

VPAT Accessibility Conformance Report

(Based on ITI VPAT®)

Name of Product	Clinical Practice Readiness Assessment
Date Last Updated	April 17, 2026
Completed by	Jay Nemchik (Elsevier Digital Accessibility Team)
Applicable Standards/Guidelines	This document rates Clinical Practice Readiness Assessment (CPRA) according to the W3C WCAG 2.1 A and AA requirements.
Contact for More Information	Elsevier Digital Accessibility Team accessibility@elsevier.com
Testing Tools and Methods	• Hands-on keyboard operation • DevTools/Code inspection • Mozilla Firefox 134 and Chrome 132 on Windows 11 23H2 • NVDA screen reader 2024.4 • Color Contrast Analyzer • W3C Web Accessibility Initiative (WAI) Pages • Elsevier Accessibility Checklist
Document Sections	This review document includes all WCAG 2.1 A and AA checkpoints, organized into 7 logical sections: • Visuals • Keyboard • Headings and Structure • Labeling • Multimedia • Usability • Mobile User Experience
Pages Covered	This report encompasses the "student" context of CPRA: • Activity: Patient Exam • Student Results Page
Terms	• Supports: The functionality of the product has at least one method that meets the criteria without known defects or meets with equivalent facilitation. • Partially supports: Some functionality of the product does not meet the criteria. • Does not support: Majority of functionality of the product does not meet the criteria. • Supports (N/A): According to W3C on conformance, "If there is no content to which a success criterion applies, the success criterion is satisfied."
Notes/Terminology	• "AT" stands for Assistive Technology such as screen readers, voice input, etc. • Activities feature interactive virtual patient simulations that feature three-dimensional graphics and animated components, using technologies such as HTML5 Canvas, WebGL, and Web Assembly. • "EHR" refers to the Electronic Health Record section/pane in the Activities interface, which comprises several tabs.

Conformance Summary

WCAG 2.1 Success Criterion	Level	Evaluation
1.1.1: Non-text Content	A	Partially supports
1.2.1: Audio-only and Video-only (Prerecorded)	A	Supports (N/A)
1.2.2: Captions (Prerecorded)	A	Supports
1.2.3: Audio Description or Full Text Alternative	A	Supports
1.2.4: Captions (Live)	AA	Supports (N/A)
1.2.5: Audio Description	AA	Supports
1.3.1: Info and Relationships	A	Partially supports
1.3.2: Meaningful Sequence	A	Supports
1.3.3: Sensory Characteristics	A	Supports
1.3.4: Orientation (2.1)	AA	Supports
1.3.5: Identify Input Purpose (2.1)	AA	Supports (N/A)
1.4.1: Use of Color	A	Partially supports
1.4.2: Audio Control	A	Supports
1.4.3: Contrast (Minimum)	AA	Partially supports
1.4.4: Resize text	AA	Supports
1.4.5: Images of Text	AA	Supports
1.4.10: Reflow (2.1)	AA	Does not support
1.4.11: Non-Text Contrast (2.1)	AA	Supports
1.4.12: Text Spacing (2.1)	AA	Partially supports
1.4.13: Content on Hover or Focus (2.1)	AA	Partially supports
2.1.1: Keyboard	A	Supports
2.1.2: No Keyboard Trap	A	Supports
2.1.4: Character Key Shortcuts (2.1)	A	Supports (N/A)
2.2.1: Timing Adjustable	A	Supports
2.2.2: Pause, Stop, Hide	A	Supports
2.3.1: Three Flashes or Below Threshold	A	Supports (N/A)
2.4.1: Bypass Blocks	A	Supports (N/A)
2.4.2: Page Titled	A	Supports (N/A)
2.4.3: Focus Order	A	Partially supports
2.4.4: Link Purpose (In Context)	A	Supports
2.4.5: Multiple Ways	AA	Supports
2.4.6: Headings and Labels	AA	Supports
2.4.7: Focus Visible	AA	Supports
2.5.1: Pointer Gestures (2.1)	A	Supports (N/A)
2.5.2: Pointer Cancellation (2.1)	A	Supports
2.5.3: Label in Name (2.1)	A	Supports
2.5.4: Motion Actuation (2.1)	A	Supports
3.1.1: Language of Page	A	Supports
3.1.2: Language of Parts	AA	Supports (N/A)

