

Accessibility Style Guide

This document serves as a companion to the Accessibility for Editors workshop provided for Lurie Children's Hospital of Chicago editors given on June 17, 2019.

This document hopes to outline:

- Why **writing for the web matters**.
- Why **writing for accessibility** is both **good for users** and **legally sound**.
- Why **writing simple, easy to understand, and non-ambiguous content** is the best **search engine optimization** method.

The good thing is that diligence in the first two points leads not just to an up-to-date site, but also to a site that's mobile-friendly, search-optimized, and ready to deliver your message without fail.

In This Document

This document is designed to help you better manage content on your new site. It is broken into two specific sections:

[Structure for Accessibility](#) - There are a lot of fields and tags that can be added to content in order to make it readable by screen readers, search engines, and browsers in general.

[Writing for Accessibility](#) - Writing for accessibility means writing so that those with some level of disability - from someone that uses a screen reader to see the site to someone that is learning English as a second language - can understand your content. It also means writing for search engines, web browsers, and, really, *everyone* who comes into contact with your site.

[Search and Meta](#) - Search engines, internal site search, and sites like Twitter and Facebook do some weird things with your content if you don't plan accordingly, so we'll talk about meta titles, Opengraph images, and other meta information.

Structure for Accessibility

Alternative Text

Alternative text is the heavyweight in the accessibility world, especially when it comes to what editors can do. This is largely because it deals with a major portion of the accessibility audience (those who cannot see) and it deals with a major part of the website (the images).

The rule to the letter is this: every non-text element requires a text alternative so that it can be read using assistive services. Ultimately, writing alternative text depends on the context of the image, but is essentially boils down to this: alternative text conveys necessary information at a level that someone who can see the image might get.

How To Add Alternative Text

Alternative text is typically added in two places: on the image itself within the CMS, and when an image is added to the WYSIWYG editor.

Within a Template/On Upload

With Episerver, editors assign site-wide alternative text to the image at the file level. This is helpful for templates, which often pull images in without editorial context.

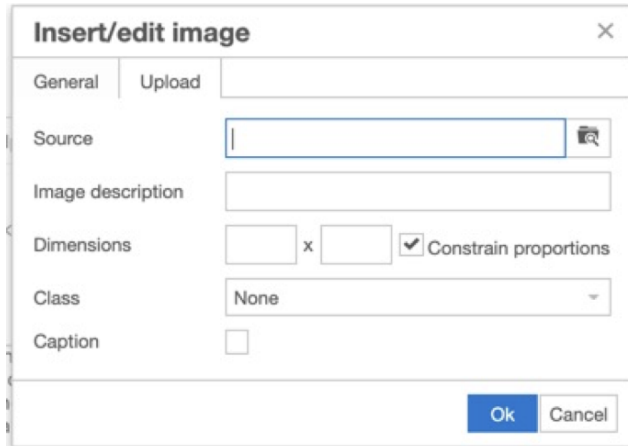
The file looks something like this: go to the file, select to edit the file, and then select the “All Properties” icon. Alternative Text is the fifth field down.

The screenshot displays the Episerver CMS file editor interface. On the left, a sidebar lists properties: Category, FocalPoint, OriginalWidth (508), OriginalHeight (377), Alternate Text, and Optional Image Caption. The main area shows the 'All Properties' tab, which includes a menu bar (File, Edit, Insert, View, Format, Table, Tools, Help) and a toolbar with icons for various editing functions. Below the toolbar, there is a large text area for the file content, and a status bar at the bottom right indicating '0 WORDS'.

Within the Body Copy

In other situations, alternative text is added within the body copy WYSIWYG editor. The reason for this is that WYSIWYG content is often lawless and out of control - it has no formal tie to the template around it, and therefore we have to manually apply any alternative text to the image itself.

In Episerver, you add this when you upload the image. It is, unhelpfully, called "Image Description."



The screenshot shows a dialog box titled "Insert/edit image" with a close button (X) in the top right corner. The dialog has two tabs: "General" (selected) and "Upload". The "General" tab contains the following fields and controls:

- Source:** A text input field with a cursor, followed by a small icon of a document with a magnifying glass.
- Image description:** A text input field.
- Dimensions:** Two text input fields separated by an "x" character, followed by a checked checkbox labeled "Constrain proportions".
- Class:** A dropdown menu currently showing "None".
- Caption:** A text input field.

At the bottom right of the dialog are two buttons: "Ok" (highlighted in blue) and "Cancel".

