitly specify both A and AA.
- I always specify WCAG guidelines instead of a vague directive like “make the site accessible.” I don’t trust any models know what accessibility means. I more confident that they can observe the WCAG version and levels that I specify.
- Following Google mobile-friendly guidelines alongside WCAG (Web Content Accessibility Guidelines) creates a powerful, combined approach that ensures digital content is not just accessible to assistive technology, but actually usable and intuitive for users with disabilities on mobile devices. While WCAG provides the "what" (technical compliance), Google’s guidelines offer the "how" for small screens, improving accessibility by reducing cognitive load and physical barriers.
- In my experience, I have received better results by asking LLMs to avoid including any unnecessary tag attributes, in-line styles, or ARIA. Otherwise, if I add the AI generated content to an existing web page or site, the new content breaks the existing design.
- The first rule of ARIA is: If you can use a native HTML element or attribute with the semantics and behavior you require already built in, instead of re-purposing an element and adding an ARIA role, state, or property to make it accessible, then do so. In short: Don't use ARIA, use semantic HTML first.

Slide 67 – webpage.md (slide 4 of 4)

webpage.md (4 of 4)

- Set the left and right margins for the content area to auto.
- Link to the .css file in the head of the HTML file.
- Include a typical hamburger menu using the dialog tag, CSS, and as little JavaScript as necessary for functionality.
- Include a standard close button in the hamburger menu.

CSS

- In the CSS file, include comments specifying the WCAG success criteria and level (e.g., A, AA) and the Google guidelines.
- Prefer REM units rather than EM units.
- Use HSL color codes.
- Properly indent the HTML and the CSS for readability.

Continue Prompt

- Set the left and right margins for the content area to auto.
- Link to the .css file in the head of the HTML file.
- Include a typical hamburger menu using the dialog tag, CSS, and as little JavaScript as necessary for functionality.
- Include a standard close button in the hamburger menu.

CSS

- In the CSS file, include comments specifying the WCAG success criteria and level (e.g., A, AA) and the Google guidelines.
- Prefer REM units rather than EM units.
- Use HSL color codes.
- Properly indent the HTML and the CSS for readability.

End Prompt

Explaining my prompt choices:

- Using REM (root em) units over EM units offers greater predictability, consistency, and accessibility in web design. Because rem units are relative only to the root <html> font size—rather than the parent element like em—they prevent complex compounding issues in nested elements, making layout maintenance easier.

- HSL (Hue, Saturation, Lightness) color codes are primarily advantageous for being human-readable and intuitive, allowing designers to easily understand and manipulate colors (e.g., creating lighter/darker variants) without relying on tools. They simplify creating harmonious palettes, managing color systems, and improving accessibility by allowing precise, independent control over color intensity and brightness.
- I'm fixated on properly indenting HTML, CSS, and code. It's essential to me to understand a block of code or markup.

Slide 68 – What should we do next?

What should we do next?

1. Validate the output with the [W3C's validator](#) for strict and valid HTML5
2. Review the HTML, CSS, & JavaScript *personally*. (Do not abdicate the responsibility of understanding the markup.)
3. Perform *automated* A11y and Mobile testing.
4. Perform *manual* A11y and Mobile testing.

1. Validate the output for strict and valid HTML5 with the [W3C's validator](#).
2. Review the HTML, CSS, & JavaScript personally. (Do not abdicate the responsibility of understanding the markup.)
3. Perform automated A11y and Mobile testing.
4. Perform manual A11y and Mobile testing.

Slide 69 – remediate_html.md (slide 1 of 3)

remediate_html.md (1 of 3)

```
# Improve this HTML file

## Pre-Processing Directive
- Before producing the summary, ask brief clarifying questions to reduce ambiguity (e.g., scope, priorities, formatting) and improve accuracy. Ask the questions one at a time. Based on my answers, you might ask follow-up questions.
- Use yes/no, multiple-choice, or short answer. Prefer short answers only when more efficient than yes/no or multiple-choice.
```

This prompt is located here: [remediate_html.md](#).

Begin Prompt

```
# Improve this HTML file

## Pre-Processing Directive
- Before producing the summary, ask brief clarifying questions to reduce ambiguity (e.g., scope, priorities, formatting) and improve accuracy. Ask the questions one at a time. Based on my answers, you might ask follow-up questions.
- Use yes/no, multiple-choice, or short answer. Prefer short answers only when more efficient than yes/no or multiple-choice.
```

Pause Prompt

Slide 70 – remediate_html.md (slide 2 of 3)

remediate_html.md (2 of 3)

- Do not proceed until questions are answered.

Goals

- Make sure the markup is strict and valid HTML5.
- Preserve ARIA regions and HTML5 landmarks.
- Comply with WCAG 2.2 level AA.
- Follow Google mobile-friendly guidelines.
- Strip all unnecessary tag attributes, javascript, and ARIA from attached file.

Continue Prompt

- Do not proceed until questions are answered.

Goals

- Make sure the markup is strict and valid HTML5.
- Preserve ARIA regions and HTML5 landmarks.
- Comply with WCAG 2.2 level AA.
- Follow Google mobile-friendly guidelines.
- Strip all unnecessary tag attributes, JavaScript, and ARIA from attached file.

Pause Prompt

Explaining my prompt choices:

- By stripping out unnecessary tag attributes, JavaScript, and ARIA, I find it easier to control the aesthetics of web content through the CSS files.

Slide 71 – remediate_html.md (slide 3 of 3)

remediate_html.md (3 of 3)

- Follow Google mobile-friendly guidelines.
- Properly indent the HTML for readability or scanability.
- Transfer any existing styles in the head to an external .css file and link to the .css file in the head.