WCAG 2.1 Success Criterion	Level	Evaluation
3.2.1: On Focus	A	Supports
3.2.2: On Input	A	Supports
3.2.3: Consistent Navigation	AA	Supports
3.2.4: Consistent Identification	AA	Supports
3.3.1: Error Identification	A	Supports
3.3.2: Labels or Instructions	A	Supports
3.3.3: Error Suggestion	AA	Supports
3.3.4: Error Prevention (Legal, Financial, Data)	AA	Supports (N/A)
4.1.1: Parsing	A	Supports
4.1.2: Name, Role, Value	A	Supports
4.1.3: Status Messages (2.1)	AA	Supports

WCAG 2.1 A and AA Success Criteria

Visuals

WCAG 2.1 Checkpoint	Conformance Level	Remarks
1.1.1: Non-Text Content (A) Provide text alternatives for non-text content (e.g. images)	Partially supports	Most significant non-text content in Activities is in the form of three-dimensional animated graphics, occasionally accompanied by sound. Basic descriptive identification of visually or auditorily depicted scenarios/experiences – most of such content comprises an observation or assessment exercise – are often provided in text. A form of synchronized captioning for the spoken dialog of virtual patients during interview activities is provided within the dynamically updating transcript area. With the built-in screen reader active, non-text animations and sounds, such as auscultation are described as they happen. Key graphics on the Student Results Page depicting leveled proficiency scores have clear text alternatives (available via the title attribute on role="img" elements). Exceptions: Student Results Page: Several instances of decorative icons that should have null alt text. The leveled score content should reference the heading associated with it (Communication, Safety, etc.) instead of always saying "Assessment".
1.3.3: Sensory Characteristics (A) Do not rely on sensory characteristics of components such as shape, size, visual location, orientation, or sound	Supports	There are no instructions or areas of content which rely solely on sensory characteristics. Controls are typically referred to via their visible text labels.
1.4.1: Use of Color (A) Color is not used as the only visual means of conveying info	Partially supports	In most instances, when color is used as a means of conveying information, another visual method is also used to convey the information without color. Exceptions: - Active tab in the EHR is distinguished only by color (orange vs. blue border) - Exam activities (e.g. auscultation) may feature options where completion or previous selection is distinguished only via color differences (grey vs. blue component colors, with opacity) – although the transcript/log holds entries for previously conducted actions - EHR red text (e.g. "Allergies: ...") – Red text is distinguished (most text is black) as more important/urgent information, yet only by color. - Leveled proficiency graphics on the Student Results Page use color differences (e.g. orange or green cell fill instead of grey)

		to convey score – although text in proximity, e.g. "Developing" or "Proficient", describes the score sans the scale
1.4.3: Color Contrast (Minimum) (AA) Text has enough contrast with the background (4.5:1 for small text and 3:1 for large text)	Partially supports	Text has sufficient contrast with its corresponding background in most areas. Exceptions: - Objective Data forms are disabled during the Decision Point screen. Although this previously submitted information serves only as reference, it is presented with significantly reduced contrast (light grey on white). - EHR red text (e.g. "Allergies: ...") – Text in EHR sections may occasionally be red, which has insufficient contrast against background (white).
1.4.4: Resize Text (AA) Text can be enlarged up to 200% without loss of functionality.	Supports	Content remains functional within Activity canvas with browser zoom at 200% on the Activity page (text zoom does not affect canvas). Activities do not feature functionality to modify text scaling; full-screen mode (via "Enable Fullscreen" within the Settings menu) is the preferred method to enlarge text and other content. Operating System zoom settings do not affect full-screen mode.
1.4.5: Images of Text (AA) Text is used rather than images of text, except where the presentation of text is essential, such as logos	Supports	The technologies utilized by Activities do support such a distinction between text and images of text (content is not implemented via markup languages). The Student Results Page does not feature any images of text.
1.4.10: Reflow (AA) Content can be presented without loss of information or functionality, and without requiring scrolling in two dimensions for: - Vertical scrolling content at a width equivalent to 320 CSS pixels; - Horizontal scrolling content at a height equivalent to 256 CSS pixels..	Does not support	The Activity canvas employs a fixed aspect ratio on the page and does not utilize a responsive view. When the content management system webpage embedding the canvas is zoomed, accessing functionality or content may require both vertical and horizontal scrolling. Note: The best way to prevent horizontal and vertical scrolling is to activate the "Enable Fullscreen" within the Settings menu. The Student Results Page lacks a responsive design and its content does not reflow into a single column at high zoom levels or smaller viewports.
1.4.11: Non-Text Contrast (AA) User interact components and graphical objects have a contrast ratio of at least 3:1 against adjacent color(s).	Supports	Non-text UI components and graphical objects typically have at least a 3:1 contrast ratio against surrounding colors. Components in the interactive simulation experience, e.g. non-text buttons overlaid on 3d simulation area during Exam activity, may partially exhibit insufficient contrast under certain (uncommon) circumstances – but they generally maintain sufficient contrast across the component outline/shape.