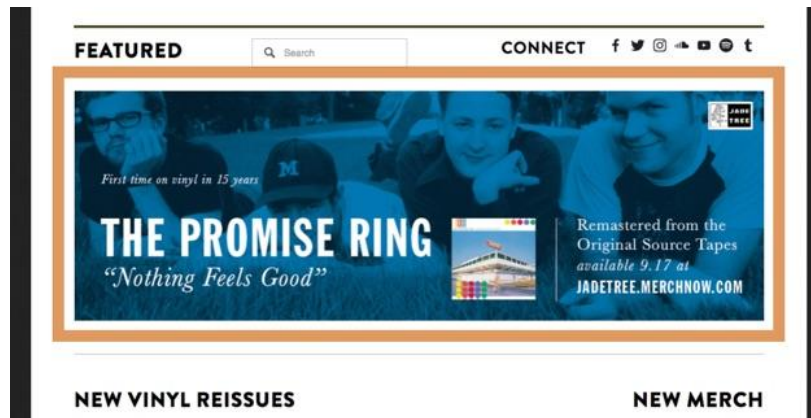
When To Add Alternative Text

The biggest issue with alternative text is knowing when it needs to be added, especially since adding alternative text is *not always the right thing to do*.

However, there are some basic rules to follow.

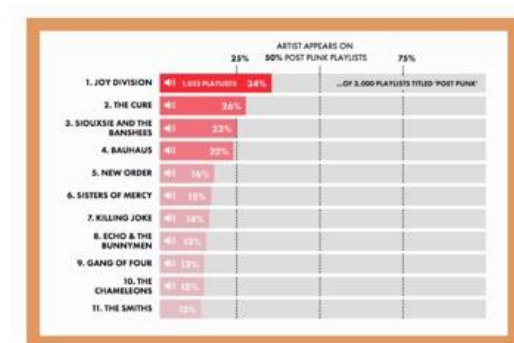
If the image has text in it

When text is present in the image, editors should provide alternative text that matches the image text.



If the image is a chart or table

The alternative text should either recreate the information within the chart or table, or it should link to a full text description of the chart or table.

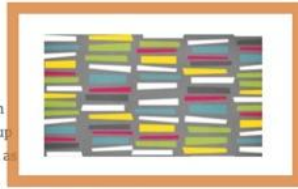


If the image provides information or context not present within the main text

The alternative text should describe the purpose and intent of that image. (Note: this does not mean an exact description of what is in the image).

"Well maybe if you put it where it goes, you'd be able to find it."

I have kids. And I may as well have this phrase tattooed on my forehead. My kids take the shortest route to cleaning up by throwing things in the nearest container. It's easy, but as a result my house seems to have an endless series of bins,



For example, in the image above you could write alternative text in several different ways:

- You could make it a short, fast description of the image. (alt="a bunch of boxes")
- You could painstakingly describe it in detail. (alt="five columns of non-symmetrical boxes with between ten and twelve boxes in each column with randomized colors, including green, blue, white, red, black, yellow, on a grey background")
- Or, you could provide a description tied to the purpose of the image. (alt="a grid of differently colored boxes illustrating order among chaos")

Most of the time, you're going to land there in the middle, with alternative text that describes the purpose of the image. In this case, there is contextual information in the image that you can't really fully describe by simply describing each item in a painstaking way.

When To Ignore Alternative Text

Remember: the idea of alternative text is to create an experience that mirrors the visual experience, but in order to do that we have to understand that not every image is necessary to the site itself. Some images are what we call **decorative**, and some are considered **structural**. They offer graphic ambiance, but they do not present any actual content.

Even if alternative text is ignored, it still needs to be reference. In these cases, there needs to be a blank alternative text tag (alt="") so that screen readers don't get confused when they encounter an image without text.

Adjacent Text

In the case of adjacent text, there is no need to assign alternative text. In this case, including that alternative text could be harmful to the experience, because someone using a screen reader would read the alternative text AND the adjacent text, often hearing the exact same thing twice in a row.

Examples include:

- A directory that includes the name of the person next to their image.



Bangasser, Karen

Director of Presidential and Board
Operations

karen.bangasser@usiouxfalls.edu

605-331-6684

Jorden Hall

- A caption on an image within a publication.

Why science? The definitive nature of it, Corey says. The fact that we're constantly learning life's intricacies, and that the details help us understand not only the nature of the world, but also the very nature of learning itself. It's why he still gets excited to pick up new skills, or to teach clients, or to discover the critical organizational nuances within a business.

He'll circle the bike trail a few times a week. He's ridden (nearly) across Iowa. He used to write a column about beer.



Corey speaking at Now What? Conference 2014

- An icon that sits alongside a heading.