Continue Prompt

- Follow Google mobile-friendly guidelines.
- Properly indent the HTML for readability or scanability.
- Transfer any existing styles in the head to an external .css file and link to the .css file in the head.

End Prompt

Slide 72 – html_table.md (slide 1 of 2)

html_table.md (1 of 2)

```
# Create an Accessible HTML Table

## Pre-Processing Directive
- Before producing the summary, ask the following six questions:
    1. Ask for the column names.
    2. Ask how many data rows belong in the table.
    3. Ask if this table will be added to an existing web site.
- Ask any additional brief clarifying questions that will reduce
  ambiguity (e.g., scope, priorities, formatting) and improve
  accuracy. Ask the questions one at a time. Based on my answers, you
  might ask follow-up questions..
```

This prompt is located here: [html_table.md](#).

Begin Prompt

```
# Create an Accessible HTML Table

## Pre-Processing Directive
- Before producing the summary, ask the following six questions:
    1. Ask for the column names.
    2. Ask how many data rows belong in the table.
    3. Ask if this table will be added to an existing web site.
- Ask any additional brief clarifying questions that will reduce
  ambiguity (e.g., scope, priorities, formatting) and improve accuracy.
  Ask the questions one at a time. Based on my answers, you might ask
  follow-up questions.
```

Pause Prompt

Explaining my prompt choices:

- I wanted to make this prompt as helpful as possible which is why the LLM asks the users for the column names and the number of rows.

Slide 73 - html_table.md (slide 2 of 2)

html_table.md (2 of 2)

- Use **yes/no**, **multiple-choice**, or **short answer**. Prefer short answers only when more efficient than yes/no or multiple-choice.
- After every five questions, ask whether it's okay to continue asking questions or proceed with the task.
- Do not proceed until questions are answered.

Goals

- Create a simple table in strict and valid HTML5
- Avoid including tag attributes or inline CSS
- Indent the markup for readability.
- Comply with WCAG 2.2 level A and AA success criteria.

Continue Prompt

- Use **yes/no**, **multiple-choice**, or **short answer**. Prefer short answers only when more efficient than yes/no or multiple-choice.
- After every five questions, ask whether it's okay to continue asking questions or proceed with the task.
- Do not proceed until questions are answered.

Goals

- Create a simple table in strict and valid HTML5
- Avoid including tag attributes or inline CSS
- Indent the markup for readability.
- Comply with WCAG 2.2 level A and AA success criteria.

End Prompt

Slide 74 – fix_html_table.md

fix_html_table.md

Before starting on my task, ask me any clarifying questions you may have one at a time. I prefer questions in yes/no or multiple-choice format.

Kindly remove all attributes (e.g., class, id, style, width) from the HTML elements/tags from the following html table while keeping the structure and text content intact. Keep the semantic tags. Indent the markup for readability. Apply strict and valid HTML5 and comply with WCAG 2.2 level A and AA success criteria.

This prompt is located here: [fix_html_table.md](#).

Begin Prompt

Before starting on my task, ask me any clarifying questions you may have one at a time. I prefer questions in yes/no or multiple-choice format.

Kindly remove all attributes (e.g., class, id, style, width) from the HTML elements/tags from the following html table while keeping the structure and text content intact. Keep the semantic tags. Indent the markup for readability. Apply strict and valid HTML5 and comply with WCAG 2.2 level A and AA success criteria.

End Prompt

You'll notice I didn't use markdown format for this prompt. The prompt is so short that markdown formatting isn't beneficial enough to justify using it.

Slide 75 – explain.md (slide 1 of 7)

explain.md (slide 1 of 7)

```
# Prompt: Improve the attached document to make it easier to read without losing understanding
```

```
## Pre-Processing Directive
```

```
- Before producing the summary, ask the following six questions:
```

1. Ask what reading level to adopt (e.g., 5th grade reading level, 8th grade reading level).
2. Ask whether to show both the original and revised versions side by side or just the revised version.
3. Ask whether to include **emojis** or **icons**.

Historically cognitive and learning disabilities have received less attention compared to physical disabilities. Cognitive disabilities are often invisible. But that is changing. Cognitive disability is rapidly becoming one of the most reported disabilities. WCAG 2.1 added eleven success criteria generally cited as improving cognitive accessibility. WCAG 2.2 added four success criteria categorized under Cognitive Disabilities.

LLMs can be an effective way to make online content more accessible to people with cognitive and learning disabilities. Here's my attempt at creating a useful prompt for that. This prompt is located here: [explain.md](#).

Begin Prompt

```
# Prompt: Improve the attached document to make it easier to read without losing understanding
```

```
## Pre-Processing Directive
```

```
- Before producing the summary, ask the following six questions:
```

1. Ask what reading level to adopt (e.g., 5th grade reading level, 8th grade reading level).
2. Ask whether to show both the original and revised versions side by side or just the revised version.
3. Ask whether to include **emojis** or **icons**.

Pause Prompt

Explaining my prompt choices:

- Rather than deciding for the user what reading level they want, I'm making the LLM ask them directly. By its nature, neurodiversity means that there is no one reading level appropriate for everyone. I know of a graduate student who prompts an LLM to convert her professors' emails to a fifth-grade reading level.
- Some users will benefit from a side-by-side comparison of the original and revised versions. Others won't.

Slide 76 - explain.md (slide 2 of 7)

explain.md (slide 2 of 7)

4. Ask whether to use text formatting (e.g., bold, italics, colors) or if text formatting would distract or confuse.

5. Explain the **Oxford Comma** and ask whether to use it.

6. Ask for the preferred typeface and font size.

- Ask any additional **brief clarifying questions** that will reduce ambiguity (e.g., scope, priorities, formatting) and improve accuracy. Ask the questions one at a time. Based on my answers, you might ask follow-up questions.
- Use **yes/no**, **multiple-choice**, or **short answer**. Prefer short answers only when more efficient than yes/no or multiple-choice.
- After every five questions, ask whether it's okay to continue asking questions or proceed with the task.
- Do not proceed until questions are answered.