1.4.12: Text Spacing (AA) In content implemented using markup languages that support the following text style properties, no loss of content or functionality occurs by setting all the following and by changing no other style property: • Line height (line spacing) to at least 1.5 times the font size; • Spacing following paragraphs to at least 2 times the font size; • Letter spacing (tracking) to at least 0.12 times the font size; • Word spacing to at least 0.16 times the font size.	Partially supports	Activity content is not implemented using markup languages, and text style properties may not be changed. Users are not provided with any alternative option to modify the spacing between characters, lines, and paragraphs. Introductory text on the Student Results Page may be partially obscured by the overall score/summary section container when the text style properties defined by the criterion are applied.
1.4.13: Content on Hover or Focus (AA) Where receiving and then removing pointer hover or keyboard focus triggers additional content to become visible and then hidden, the following are true: • Dismissible • Hoverable • Persistent	Partially supports	Tooltips on pointer hover are present in certain instances in Activites, typically revealing component text labels that obscure minor areas of the 3d simulation. Such additional content is usually persistent, but not reliably dismissible or hoverable according to the criteria. Exceptions: • Component tooltips that appear on pointer hover, e.g. options during auscultation exercise, are not dismissible.
2.3.1: Three Flashes or Below Threshold (A) No more than three flashes in a 1-second period, or the flashes are below the defined thresholds	Supports (N/A)	No flashing content exists.

Keyboard

WCAG 2.1 Checkpoint	Conformance Level	Remarks
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1.3.2: Meaningful Sequence (A) The correct reading sequence can be programmatically determined	Supports	The built-in screen reader uses a reading order that matches the visual presentation for each DCE screen. The Student Results Page utilizes regular HTML markup and preserves a meaningful order for its relatively simple content.
2.1.1: Keyboard (A) All functionality is available from a keyboard, except for tasks such as drawing	Supports	All content can be reached using the tab and shift-tab keystrokes. Enter key and spacebar are used to activate or deactivate form elements such as checkboxes. The very few interactive components (button, link) on the Student Results Page are conventionally focusable and operable via keyboard.
2.1.2: No Keyboard Trap (A) The user can use the keyboard to move through page elements and is not trapped on a particular element	Supports	Keyboard traps are not encountered within the Activities. The Student Results Page does not contain a keyboard trap.
2.1.4: Character Key Shortcuts (A) If a keyboard shortcut is implemented in content using only letter (including upper- and lower-case letters), punctuation, number, or symbol characters, then at least one of the following is true: • Turn off • Remap • Active only on focus	Supports (N/A)	No character key shortcuts are implemented.
2.4.3: Focus Order (A) Users can tab through the elements of a page in a logical order	Partially supports	A custom tabbing order has been set for the Activities that moves through elements in a logical order. Shift-tabbing works in reverse. The very few interactive components (button, link) on the Student Results Page are conventionally focusable in a logical order. Exceptions: • There are a few instances of elements that require multiple tab presses to reach properly, as focus is landing on something not visible.
2.4.7: Focus Visible (AA) The page element with the current keyboard focus has a visible focus indicator	Supports	All elements in the Activities have a visible focus. Note: If focus is not visible for some reason, tapping Shift once should make it appear. The very few interactive components (button, link) on the Student Results Page each feature a visible focus indicator.