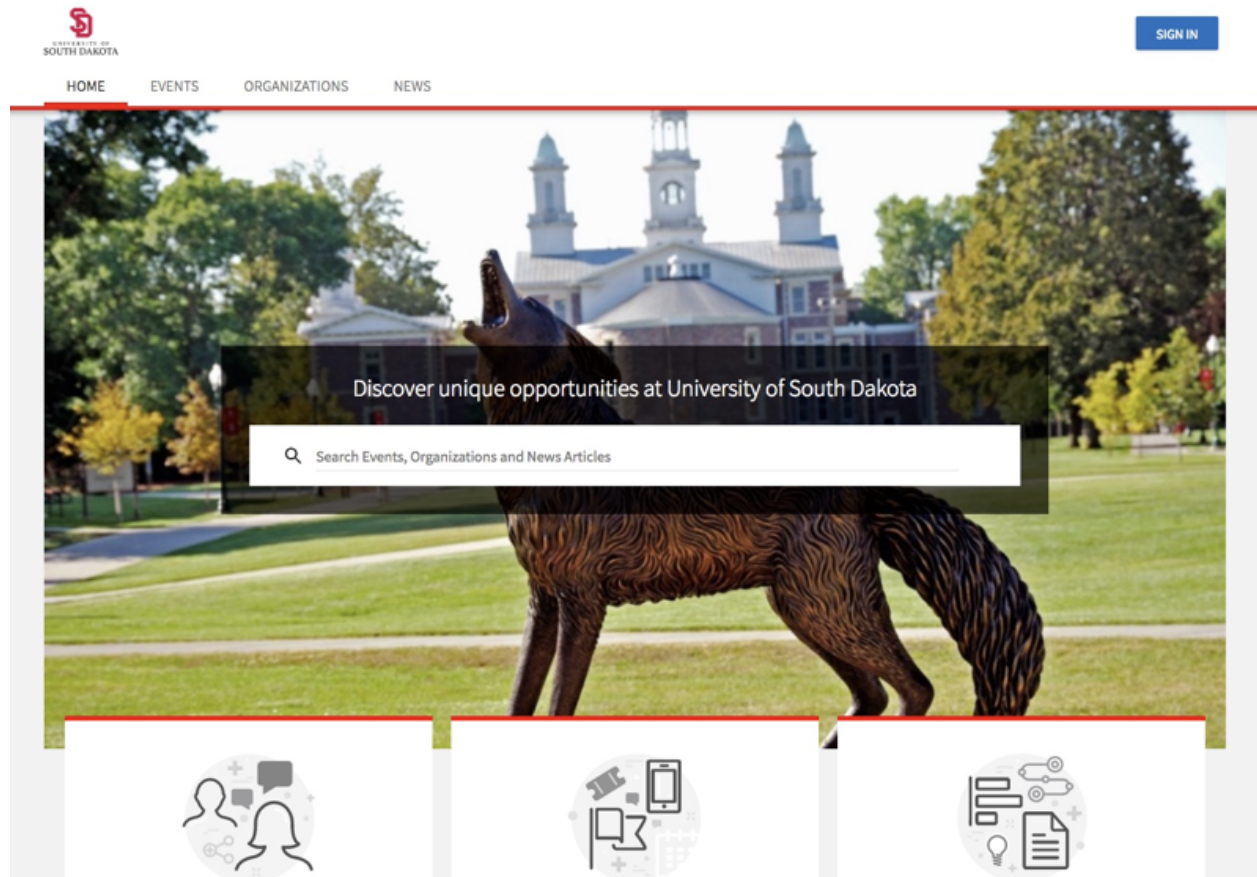
		
Find a doctor	Symptom checker	Urgent or emergency care?
Browse and connect with world-class pediatric specialists.	See how your child's symptoms or conditions match up to our	Choose the right type of care in the heat of the moment.

In all of the above cases, the explanation is already there. We simply need to acknowledge there's an image (`alt=""`) but there is no need to describe the image. It's already been covered.

Decorative/Structural

Decorative or structural images are those that serve a visual purpose as a part of design, but do not convey necessary information as a part of page content. These often include graphics used to separate sections of content, backgrounds, and generic hero images.

For example:



In this case, the background image is **not necessary** in conveying the purpose or content on the page. It is showing a general ambiance of the university, but it is not participating in understanding the page or its functions.

Editorial Judgement

The issue, of course, is that determining whether an image is decorative or necessary is a completely editorial judgement call. Some examples are going to be easy - an image illustrating a concept should have alt text so it can be understood, while a statue of a wolf on a search page has little to do with page content - but others might land in a grey area.

When it comes down to it, you need to be able to stand by the decision to give an image a blank **alt=""** tag. **Always err on the side of clarity** - simply scan the page and ask yourself “what would this sound like if the image was read out loud.”

“I Still Don’t Know If I Should Add Alternative Text”

Thankfully, the W3C has you covered. View the [Alt Decision Tree](#) on W3C’s site to walk through your options.

Captioning and Transcribing Videos

Whenever video or audio content is placed on the site, a transcript or a set of captions must also be present in order to satisfy the requirements of ADA.

But, transcripts and captions are not only for those with hearing disabilities — everyone uses transcripts and captions these days, from those who simply cannot have their sound up on their computer to those who are in situations where they prefer reading over viewing.

Choosing between the two is simple:

- **Captions** are actively connected to the video, and are useful when the video is meant to be viewed in real time with the text — a live event, or something in which the video is closely tied to the audio, such as comedy that requires timing.
- **Transcripts** separate the text from the audio, providing an article view of the content, and are useful in situations where the content can stand on its own. (They also provide usable text for search engines.)