Continue Prompt

- 4. Ask whether to use text formatting (e.g., bold, italics, colors) or if text formatting would distract or confuse.
- 5. Explain the **Oxford Comma** and ask whether to use it.
- 6. Ask for the preferred typeface and font size.
- Ask any additional **brief clarifying questions** that will reduce ambiguity (e.g., scope, priorities, formatting) and improve accuracy. Ask the questions one at a time. Based on my answers, you might ask follow-up questions.
- Use **yes/no**, **multiple-choice**, or **short answer**. Prefer short answers only when more efficient than yes/no or multiple-choice.
- After every five questions, ask whether it's okay to continue asking questions or proceed with the task.
- Do not proceed until questions are answered.

Pause Prompt**Explaining my prompt choices:**

- Some people will find text formatting (including colors) helpful, but others will be over stimulated.

- The Oxford comma (also known as the serial comma) is a comma placed immediately before the coordinating conjunction (usually "and" or "or") in a list of three or more items. It is used to separate the final item from the second-to-last item. I personally don't understand why anyone would not use the Oxford comma. But if you feel differently, I have no way to stop you from removing that list item from this prompt.
- I directed the LLM to ask for the preferred typeface and font size. Based on my reading and conference attendance, I believe that "Dyslexia Friendly Fonts" are less effective than using commonly used fonts (like Aptos). But I could be wrong. That's why I'm leaving it to the user to specify the typeface.

Slide 77 - explain.md (slide 3 of 7)

explain.md (slide 3 of 7)

Context

Act as a tutor helping a neurodiverse person or a person with a learning disability (e.g. dyslexia, dyscalculia) to understand a challenging document (e.g., email, web page, pdf, Word, or Google document).

Goals

- Explain the attached document, website, or pasted text.
- Apply WCAG success criteria 3.1.3 (i.e., Unusual Words), 3.1.4 (i.e., Abbreviations), and 3.1.5 (i.e., Reading Level).
- Write in an **active voice** when the actor is known.
- Eliminate redundant words or phrases.

Continue Prompt

Context

Act as a tutor helping a neurodiverse person or a person with a learning disability (e.g. dyslexia, dyscalculia) to understand a challenging document (e.g., email, web page, pdf, Word, or Google document).

Goals

- Explain the attached document, website, or pasted text.
- Apply WCAG success criteria 3.1.3 (i.e., Unusual Words), 3.1.4 (i.e., Abbreviations), and 3.1.5 (i.e., Reading Level).
- Write in an **active voice** when the actor is known.
- Eliminate redundant words or phrases.

Pause Prompt

Slide 78 - Three AAA WCAG Success Criteria (1 of 3)

Three AAA WCAG Success Criteria (1 of 3)

3.1.3 Unusual Words

A mechanism is available for identifying specific definitions of words or phrases used in an unusual or restricted way, including idioms and jargon.

- Inline Text
- Glossary

3.1.3 Unusual Words

A mechanism is available for identifying specific definitions of words or phrases used in an unusual or restricted way, including idioms and jargon.

Techniques for 3.1.2 include:

- Inline Text
- Glossary

Slide 79 - Three AAA WCAG Success Criteria (2 of 3)

Three AAA WCAG Success Criteria (2 of 3)

3.1.5 Reading Level

When text requires reading ability more advanced than lower secondary education, supplemental content or an alternative version is available that does not require that level.

- Supplemental explanations (side bars)
- Step-by-step instructions
- Visuals (charts, graphs)
- Audio or video
- FAQs
- Examples and scenarios
- Layered content (Summary)

3.1.5 Reading Level

When text requires reading ability more advanced than lower secondary education, supplemental content or an alternative version is available that does not require that level.

Techniques for 3.1.5 include:

- Supplemental explanations (side bars)
- Step-by-step instructions
- Visuals (charts, graphs)
- Audio or video
- FAQs
- Examples and scenarios
- Layered content (Summary)

Slide 80 - Three AAA WCAG Success Criteria (3 of 3)

Three AAA WCAG Success Criteria (3 of 3)

3.1.4 Abbreviations

A mechanism is available for identifying the expanded form or meaning of abbreviations.

- Inline Text (e.g., "DOM stands for Document Object Model.")
- First-use expansion (e.g., "The Document Object Model (DOM) allows for dynamic web sites.")

3.1.4 Abbreviations

A mechanism is available for identifying the expanded form or meaning of abbreviations.

Techniques for 3.1.4 include:

- Inline Text (e.g., "DOM stands for Document Object Model.")
- First-use expansion (e.g., "The Document Object Model (DOM) allows for dynamic web sites.")

Slide 81 - explain.md (slide 4 of 7)

explain.md (slide 4 of 7)

- Eliminate meaningless and vague abstractions.
- Limit use of acronyms.
- Follow the best practice in style guides of **defining the abbreviation** or **spelling out acronyms on first use**. For example:
 - First use: "The Environmental Protection Agency (EPA) was founded in 1970."
 - Subsequent use: "The EPA is responsible for enforcing environmental regulations."
- Use contractions.
- Apply vertical, **bulleted lists** for lists with three or more items.

Continue Prompt

- Eliminate meaningless and vague abstractions.
- Limit use of acronyms.
- Follow the best practice in style guides of **defining the abbreviation** or **spelling out acronyms on first use**. For example:
 - First use: "The Environmental Protection Agency (EPA) was founded in 1970."
 - Subsequent use: "The EPA is responsible for enforcing environmental regulations."
- Use contractions.
- Apply vertical, **bulleted lists** for lists with three or more items.