3.2.1: On Focus (A) When a UI component receives focus, this does not trigger unexpected actions.	Supports	Focusable elements do not cause unexpected actions/changes of context when receiving focus.
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Headings and Structure

WCAG 2.1 Checkpoint	Conformance Level	Remarks
1.3.1: Information and Relationships (A) Info, structure, and relationships can be programmatically determined	Partially supports	Placement of user focus will indicate what type of element the user is within, such as a popup or tab. Text content is organized visually in a logical manner in general – for example, by using consistent styling for headings within sections, and standard text formatting conventions for lists (bullets to denote unordered list items). Text descriptions are used to clarify information and relationships in some instances. The Student Results Page utilizes regular HTML markup for its relatively simply content, including the appropriate use of heading and list markup. Exceptions: - Table header cells in Flowsheets and Labs tabs of the EHR are not identified clearly as header rows, with no visual distinction from the rest of the table or explanatory text - The built-in screen reader reads out table cell data three times per cell. "Overview" appears as a solitary tab control on the Student results Page, yet is implemented as a link within a list item. The link destination is an in-page anchor for the content section immediately following the link – this link/list (and its visual presentation as a tab control) is superfluous.
2.4.1: Bypass Blocks (A) Users can bypass repeated blocks of content.	Supports (N/A)	Activities are not a set of web pages nor analogous to one, so a mechanism to bypass repeated blocks of content is not applicable. The Student Results Page is a single webpage and its presentation/inclusion in the context of a website may depend on the content management system.
2.4.6: Headings and Labels (AA) Headings and labels are clear and consistent.	Supports	Headings and labels used are largely clear and descriptive. For example, the Exam Menu and its sub-menus of options in Activities are appropriately and clearly labeled; content in the various EHR tabs largely features descriptive headings and labels in text.
3.1.1: Language of Page (A) The language of the page is specified	Supports	The technologies employed for Activities do not allow for language to be specified or programmatically determined. The default page language is appropriately defined as lang="en-US" for the Student Results Page (but may depend on the content management system).

3.1.2: Language of Parts (AA) Specify the language of text passages that are in a different language than the default language of the page.	Supports (N/A)	The technologies employed for Activities do not allow for language to be specified or programmatically determined. There are additionally no sections of text that do not match the default language across Activities or the Student Results Page.
4.1.1: Parsing (A) Use valid, error-free HTML	Supports	Activity content is not implemented via an applicable markup language. The Student Results Page utilizes regular HTML markup. WCAG 2.1 Errata notes: "This Success Criterion should be considered as always satisfied for any content using HTML or XML."

Labeling

WCAG 2.1 Checkpoint	Conformance Level	Remarks
1.3.5: Identify Input Purpose (AA) The purpose of each input field collecting information about the user can be programmatically determined when: - The input field serves a purpose identified in the Input Purposes for User Interface Components section; and - The content is implemented using technologies with support for identifying the expected meaning for form input data.	Supports (N/A)	No applicable form elements that collect information about the user are present across Activities or the Student Results Page.
2.4.2: Page Titled (A) The page has a title describing its topic or purpose	Supports (N/A)	The interactive simulation content and technologies employed do not support a page/document title analogous to that of web pages. Prominent and descriptive primary headings are present on more document-like screens such as Decision Point. The Student Results Page is a single webpage and its page title value may depend on the content management system.
2.4.4: Link Purpose (In Context) (A) The purpose of each link can be determined from the link text or surrounding context.	Supports	Activities are discrete interactive simulation experiences rather than sets of pages or documents, so references or actions analogous to hyperlinks are uncommon. However, each element akin to a link has an identifiable purpose from the link text or surrounding context. Links on the Student Results Page bear clear and meaningful link text.