Captions

Captions can often be added within the video service itself, if videos are hosted on an external site, such as YouTube or Vimeo. These techniques are always changing, so the links below provide information on how to handle captions from each of the services.

- [Adding captions to YouTube](#)
- [Adding captions to Vimeo](#)

If captions are handled within the video itself, these methods may not necessarily hold true. Remember: transcripts are required regardless of whether they're external (like Youtube) or hosted on the site itself.

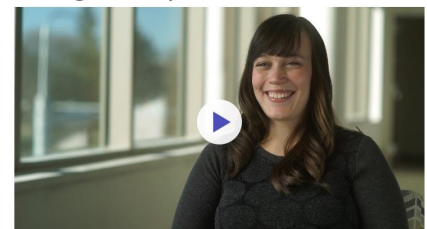
Transcripts

Transcripts live outside of the video itself, and are most commonly written or added below or close to the video itself. Providing a link to a transcript on a separate page is also allowed.

Benefits of this method include:

- Presenting video content in a more searchable way
- Providing video content in a written form for those who prefer written content.

Testimonial - Confidence and Trust During Delivery



Video Transcript

I'm Ricki, I'm from Grand Rapids, Minnesota, originally. I moved down here about six years ago to work at a job for SCSU Aviation as a Senior Secretary and Flight Dispatcher. My daughter is Aspen, she's seven months, very vibrant, healthy, young little girl. Only child.

Why did you choose Brookings Health System?

I had Aspen here at the Brookings Health System. Having her due in April, I didn't wanna have to face the winter conditions going back and forth to Sioux Falls, both in labor and coming back, returning from the hospital. It was important to me, with work being pretty busy, to have appointments that were close, so I didn't have to take a lot of time off to go back and forth. And it was important to me to have my OB that I sought care with actually be there for delivery, which, to my understanding, wasn't an option in Sioux Falls if I chose to deliver there, so...

How was your pregnancy?

Pregnancy was perfectly healthy and normal up until 39 weeks. I went in for my appointment and my OB checked me, and we figured out that the baby was a breech presentation at that time with an

Video Transcript

Writing for Accessibility

There are two parts to writing for accessibility:

- Will someone who does not have a full grasp of the English language understand this?
- Will someone who does not have a full grasp of our industry or unique product terms understand this?

In this way, there are two audiences for accessible writing: those who need help with **language**, and those who need help with **your language**.

This isn't completely true, though - there's a third audience: **the web itself**. Web browsers, search engines, and assistive services all have one thing in common: they cannot understand nuance, subtlety, or sarcasm. They can only understand the things we program them to understand.

So we have three tasks. **Write clearly. Write understandably. And write with the understanding that robots will read your text as well.**

Structuring and Formatting Your Content

We have to remember that while those of us without major sight disabilities can see all aspects of a page at once, audio screen readers and other assistive technology often interpret a page linearly, one item at a time. This means there's an added need to structure content in a logical way.

There are two ways we can structure accessible content within the editable part of the page: through titles, and through content headings. Additionally, through links, lists, and other content tags, we can assign meaning to our content for all users - including robots.

Headings

Headings are used to define sections, purpose, and function of the content on your page. They help assist the semantic structure of the web so that it can be understood by not only people, but by assistive technology, search engines, and web browsers.

Since the rapid advancement in graphical web layouts, headings are most often positioned as design elements. However, they are actually structural elements that help organize page content like an outline. They require the correct order, and they require logical use, otherwise they harm the scannability of a page of content.

Headings in Templates

Page templates are built with headings already assigned. The page title should be the first level heading `<h1>`, with each page section getting an `<h2>`. This means that the layout of most templates looks like this:

```
<h1>Page Title
  <h2>Section Title
```

<h2>Post-content Section Title

<h2>Post-content Section Title

While the page templates may assign <h2> to each block and element (for example, a section titled “Recent News” at the bottom of a page template would most likely be assigned an <h2>) the main body of content for the page is still handled within a WYSIWYG editor, meaning we have to assign our own sections.

Headings in Body Copy

Writing headings for body copy follows a general outline format. Once your content is finished, confirm that each section/major thought and concept is given a related heading. This allows users to easily find the content they need.

For example: <http://www.eatingelephant.com/2018/04/accessible-editor-headings-descriptive-links/>

On the linked page, the title is given an <h1>. Each major section is given an <h2>, and each sub-section within is given an <h3>. With this layout, we can see a clear outline for content that gives an immediate look at what the post is about.

