

Accessibility Beyond the Door: Creating Inclusive and Equitable Outreach and Education Materials

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Goals:

1. Summarize the importance of accessibility for the anti-oppression framework.
2. Explain the importance of accessibility within education and outreach.
3. Develop (create) accessible PowerPoint's, education and outreach materials.

Recognize:

1. Advocates with Disabilities
2. Advocates of Color
3. Trans Advocates of Color
4. Advocates from other Marginalized Communities

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What is the Anti-Oppression Framework?

1. Recognize oppression at multiple levels.
2. Recognize that violence arise out of oppression.
3. Continuously work to dismantle (take apart) oppression.
4. Engage in courageous (brave) conversations.
5. Ally with those who are the most vulnerable in our society.

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What is Accessibility?

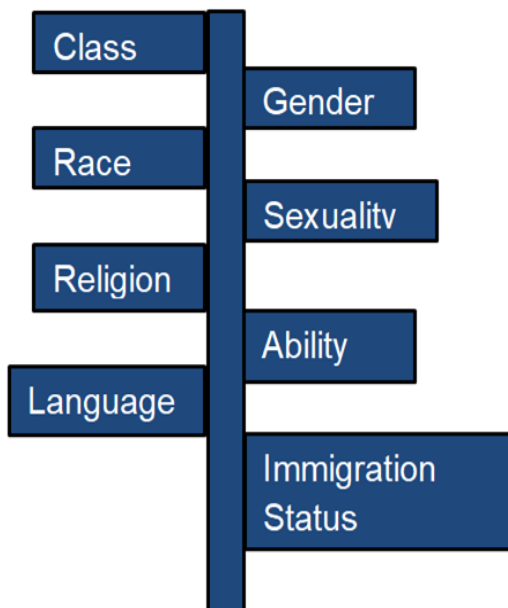


1. Capable of being reached.
2. Easy to speak to or deal with.
3. Capable of being used or seen.
4. Capable of being understood.

(Merriam-Webster, 2019)

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Expanding the Definition of Accessibility



- The traditional definition of Accessibility is not enough!
- Accessibility should be inclusive and intersectional (everything that makes you who you are; like race, gender, and ability).

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Expanding the Definition of Accessibility, (2)

To expand the definition of accessibility, organizations need and should include:

1. Physical Accessibility
2. Cultural Accessibility
3. Language Accessibility

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Physical Accessibility



- Physical accessibility **does not** stop at the door.
- Physical accessibility includes:
 1. Materials and documents
 2. Technology
 - Webinars and PowerPoints
 - Speech

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Physical Accessibility, (2)

Materials and Documents

1. Easy to read.
2. Multiple accessible formats.
3. Translated.
4. Person First or person identified.

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Physical Accessibility, (3)

Technology - Webinars

1. **Consider everyone!**
2. Intergraded captioning/ recording.
3. Screen reader compatibility.
4. Video relay services (VRS).
5. Have flexible ways to interact with participants .

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Physical Accessibility, (4)

Technology - PowerPoints

1. Use a clear and large font: **at least** 18pnt.
2. No more than 5 bullets per slide.
3. Avoid using green, red, and orange.
4. Use at least 1.5 spacing between lines.

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Physical Accessibility,(5)

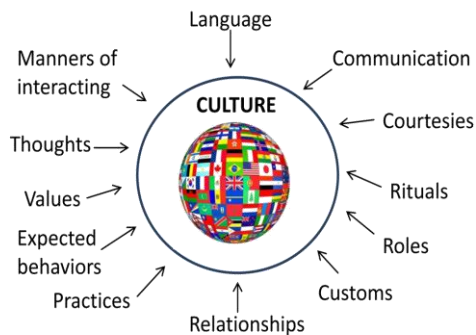
Speech

1. Pace of speech
2. Enunciation (how we speak)

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Accessibility and Culture

Along with services, materials need to be **culturally relevant!**



1. Reflect the voices of that specific cultural group!
2. Equal partnership in the creation of outreach materials.
3. Practice Humility.
4. Positive representation matters!

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Accessibility and Language

- Language can be used to bring people together.
- Language can be used to empower people.
- Language can be used to help people.
- But, language can also hurt and marginalize (segregate) people.

Language Matters!