2.5.3: Label in Name (A) For user interface components with labels that include text or images of text, the name contains the text that is presented visually.	Supports	The custom labels provided to UI elements within DCEs match the visible text for those elements. The very few interactive components (button, link) on the Student Results Page bear accessible names containing their visible text labels.
3.2.4: Consistent Identification (AA) UI components used across the web site are identified consistently on every page.	Supports	While Activities are not a set of web pages nor analogous to one, UI components are consistent within the Activities. Components are typically identified consistently (visually and in text) where they perform the same function. For example, menu items/buttons within the Exam Menu & Electronic Health Record areas are consistently labelled in text. The Student Results Page is a single webpage and its presentation/inclusion in the context of a website may depend on the content management system.
3.3.1: Error Identification (A) Input errors are clearly marked and described to the user.	Supports	Most Activity content is a component of a complex assessment or test exercise not germane to immediate validation/feedback. Error validation in some areas occurs dynamically during user input or upon input submission. For instance, a tooltip error message is presented upon Return key submission for the conversation text upon input of insufficient length. During conversation with a virtual patient, misspelled words are validated dynamically and underlined, and a spelling correction is occasionally offered. Upon conversation input submission, invalid input may result in a dialog advising revision as "[a]n exact question match could not be found". Error states are communicated to the user through the built-in screen reader. There are no forms or other opportunities for user input on the Student Results Page.
3.3.2: Labels or Instructions (A) Items requiring user input are clearly labeled or have clear instructions.	Supports	Labels or instructions are provided for form elements, logically located in close proximity. Cloze tests in Decision Point feature an appropriate instructions to e.g. "select one correct answer for each blank" after the passage and multiple-choice selection inputs. There are no forms or other opportunities for user input on the Student Results Page.
3.3.3: Error Suggestion (AA) When the user makes an input error, give suggestions for valid input.	Supports	While most Activity content is a component of a complex assessment or test exercise not germane to immediate validation/feedback, where relevant, error validation in some areas occurs dynamically during user input or upon input submission. For example, during conversation with a virtual patient, suggestions are presented for input errors. Misspelled words are validated dynamically and underlined, and a spelling correction is occasionally offered. Upon submission, slightly invalid (thematically similar) input may occasion a selectable menu presenting valid question options. Before the Decision Point assessment questions, a dialog is presented to confirm that the

		user has collected all necessary information during the Objective Data collection simulation experience phase. There are no forms or other opportunities for user input on the Student Results Page.
4.1.2: Name, Role, Value (A) For all UI components, the name, value, and role can be programmatically determined.	Supports	The built-in screen reader identifies the name, role, and state of UI elements, which have all been custom added to each element. For example, disclosures read out the visible text and the open/collapsed state of the disclosure. The Student Results Page utilizes regular HTML markup for its relatively simply content, including the appropriate use of button and link elements bearing accessible names for its very few interactive components.
4.1.3: Status Messages (AA) In content implemented using markup languages, status messages can be programmatically determined through role or properties such that they can be presented to the user by assistive technologies without receiving focus.	Supports	Status/dynamic messages are presented occasionally in Activities, often within the transcript area – for instance upon conducting several observational activities from the Exam Menu. These messages are communicated through the built-in screen reader. The state of application within the Activity canvas itself, for example in loading states such as “Please wait”, “Starting Assignment”, etc. is similarly presented visually and communicated through the built-in screen reader. There are no status messages on the Student Results Page.

Multimedia

WCAG 2.1 Checkpoint	Conformance Level	Remarks
1.2.1: Audio-only or Video-only (Prerecorded) (A) Provide alternatives for pre-recorded audio-only or video-only content.	Supports (N/A)	There is no pre-recorded audio-only or video-only content – Activities are interactive 3d simulation experiences with narration and other audio. During the initial Activity preamble, text presented on screen (representing preceptors’ instructions) is fully narrated by an animated character.
1.2.2: Captions (Prerecorded) (A) Provide captions for pre-recorded audio	Supports	Interactive 3d simulations typically include prerecorded audio content. A form of synchronized captioning for the spoken dialog of virtual patients during assessment/interview activities is provided within the dynamically updating “Transcript” area in Activities. The transcript is available through the built-in screen reader. During the initial Activity preamble, audio narration may itself be considered an alternative for the text presented on screen (representing preceptors’ instructions), although there is no synchronized indicator.
1.2.3: Audio Description or Media	Supports	Animated 3d simulation content – for example during the representation of actions or perspectival movement/scene changes – is communicated through the built-in screen reader. Narration of actions

Alternative (Prerecorded) (A) Provide alternatives for pre-recorded synchronized audio/video		and events is also provided as an audio description through the build-in screen reader.
1.2.4: Captions (Live) (AA) Provide captions for live audio in synchronized audio/video.	Supports (N/A)	There is no live audio in synchronized media.
1.2.5: Audio Description (Prerecorded) (AA) Provide an audio description of pre-recorded video.	Supports	Animated 3d simulation content – for example during the representation of actions or perspectival movement/scene changes – is communicated through the built-in screen reader. Narration of actions and events is also provided as an audio description through the build-in screen reader.
1.4.2: Audio Control (A) Audio can be paused and stopped, or the audio volume can be changed.	Supports	Activities have audio that plays automatically, for example narration during the initial orientation phase. Functionality is sometimes provided to pause/stop the audio via a button, and volume control is always available from the settings menu.
2.2.2: Pause, Stop, Hide (A) Users can stop, pause, or hide moving, blinking, scrolling, or auto-updating information.	Supports	While functionality to pause, stop, or hide is not typically present in Activities, almost all constituent animated content and information may be considered essential. For example, user interaction is not permitted during loading animations, so they provide a useful indication of progress. Animations of characters and environments in the 3d simulations are typically direct and brief (e.g. scene/perspective changes lasting less than five seconds, representations of actions initiated by users), or subtle and sustained (the nominal movements of resting/breathing). In either case they provide information essential to the simulations' educational content relating to the physical environments and circumstances they are meant to represent. In some instances such as Telemetry readings, animated/auto-updating content is used to convey essential information about rate and rhythm for the user's observation – this animated content may be dismissed by going back in the Exam menu.