- H1: The Accessible Editor: Part Five — Inside the WYSIWYG: Headings and Descriptive Links
 - H2: Headings: The Outline of Your Content
 - H3: The Order of Headings
 - H3: Writing Headings
 - H3: Inside Out vs. Outside In
 - H2: Descriptive Text Links: Beyond “Click Here”
 - H3: Link Text Should Be Clear: One Thought Per Link
 - H3: Link Text Should Be Short Enough To Make a Promise
 - H3: A Few Notes About Link Media
 - H2: About Corey Vilhauer
 - H2: About Blend Interactive

To write these, don't be too cute. There's a big difference between saying:

How The West Was Won And Where It Got Us

...and...

Why the Lakers Have Dominated the Western Conference

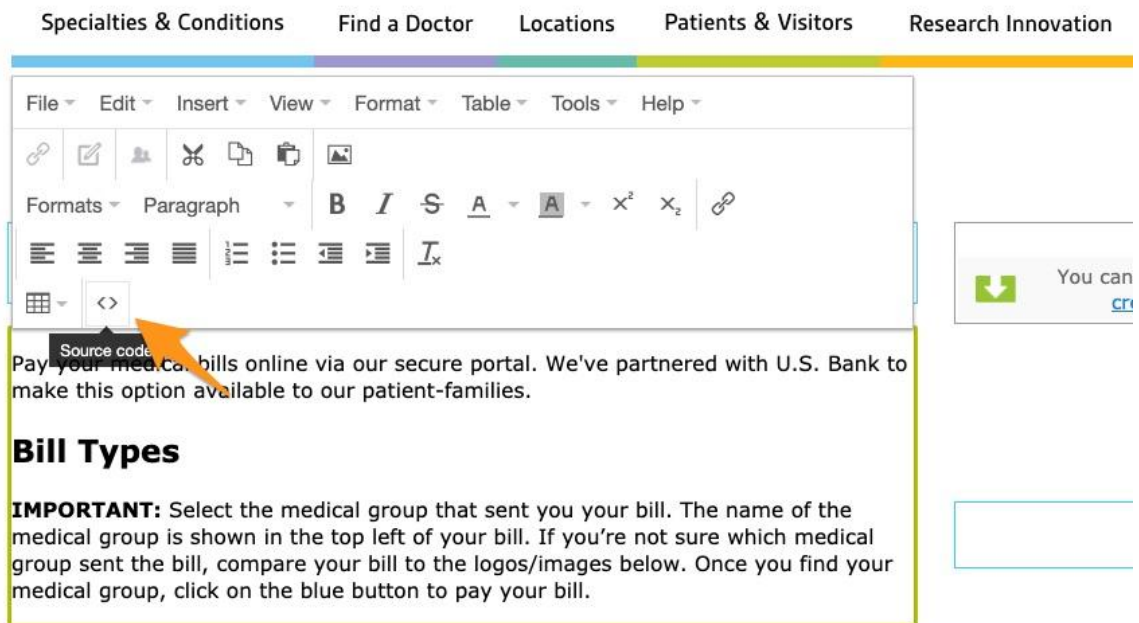
While the first one might work well in context when reading from one sentence to the next (and while it references a wonderful R.E.M. song), if someone is scanning headings the purpose of that section is in danger of being lost. The second one is not as clever or as fun, but it's definitely more clear.

As always, there's a balance. Heading structure is not a 100% required accessibility issue to protect from litigation, but it's common sense for being good to site users - therefore, using our best editorial judgement comes into play.

Blank Headings? Getting Rid of Old Code

Sometimes, your WYSIWYG editor will leave remnants of old code as you make edits. You won't notice this - often, *no one* will notice this - but a WAVE test might show throw an error for an "empty" or "blank" heading.

If you get a flag for an empty heading via WAVE or some other accessibility testing tool, go to your body copy and switch to "source code" mode.



Lurie Children's Hospital Services

Look for any heading tag that is missing content. Delete that line, and the issue should be solved.

```
<p>Pay your medical bills online via our secure portal. We've partnered with U.S. Bank to
make this option available to our patient-families.</p>
<h3></h3>
<h2>Bill Types</h2>
<p><strong>IMPORTANT:</strong> Select the medical group that sent you your bill. The
name of the medical group is shown in the top left of your bill. If you're not sure which
medical group sent the bill, compare your bill to the logos/images below. Once you find your
medical group, click on the blue button to pay your bill.</p>
```