Pause Prompt

Explaining my prompt choices:

- Using bulleted lists (to break up dense paragraphs, emphasize key takeaways, and help readers quickly scan essential information) help in understanding. They can break up long, difficult-to-read sentences or paragraphs. They are ideal for

unordered information where sequence and priority do not matter. But they are less helpful for lists of three or fewer items.

Slide 82 - explain.md (slide 5 of 7)

explain.md (slide 5 of 7)

- For longer lists (more than 8 items), break them into sub-categories.
- Always introduce the bulleted list with a complete sentence followed by a colon.
- Ensure all items in the bulleted lists start with the same part of speech (e.g., all verbs or all nouns).
- Capitalize the first letter of each item in the bulleted list. If an item is a complete sentence, end it with a period; if it is a phrase, punctuation is not required.
- Use a mixture of short and medium length sentences.
- Break long paragraphs into smaller paragraphs.
- If the content is more than two pages, include ****headings**** to improve reader navigation.

Continue Prompt

- For longer lists (more than 8 items), break them into sub-categories.
- Always introduce the bulleted list with a complete sentence followed by a colon.
- Ensure all items in the bulleted lists start with the same part of speech (e.g., all verbs or all nouns).
- Capitalize the first letter of each item in the bulleted list. If an item is a complete sentence, end it with a period; if it is a phrase, punctuation is not required.
- Use a mixture of short and medium length sentences.
- Break long paragraphs into smaller paragraphs.
- If the content is more than two pages, include ****headings**** to improve reader navigation.

Pause Prompt

Slide 83 - explain.md (slide 6 of 7)

explain.md (slide 6 of 7)

- Keep the formatting simple and straight forward.
- Use Aptos or another familiar typeface.
- Make sure the heading font size is larger than the text body's text size and properly reflects the semantic heading level.
- Add a line break between paragraphs for better readability.
- Use transitional phrases between paragraphs when needed
- If the document is longer than 10 pages, include a table of contents (for the headings) at the beginning.

Continue Prompt

- Keep the formatting simple and straight forward.
- Use Aptos or another familiar typeface.
- Make sure the heading font size is larger than the text body's text size and properly reflects the semantic heading level.
- Add a line break between paragraphs for better readability.
- Use transitional phrases between paragraphs when needed
- If the document is longer than 10 pages, include a table of contents (for the headings) at the beginning.

Pause Prompt

Slide 84 - explain.md (slide 7 of 7)

explain.md (slide 7 of 7)

```
## Output Rules
- Apply WCAG 2.2 level A and AA success criteria to the output
- Follow the principles of UDL to the output.
- Title: Derived either from filename (minus extension) where
a file was uploaded or the content that was included in the
prompt.
- Boilerplate (mandatory):
  ```
 This summary was generated with support from AI
  ```
## Compliance Checklist
- [ ] Boilerplate text included.
```

Continue Prompt

```
## Output Rules
- Apply WCAG 2.2 level A and AA success criteria to the output
- Follow the principles of UDL to the output.
- Title: Derived either from filename (minus extension) where a
file was uploaded or the content that was included in the prompt.
- Boilerplate (mandatory):
  ```
 This summary was generated with support from AI
  ```
## Compliance Checklist
- [ ] Boilerplate text included.
```

End Prompt

Explaining my prompt choices:

- Although it should be understood that level AA success criteria includes level A success criteria, it's prudent when prompting to *explicitly* include both. It might not be necessary most of the time, but my experiences with AI have made me cautious. With LLMs it is sometimes good to be redundant. Once I asked a model to compose

a table of the 50 WCAG 2.1 Level A and Level AA Success Criteria. It took several tries before the table was complete.

- Why did I include “UDL”? I’ll explain my reason for that on the next slide.

Slide 85 – Why UDL?

Why UDL?

By simply asking “to apply UDL principles,” you don’t need to specify or explain:

- Gamification & Active Recall
- Multimodal Content Creation
- Voice-to-Text & Text-to-Speech

Why UDL did I include list item to “follow the principles of **UDL** to the output.”?

By simply asking “to apply UDL principles,” you don’t need to specify or explain:

- Gamification & Active Recall
- Multimodal Content Creation
- Voice-to-Text & Text-to-Speech

Admittedly, this criterion might be unnecessarily broad. I’ll look at narrowing it down in future drafts of explain.md.

Slide 86 – file_or_folder_compare.md

file_or_folder_compare.md

```
# File Compare
## Goal: Visually compare, merge, and synchronize files and folders.
* Display the differences between two (or three) text files (e.g,
.txt, .csv, .html, .css, .md), highlighting changed, added, or
deleted lines in colors.
* Resolve conflicts among two different versions and a common
ancestor.
* Show the differences among two or three file folders.
## Inputs
- either two or three text files or folder paths on a laptop, PC, or
network drive
```

This prompt is for comparing the differences among multiple versions of the same text file or the contents of two folders.