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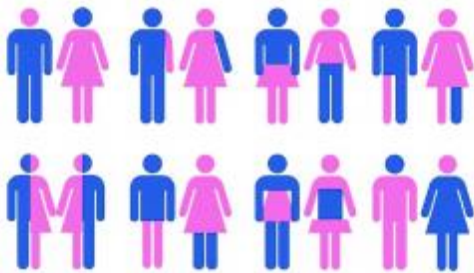
Accessibility and Plain Language

1. Breakdown complex Ideas
2. Avoid Acronyms
3. One idea at a time
4. Use short and clear sentences
5. Be present and allow for additional time

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Accessibility and Gender

GENDER AS A CONTINUUM



1. Using gender binary (only male of female) terms like male and female can stop people who may need your services.
2. Materials should be gender neutral and gender inclusive.
3. Gender intersects with race, ability, and immigration status.

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Accessibility and Sexual Orientation



1. Sexual orientation is a continuum (a large range of sexual orientations that a person can identify with).
2. Sexual orientation and gender are not the same!
3. Inclusion and equity applies to sexual orientation like race and gender.

Sexual Orientation



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Putting Accessibility into Practice



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PRODUCING EDIFICATION LANGUAGE

All data should be concise and logical to read and interpreted.

The structure of the information should be liner and not sporadic. This is difficult for most Homo Sapiens. It is wonderful and accelerating to understand the inscribed evidence. The translation of data is not enough. There is an abundance of branches to consider when using plain language. The audience may include people who have:

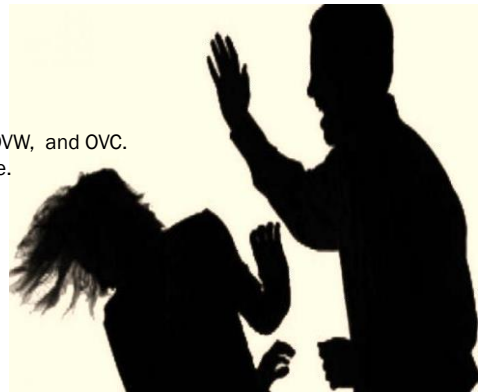
a learning disability, has a low literacy levels, uses English as a second language, is elderly, and is deaf.

IF IT IS CLEAR AS MUD THEN IT DOES NOT WORK.

DOMESTIC VIOLENCE 101?



- Many DV programs are funded through VAWA, OVW, and OVC.
- one in four women experience dv in their lifetime.
- DV includes physical and emotional abuse.
 - **Anything to make her feel unsafe.**
 - DV can also happen during HT.



SEXUAL VIOLENCE 101?

- Every ninety two seconds, an American is sexually assaulted. Every nine minutes a child is assaulted. **5/1000 = prison for the perp**
- Disabled people experience sexual violence at higher rates due to their lack of education around boundaries.

Learning Objectives

OBJECTIVES

- 1.
- 2.
- 3.



After this module, participants will be able to:

- Identify sources and consequences of stress related to working with children and families affected by domestic violence
- Recognize many facets of diversity and culture
- Examine their own identities and how this impacts relationships with others
- Engage in anti-oppression reflective practice

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Kansas Regulations: KSA 75-4351 et seq, Regarding Language Access

- Any person whose primary language is one other than English and who is a party to or a witness in a civil proceeding is entitled to an interpreter.
 - K.S.A. § 75-4351.
- Mandatory
- The court may provide for the payment of the interpreter's fee out of funds appropriated for the operation of the courts and agencies. The interpreter's fee may not be assessed against the person whose primary language is one other than English.
 - K.S.A. §75-4352.
- The judge shall appoint an interpreter.
 - K.S.A. § 75-4352.

Plain Language Guidelines

Prepared by Kelly Smith, Self-Advocate Coalition of Kansas

1. Know your audience. Be sure that the language you use is appropriate to the audience. For example, use terms and phrases that are understandable to your audience.
2. "Break it on down", Thelma Green, Washington, D.C. If your message is complicated, you should break it down to be understood. Complex ideas may be difficult to easily understand. If they are broken down into simpler ideas and phrases, you are more likely to be understood
3. Don't use acronyms. If you must use acronyms, explain/define what the acronym means to your audience. Don't assume that they know.
4. One idea at a time. Develop your message one point at a time. This will assist the audience in being able to fully understand the message.
5. Use short, clear sentences. Complex sentences are often difficult to understand.
6. Take people through the thinking process rather than assuming they know the process.