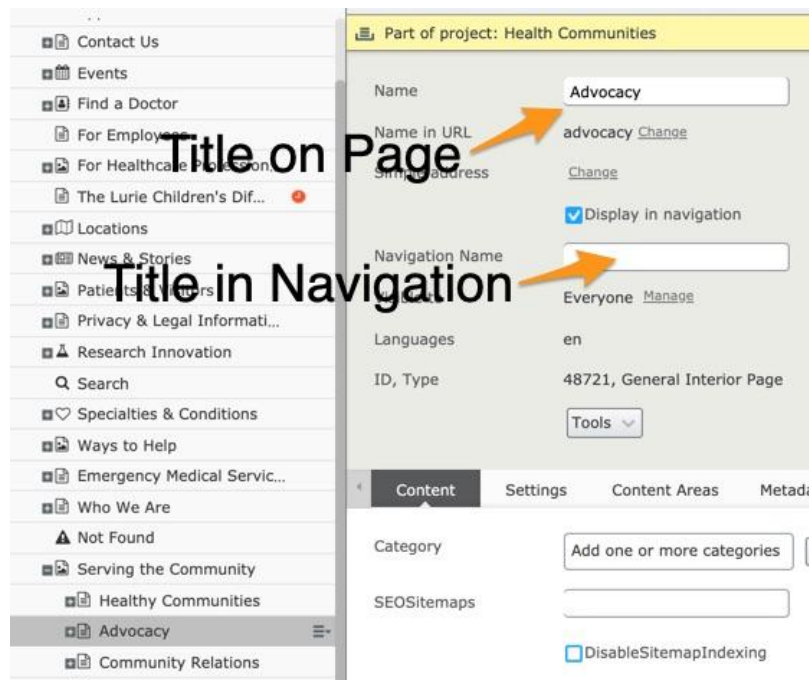
The Title Field

The title field gets used in several ways, depending on how the site is set up. It can be the navigation title, or it can be the title pushed for search engines to pick up. It can be the title of an article, and it can be the title of the piece of content itself within the CMS. In Episerver, there are three titles: the “Name,” the “Navigation Name,” and the meta title.

All of these uses have one major thing in common: they all contribute to wayfinding on the site, especially for someone who is using a screen reader to navigate content. The title field is important to accessibility because it is what is announced when a new web page is loaded.

The basics are this: give an informative title that is short but understandable.

Two titles are available from the main page tab.



Depending on the way the template is set up, the HTML title may be derived from the content title, barring any overrides. This is important: this means the title you use to describe your page on the site is also going to be used to describe the page through search engines. In the example above, a suffix is added to the title (“ | Lurie Children’s”) allowing the site name to be included in search engine results.

Writing titles is the same as writing headings, except instead of describing things within the context of the page, you are describing things within the context of the *site*.

Titles should be unique to the site. They should also be clear and clean - do not put unneeded terms in a title, and especially do not stuff them with “keywords” in the spirit of SEO.

Descriptive Links

Where headings are designed for scannability and navigation, links are designed to actually take you elsewhere - and, they become the other fast navigation method for someone using both assistive technology and someone simply using their keyboard to move around the page.

What this means is that sometimes people will ONLY see or hear the text of the link. None of the contextual information around it. None of the paragraphs before or after. *JUST* the text of the link.

What this means is that when we make a promise - which, again, is what we are explicitly doing when we present a link - we need to be clear and honest about the final destination of that link.

Links should be:

Embedded

Do not post a full URL (<http://www.blendinteractive.com>) and instead, post the link embedded in text ([Blend Interactive](#)).

Clear

Do not embed a link in a single word if that word doesn't clearly describe the content of the link.

For example:

Great things happen for those who [shop](#) with us.

The link says "shop," but ... shop what?

Great things happen for those who [shop with us](#).

A little clearer, but the context does not help us know if this is shopping in a store or online

Great things happen for those who [shop online with us](#).

This is clear: we know this link will take us to the online store.

Descriptive

Say what people are going to find. Never write "click here" (many people don't even "click" anymore) or "read more" without providing context to what they're going to encounter.

Links to Media

The above examples were all text pages, but what happens when we're linking to a PDF or video? Again, we have to be honest. We have to tell site users when they're going to a PDF, or a video, or even off site.

Some sites are set up to add this text to any link automatically - if going off site, it will add "off site link" to the screen reader and provide a little icon. However, if this is not available, it can be done through the text of the link itself:

- Download the [application form \(PDF\)](#)

- Learn more at [our Careers site \(off-site\)](#)

Link Titles

Link titles are problematic, but can be used in a pinch. Screen readers aren't always consistent from operating system to operating system, so some will read a link title *instead* of the link text, and some will read both the link text and the link title, and some will ignore the link title altogether.

1. Don't put a link title just because. Like we mentioned above, some use it and some don't, and so blanketing everything with a link title automatically can be distracting and harmful to the user experience.
2. Don't use a link title to fill in gaps that can be filled in using actual text.
3. Don't hide information in the link title, such as an off-site or PDF warning.
4. Know that screen readers are going to read the link title exactly the same as alt text.

When deciding whether or not to add a link title, always try to write in a way that *doesn't require one*.

Other HTML Formatting

Lists

Lists convey a hierarchical content structure just like headings, and this structure is similarly understood by both screen readers and search engines.

According to the W3C:

- **Unordered lists** (such as this one) should be used when there is no order of sequence or importance.
- **Ordered lists** suggest a progression or sequence.

Writing Your Content

There are two ways we can make text easier to read and more translatable and visible by those with learning disabilities, those who use screen readers to quickly navigate the screen, and those who consider English a second language - make it more simple, and make it more scannable.