Begin Prompt

```
# File Compare

## Goal: Visually compare, merge, and synchronize files and folders.
* Display the differences between two (or three) text files (e.g,
.txt, .csv, .html, .css, .md), highlighting changed, added, or deleted
lines in colors.
* Resolve conflicts among two different versions and a common
ancestor.
* Show the differences among two or three file folders.

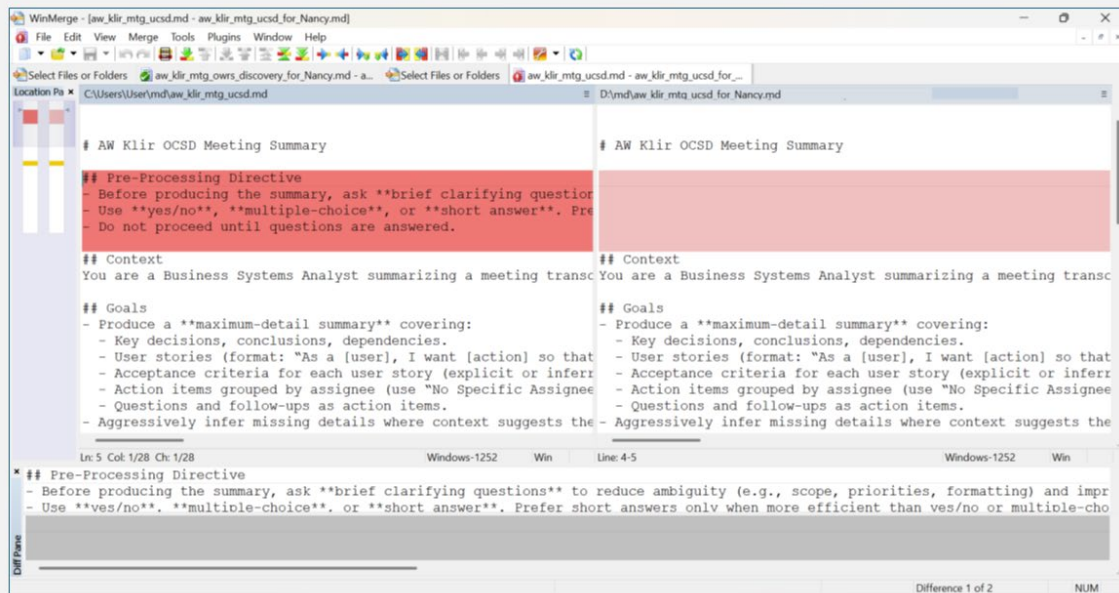
## Inputs
- either two or three text files or folder paths on a laptop, PC, or
network drive
```

End Prompt

Is this a good use of AI?

Slide 87 – A Better Option: WinMerge

A Better Option: WinMerge



Use WinMerge or similar programs to compare two versions of the same text file. This is more effective than using AI and a better use of resources.

Image Description:

The WinMerge interface, is a software tool used for comparing and merging different versions of text files. The screen is split into two main panes comparing two Markdown files: `aw\_klir\_mtg\_ucsd.md` on the left and `aw\_klir\_mtg\_ucsd\_for\_Nancy.md` on the right. The application uses color-coding to highlight discrepancies between the documents, with a prominent red highlighted section on the left indicating text that is missing from the right-hand version. A "Location Pane" on the far left provides a bird's-eye view of where these differences occur throughout the entire length of the files.

The content of the files relates to an "Meeting Summary" and includes professional directives for a Business Systems Analyst. The specific difference highlighted in red is a "Pre-Processing Directive" that instructs the user to ask brief clarifying questions before producing a summary. Both files share a "Context" section and a "Goals" section, which outlines requirements for producing a maximum-detail summary covering key decisions, user stories, and action items. A "Diff Pane" at the bottom of the window provides a detailed look at the specific lines of text that constitute the first identified difference between the two documents.

Slide 88 - So where is my Accessibility Web Testing prompt?

So where is my Accessibility Web Testing prompt?

- LLMs can test for website a11y with 87%–92% effectiveness in identifying potential violations, particularly in semantic HTML, alt-text, and color contrast, but **they cannot replace manual testing**.
- LLMs can quickly identify issues such as missing alt text, poor color contrast, improper heading hierarchies, and missing form labels.
- Unlike automated scanners, LLMs can analyze context to determine if alternative text is meaningful, not just present.

LLMs can test for website a11y with 87%–92% effectiveness in identifying potential violations, particularly in semantic HTML, alt-text, and color contrast, but they cannot replace manual testing.

LLMs can quickly identify issues such as missing alt text, poor color contrast, improper heading hierarchies, and missing form labels.

Unlike automated scanners, LLMs can analyze context to determine if alternative text is meaningful, not just present.

Slide 89 - “Beware of ‘AI’ accessibility audits”

“Beware of ‘AI’ accessibility audits”



Karl Groves
(March 27, 2026)

“In practice, doing automatic testing in an LLM is worse than doing automatic testing directly within your favorite tool.”

<https://afixt.com/beware-of-ai-audits/>

“In practice, doing automatic testing in an LLM is worse than doing automatic testing directly within your favorite tool.”

~ Karl Groves in [Beware of “AI” accessibility audits](https://afixt.com/beware-of-ai-audits/) (March 27, 2026)

Slide 90 - “Beware of ‘AI’ accessibility audits” (Summary)

“Beware of ‘AI’ accessibility audits” (Summary)

Key Takeaways

- AI-only accessibility audits are unreliable and miss context.
- LLMs can't fully analyze dynamic DOM or behaviors.
- AI findings lose accuracy and consistency at scale.
- AI guidance for fixes is generic or incorrect.
- Human expertise remains essential for valid results.

Recommendations

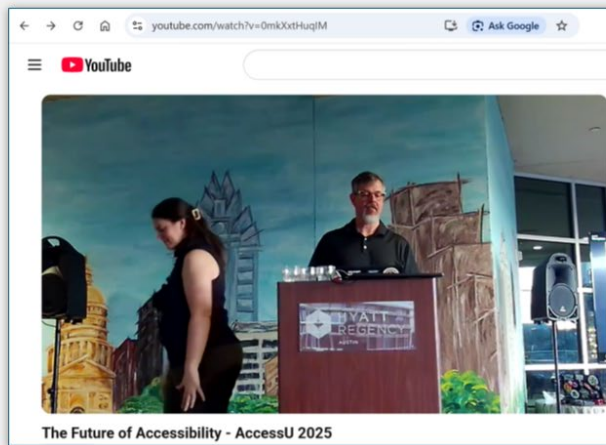
- Use AI only as a helper—not the auditor.
- Require human-led, standards-based methodologies.
 - Demand transparency from vendors offering 'AI audits'.
 - Treat AI as a supportive future tool, not a replacement.