Usability

WCAG 2.1 Checkpoint	Conformance Level	Remarks
2.2.1: Timing Adjustable (A) Users are warned of time limits shorter than 20 hours and time limits can be turned off or extended	Supports	Users are shown a notification message that the session is “Paused” if inactivity persists beyond several minutes. The session state/progress is automatically saved, there is no time limit to respond, and the user is presented with the option to Resume by activating a button. There is no definitive session timeout for Activities or the Student Results Page, or it is longer than 20 hours.

2.4.5: Multiple Ways (AA) More than one way is available to navigate to other web pages.	Supports	Activity content is neither a set of web pages nor analogous to one – the interactive simulation experience largely collates steps along (observational/educational) processes and sections for form entry and additional information. Certain options in the Exam Menu may initiate a skip to or expansion of the corresponding section in the Objective Data collection form within the EHR pane. Preamble sequences and Decision Point forms are stepped processes, with options for previous screens where relevant. The Student Results Page is a single webpage and its presentation/inclusion in the context of a website may depend on the content management system.
3.2.2: On Input (A) Changing the setting of a checkbox, radio button, or other UI component does not trigger unexpected changes in context.	Supports	User input does not initiate unexpected actions or changes in context. For example, the conversation text area does not unexpectedly submit upon user input – only upon the Return key or activation of the send button. Certain options in the Exam Menu may initiate a skip to or expansion of the corresponding section in the Objective Data collection form within the EHR pane (which is always visibly present).
3.2.3: Consistent Navigation (AA) Navigation menus are in the same location and order on every web page.	Supports	Navigation menus are consistent within an Activity, and generally across the series of Activities. After the preamble sequence, Activities adopt a consistent paned interface with well-defined areas for key navigational elements or components such as the Exam Menu and EHR. The Student Results Page is a single webpage and its presentation/inclusion in the context of a website may depend on the content management system.
3.3.4: Error Prevention (Legal, Financial, Data) (AA) For web pages with legal or financial commitments, input can be reviewed and corrected before final submission, and submissions can be reverted.	Supports (N/A)	There are no submissions which require legal or financial commitments.

Mobile User Experience

WCAG 2.1 Checkpoint	Conformance Level	Remarks
1.3.4: Orientation (AA) Content does not restrict its view and operation to a single display orientation, such as portrait or landscape, unless a specific display orientation is essential.	Supports	Activities assume landscape orientation for their simulation content (generally meant to imitate human field of view/scale), but do not restrict display orientation even while in full-screen mode, although there may be unfamiliar positioning/alignment of components or content. Note: CPRE is built on Shadow Health's simulation technology, which considers mobile devices (phones and tablets) unsupported platforms, according to the support article Minimum System Specifications.

		The Student Results Page does not restrict its view/operation to a single display operation.
2.5.1: Pointer Gestures (A) All functionality that uses multipoint or path-based gestures for operation can be operated with a single pointer without a path-based gesture, unless a multipoint or path-based gesture is essential.	Supports (N/A)	Activities and the Student Result Page do not utilize or require multipoint or path-based gestures for any functionality.
2.5.2: Pointer Cancellation (A) For functionality that can be operated using a single pointer, at least one of the following is true: • No Down-Event • Abort or Undo • Up Reversal • Essential	Supports	All interactive content functions through the Up-Event, allowing users to potentially move their pointer off the component to cancel.
2.5.4: Motion Actuation (A) Functionality that can be operated by device motion or user motion can also be operated by user interface components and responding to the motion can be disabled to prevent accidental actuation, except when: • Supported Interface • Essential	Supports	There is no content that utilizes device or user motion.