Scannability

We're often bombarded with giant paragraphs of text that are both difficult to understand at first glance and intimidating for anyone who doesn't have a high reading level.

This brings us to the concept of *content design* which helps create better visibility not just for the elements on the page, but for the text itself. This means doing the following:

- **Write a relevant headline** - we've talked about this above
- **Write in shorter chunks of content** - just one thought per paragraph
- **Use headings** - signify to the reader where content concepts are located
- **Use bullet points** - signify to the reader that this is a list of things you need to know

- **Write clear and actionable links** - we've also talked about this above

The positive of writing like this is that by assigning headings, properly labelling links, and using fewer but more important words, we are doing two things - we are providing an easier page to translate, and we are providing better search engine optimization.

We are being deliberate with our language, and we have to remember that search engines rely on other people linking content and showing preference. If you can be readable, scalable, and deliberately accessible, people will read it. Good copy is better than optimized copy.

Readability Levels and Plain Language

Writing is a very difficult task, and when we are faced with grey areas we want to confirm we're doing it right. This is where tests like Flesch-Kincaid come in, a readability test that provides a quick look at the grade level.

Readability measurement is a good tool, but it can also be a false tool. Take care when using readability scores to determine content completeness, and instead use it to guide toward better decisions.

Remember: plain language doesn't mean dumbed down language. Readability changes depending on the context - something difficult for a biology student might not be difficult for a biology teacher.

We suggest following the following three steps:

View readability levels as guidance and work accordingly.

If you look at readability levels and use them as a place to start, you will take care of high-difficulty pages first - or, you will confirm that those high-difficulty pages are just right for their intended audiences.

You can test readability here: <http://www.readabilityformulas.com/free-readability-formula-tests.php>

Review words for their frequency in everyday language.

At Blend, we sometimes use a tool called Simple Writer, which will highlight words that fall outside the most common 1000 words in the English language.

Simple Writer: <https://xkcd.com/simplewriter/>

We don't expect all uncommon words to disappear, but we do expect that they should be reviewed for ways to simplify. This isn't a rule, but more of a check.

Write everything to the reader.

We tend to think through text in the mind of the writer - after all, we're the ones writing it. After writing, and after reviewing for readability and removing unfamiliar words when possible, simply take a look at the text one last time and put yourself in the mind of the reader.

Specifically: read every sentence and ask yourself "what am I intended to take away from this piece of text."

Things to Avoid

Directional Language

Screen readers don't see direction. They, instead, follow the markup of the page itself. Browsers don't follow direction either - how many times has the sidebar on the right suddenly become the sidebar at the bottom thanks to a responsive web browser?

Avoid directional language for this reason.

Yes: Choose from one of these six options.

No: Choose from the options below.

Idioms

Simply put, idioms do not translate.

Which means someone who does not understand an idiom *especially* won't understand it if

- It's translated into a different language.
- They speak English as a second language.
- They don't live in the region and don't understand local custom.
- They are on the autism spectrum and read the text as literal.

Shy away from idioms whenever possible.

Passive Text

Passive text confuses the order and focus of a sentence, but it's even harder for someone who is familiar with different language structures or more simple and concise writing.

1. Passive voice adds an added level of complexity. Talking or writing in a passive voice hides the main focus, and reverses things in our mind, making the text feel backward, stilted, and forced.
2. Passive voice shifts away from action. When we write for action, we want that action to be *clear*. We want people know what they need to do ... not what we need them to do for us.

So, instead of...

New regulations were proposed. (Note, this is inferred as "New regulations were proposed *by us*".)

...we should write...

We proposed new regulations.

Likewise, instead of...

Bonds will be withheld in cases of non-compliance with all permits and conditions.

...we should write...

We will withhold your bond if you don't comply with all permit terms and conditions.

One quick (and kind of weird) hint: if you can add "**by zombies**" to the end of the sentence and it still makes sense ... it's passive.

Search and Meta

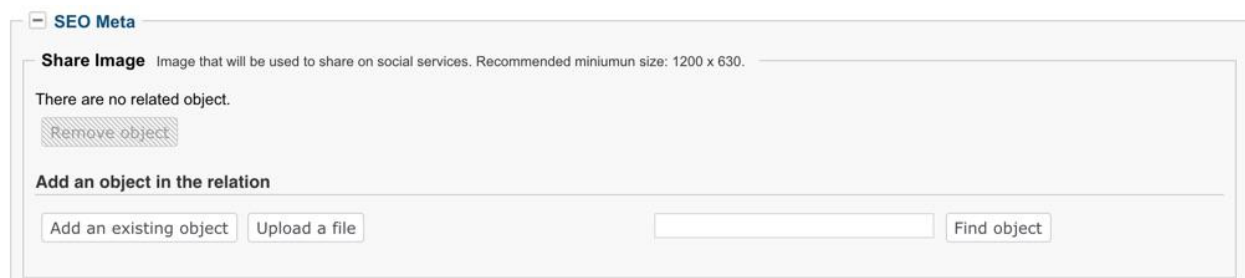
Information on updating and maintaining meta fields, content, and Open Graph options.