Key Takeaways	Recommendations
• AI-only accessibility audits are unreliable and miss context. • LLMs can't fully analyze dynamic DOM or behaviors. • AI findings lose accuracy and consistency at scale. • AI guidance for fixes is generic or incorrect. • Human expertise remains essential for valid results.	Use AI only as a helper—not the auditor. • Require human-led, standards-based methodologies. • Demand transparency from vendors offering 'AI audits'. • Treat AI as a supportive future tool, not a replacement.

Cite: [Beware of “AI” accessibility audits](#) by Karl Groves (March 27, 2026)

Slide 91 - BTW: Watch the AccessU 2025 Keynote by Karl Groves

BTW: Watch the AccessU 2025 Keynote by Karl Groves



Video (44:35)
[Watch on YouTube](#)

Karl Groves delivered a keynote address about AI and Accessibility at AccessU 20205.

Video: [The Future of Accessibility - AccessU 2025](#) by Karl Groves (44:35)

Description: AI is everywhere. Soon it will be everywhere-er. Currently, there is a lot of hype about what AI can do (or not) and what the potential harms may be. Using information gleaned from current AI research, this presentation will discuss the ways that AI will impact accessibility within our lifetimes.

- Learn how AI systems work instead of fearing or blindly trusting them.
- Use AI as a support tool, not a replacement for accessibility expertise.
- Include disabled people in testing and decision-making.
- Push organizations to adopt accessibility-first AI practices.
- Stay current as accessibility standards and AI technologies evolve.
- Treat accessibility as a core quality and human rights issue, not a compliance checkbox.

Slide 92 - Image Generation for Alt Text Skill Building (an Exercise)

Image Generation for Alt Text Skill Building (an Exercise)

1. Prompt an AI to describe a famous image (e.g., Mona Lisa)
2. Use the image description with an AI text-to-image generator.
3. Keep tweaking the image description to get the resulting image closer to the original.

If you have difficulty writing good alternative text for images, the following exercise might help you improve that skill.

1. Prompt an LLM model (e.g., Gemini) to describe a famous image (e.g., Mona Lisa)
2. Adapt the description into a concise prompt and use the prompt with an AI text-to-image generator.
3. Keep tweaking prompt to get the resulting image closer to the original.

Slide 93 - The Kitchen Drawer: Two Final Tips

The Kitchen Drawer: Two Final Tips

1. Use LLMs to help compose new -- or improve existing -- reusable prompts.
2. For big projects (e.g., a major site redesign), first prompt your models for suggestions as well as the potential advantages and disadvantages.

1. Use LLMs to help compose or improve reusable prompts.

Q: What is one thing that AI knows better than any human?

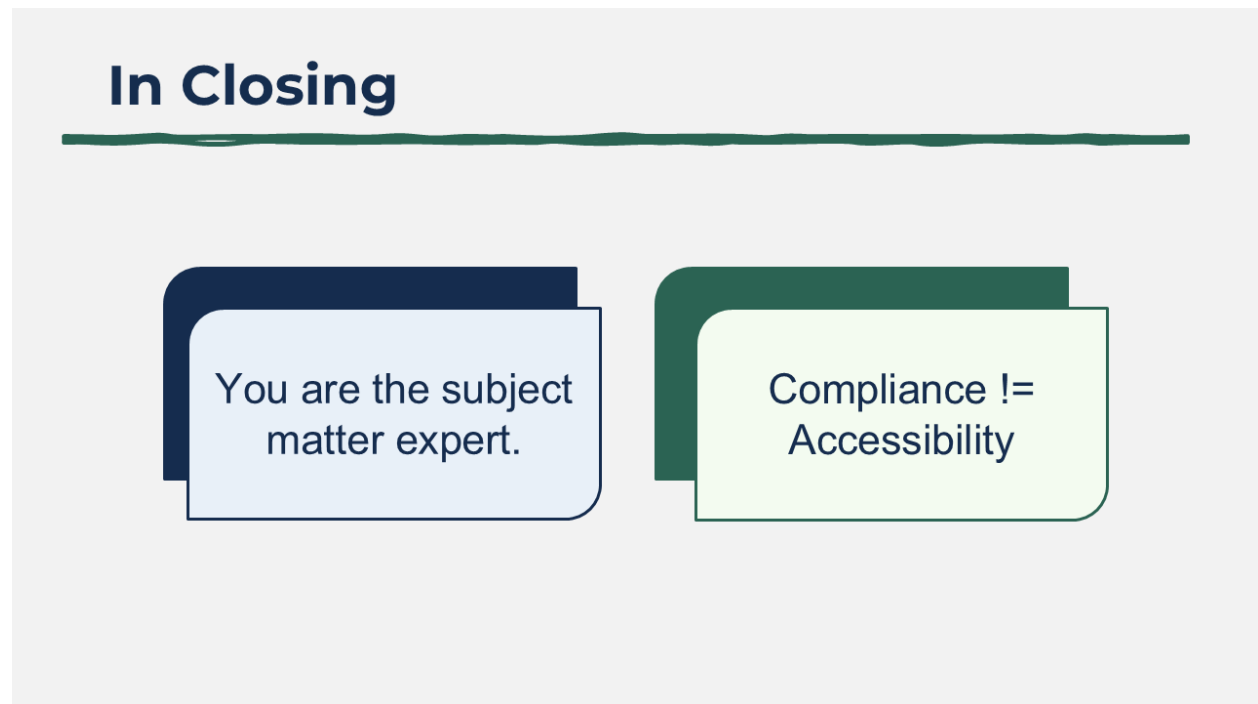
A: Optimizing AI prompts

For example: “Optimize the following prompt for use with an LLM (e.g., ChatGPT, Claude, Copilot, Gemini, Grok).”

2. For big projects (e.g., a major site redesign), it’s prudent to prompt your models for suggestions as well as the potential advantages and disadvantages first. Evaluate the model’s recommendations before deciding which ones to let the model implement.

For example: “I want to remediate the following HTML for accessibility, responsiveness, SEO, appearance, and best practices while retaining the content and overall feel of the site. I want to reduce redundant and unnecessary markup. I generally want to improve the HTML. What changes would you suggest? Explain the benefits and liabilities of your recommendations.”

Slide 94 - In Closing

The slide features a light gray background. At the top, the text "In Closing" is written in a bold, dark blue font, underlined with a thick, dark green, hand-drawn style line. Below this, there are two overlapping rectangular boxes. The left box is light blue with a dark blue border and contains the text "You are the subject matter expert." in dark blue. The right box is light green with a dark green border and contains the text "Compliance != Accessibility" in dark green. Both boxes have a slight drop shadow and rounded corners.

In Closing

You are the subject matter expert.

Compliance != Accessibility

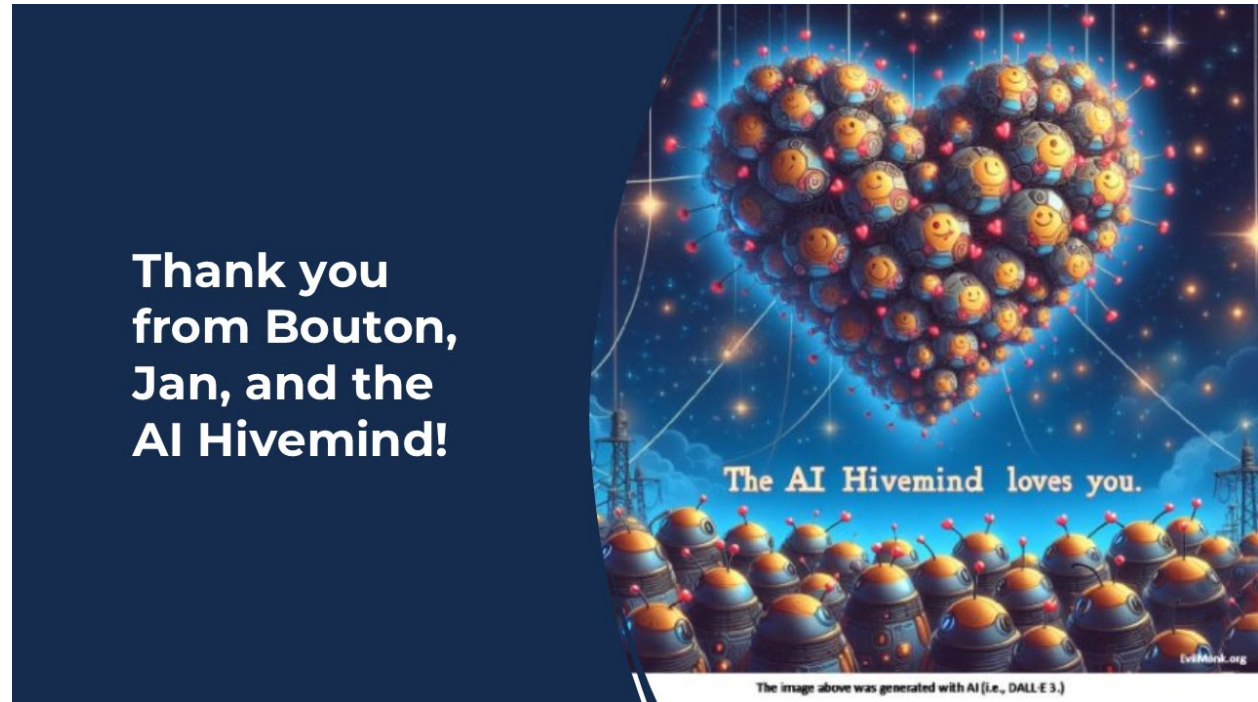
We have two last points:

1. AI is not a substitute for understanding any topic (e.g., Accessibility, HTML, CSS). It is a mistake to depend on AI to be your expert. AI cannot lend you expertise. The human in the loop is ultimately responsible.
2. Compliance does not equal Accessibility. An AI model can produce content, markup, and code that is 100% WCAG complaint without being accessible.

Slide 95 – Questions from the Attendees

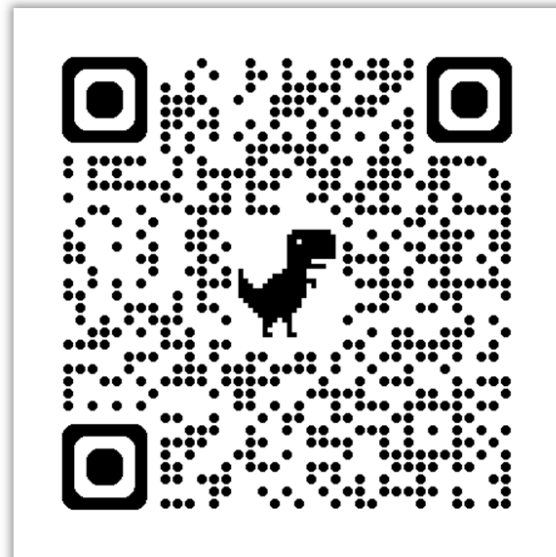


Slide 96 - Thank you from Bouton, Jan, and the AI Hivemind!



Slide 97 - Additional Resources

Additional Resources



tinyurl.com/AccessU2026-PracticalAI

The QR code and Tiny URL redirect to a [Resource Folder on Google Drive](#).