What is this?

Meta descriptions and other meta information are crucial for web sites because they help provide information that would otherwise be hidden. Each page on the web includes a set of meta information.

Meta information is important because it helps web browsers and crawlers understand the context of the page. Remember: **a web page is read by a robot**, of sorts, that can only be trained to understand specific triggers. **It cannot understand context**, nor will it understand what or how to use content within the page for other applications.

Meta fields for Lurie Children's are located on the page, in the Metadata tab.



The screenshot shows a web interface for configuring SEO meta data. At the top, there is a tab labeled "SEO Meta". Below it, a section titled "Share Image" contains a text input field and a note: "Image that will be used to share on social services. Recommended minimum size: 1200 x 630." Below this, a message states "There are no related object." with a "Remove object" button. Further down, a section titled "Add an object in the relation" contains two buttons: "Add an existing object" and "Upload a file". To the right of these buttons is a search input field and a "Find object" button.

Meta Title

The meta title provides an alternate title to the page title, and is used most often in search results and in the browser title field. Meta titles are the first thing read aloud by a screen reader when arriving on a page, which makes them incredibly important for both confirmation and wayfinding.



Meta titles are also used in **social media cards** when sharing a link.



To write a meta title, be simple and clear. This is often the first content someone sees for your site, so take care in making it understandable. Some guidelines:

- Say exactly what's on the page, but also give context. While the title above shows as The Mollusk - Wikipedia, any title will work even without the site name (since it is inferred above the title, as seen above.)
- Write in an active voice.
- Include structured content, such as SKU numbers, book authors, or job titles, if relevant.

Yes:

The Mollusk: Vinyl, CD, Cassette | Last Stop CD Shop

No:

Albums for sale at Last Stop CD Shop

Meta Description

The meta description is a field used to provide a summary of the content on the current page. It is used by search engines - both internal and external - and is most likely the content that will show on the search engine results page. According to Google, every page should have a meta description. **"They are like a pitch that convince the user that the page is exactly what they're looking for."**

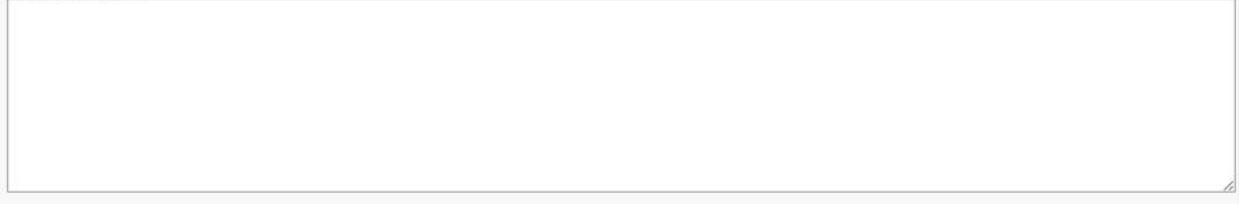
Corey Vilhauer, User Experience Architect | Blend Interactive

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Corey Vilhauer, user experience architect at Blend Interactive, is a content strategist, information architect, and conference speaker.

For Lurie Children's, the description is pulled from the Meta Description field. However, if the field is left blank, it will automatically default to the first 150 characters of main body content.

Meta Description :



To write meta descriptions, simply focus on the content of the page. This is often the first content someone sees for your site. Some guidelines:

- Write in an active voice.
- Include structured content, such as SKU numbers, book authors, or job titles, if relevant.
- Use potential search keywords *if they are natural*. Do not force keywords into your meta description, because that kind of keyword stuffing is noticed by both search engines and actual site users.

Yes:

Vilhauer Shoes in Sioux Falls has 1000s of styles of shoes for men, women, and children.
Discounts available for veterans.

No:

[Click Here For Shoes, Women's Shoes, Men's Shoes, Children's Shoes, Shoes for Dogs, Shoes for Cats, Shoes for Fish, Shoes for ...](#)

Open Graph Content

Open Graph is a protocol that provides additional structured content to links in a social media setting. In other words, it's what makes your links look like more than links when you copy and paste into Facebook, Twitter, or Slack.

The Open Graph protocol includes dozens of different options. You can provide links to unique audio files, or you can list a unique site name. For Lurie Children's, the Twitter image will be used for Opengraph.

Open Graph Images

By default, social networks will attempt to use the most prominent image on the page, though that image is not always the correct one. Assigning an Open Graph image allows you to say, emphatically, *this* is the image I want to use.



Additional Open Graph Fields

Other Open Graph data should be pulled automatically from existing content. For example:

- **Open Graph Description** - should rely on the meta description and its fallbacks
- **Open Graph Title** - should rely on the meta title and its fallbacks