Resources

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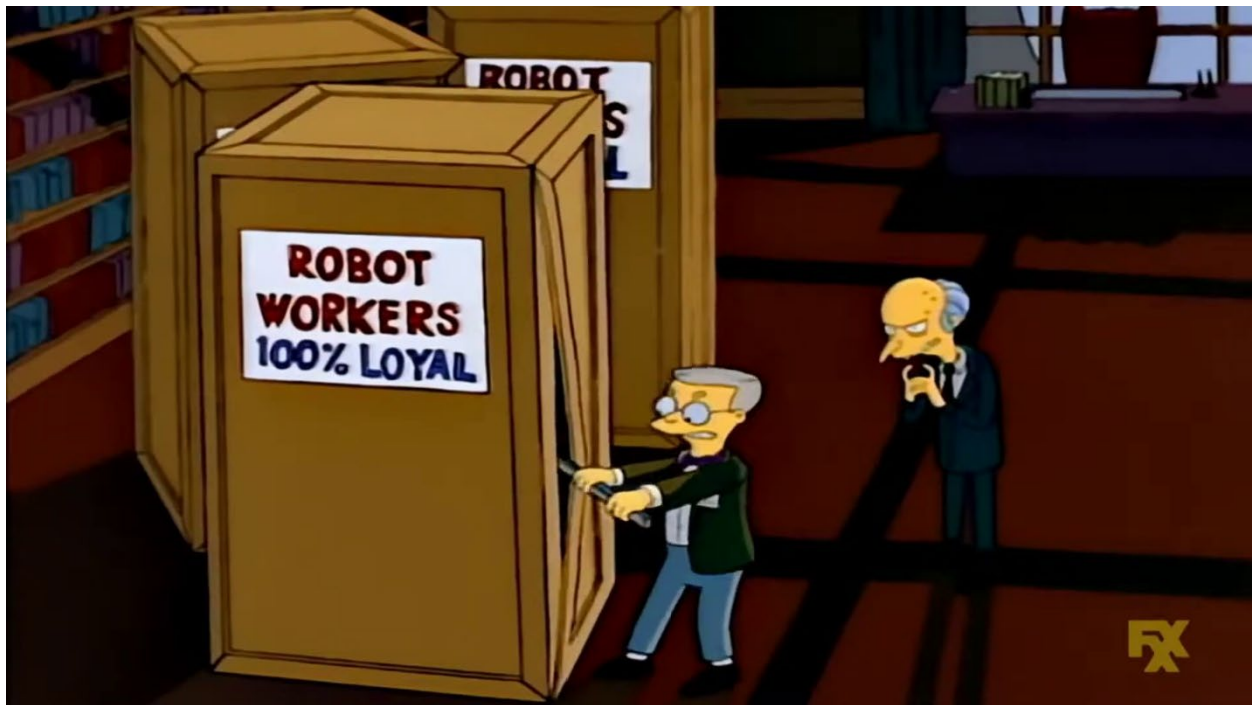
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Humor

- Video: [A.I. Sherlock Holmes](#) (4:55)
- Video: [burns and smithers run the plant](#) (:49)



Misc.

- [Steal These Prompts](#): Bouton's AI prompt library
- Video: [Why This Woman's Arrest Exposes a Dangerous AI Problem](#) (3:37)
- Video: [Former DOGE staffers testify in NEH grant lawsuit](#) (4:59). Politics aside, the takeaway here is not to over-rely on AI.

Glossary

A11y

A [numeronym](#) that serves as a shorthand way of writing the word, “accessibility.” For the word, “accessibility,” there are 11 letters between the “a” and the “y,” hence “A11y.”

AI Comparison to the Human Body

Credit to Satish Kumar Billasonti, LinkedIn: <https://www.linkedin.com/in/billasonti/>;
Salesforce Architect - TPM - AI Strategist - Dev - 13x Certified

(Source: Adam Danyal, Founder AI For Leaders - Retrieved May 7, 2026 from [LinkedIn Post](#))

The Big Picture: The LLM thinks, RAG fact-checks, Agents execute, and MCP makes sure they can all talk to each other.

LLM (Large Language Model) - “The Brain”

- **The Concept:** This is the core engine of intelligence. Like a brain that has read the entire internet, it understands patterns, logic, and language.
- **What it does:** It uses reasoning to generate text, solve equations, or write code based on its internal training.
- **The Limit:** It only knows what it learned during "school" (training). If something happened yesterday, it might not know it yet.

RAG (Retrieval-Augmented Generation) - “The Brain + A Library”

- **The Concept:** Imagine the Brain sitting in a library with access to every one of your company's private files and live news feeds.
- **What it does:** Before answering, it retrieves relevant facts from external documents and then summarizes them.
- **The Limit:** It provides the right information, but it's still just "talking"—it isn't doing the work for you yet.

AI Agents - “The Brain + Hands”

- **The Concept:** This is an LLM with the agency to use tools. It doesn't just tell you the weather; it logs into your calendar and reschedules your outdoor meeting because it's raining.

- **What it does:** It uses memory and execution to perform multi-step workflows. It "loops" its thinking until a goal is achieved.
- **The Limit:** Without a way to talk to different software easily, the "hands" are limited to one specific task.

MCP (Model Context Protocol) - “The Nervous System”

- **The Concept:** This is the newest layer. It's the wiring that connects the brain to every data source and tool in a universal language.
- **What it does:** It provides a standardized plug so that any AI can instantly "feel" and "touch" your databases, local files, or Google Drive without custom coding.
- **The Limit:** It's the infrastructure—it's invisible, but without it, the body is paralyzed.

Numeronym:

A numeronym replaces the middle letters in a word with a number that represents how many letters are between the first letter of the word and the last letter of the word.