Make it Clear

WHAT

WHY

WHEN

A guide to making
Easy Read information

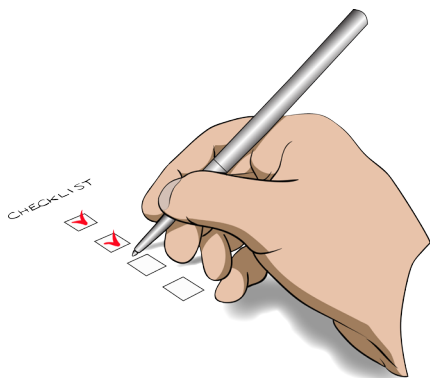


**Everyone has the right to
get information in a way you
understand**

How to use words and pictures to make information easier to understand



**This guide will help you write information
that is easy to understand.**



**There is a tick list in this document that
you can tick off to help you.**

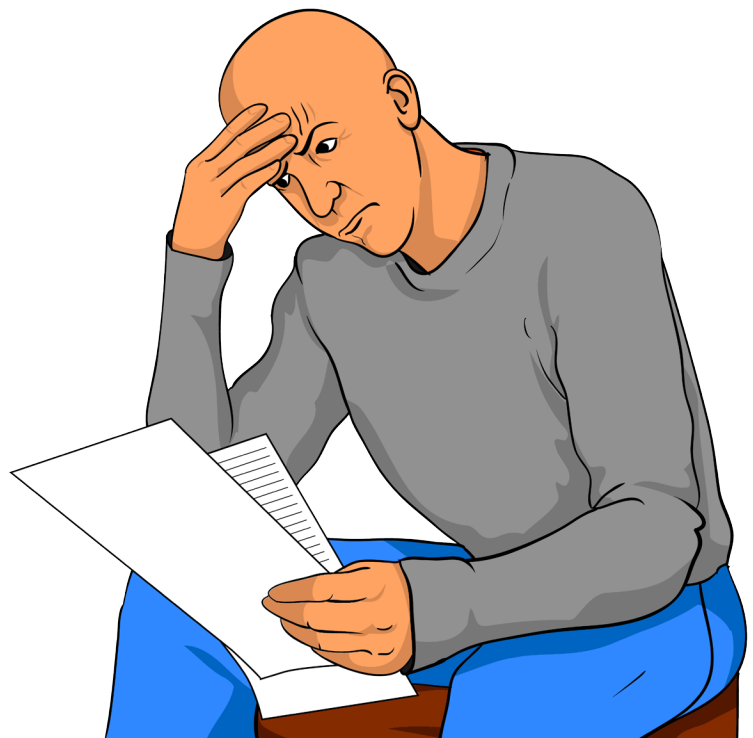
About this guide

This guide has been made to help you:

- write your information in a way that is clear and easy to understand
- use easy words and pictures to make your information accessible
- prepare documents for people who have difficulty reading and understanding written information.

This guide is for:

- organisations
- services
- work place
- businesses
- family/ whanau
- friends
- communities.



What is Easy Read information?

Easy Read information is:

- information that is clear and easy to read and understand
- developed to support people with learning (intellectual) disability better understand written information
- different from plain English and plain language but uses the same principles and builds on them

www.plainenglishawards.org.nz/what-is-plain-english

www.plainenglish.co.uk

- written information, supported by pictures
- uses everyday words and has no jargon or acronyms.



Who is Easy Read information for?

Easy Read information is for people who have difficulty reading and understanding written information.

Easy Read information is for some people who:

- have a learning disability
- have low literacy levels
- use English as a second language
- are elderly
- are Deaf.

Some people will be able to read Easy Read information independently. For others they will require someone to facilitate the information.



Some things to think about before you start writing

1. Think about the audience – who are you writing this Easy Read information for?
2. Understand the content of the document. Ask more questions from the source if you need to clarify information such as does the information have a short life or long life?
3. Think about what the final product needs to look like. Is it a pamphlet, a conference flyer, report, or a research summary?
4. Is it part of a set of other accessible documents of the same information? If yes then the Easy Read version needs to look like it belongs to the set – same quality, similar cover design and style.
5. Set an appropriate timeframe for making sure you can achieve each step of the process and involve people with learning disability.



Getting started – some of the rules for writing Easy Read information

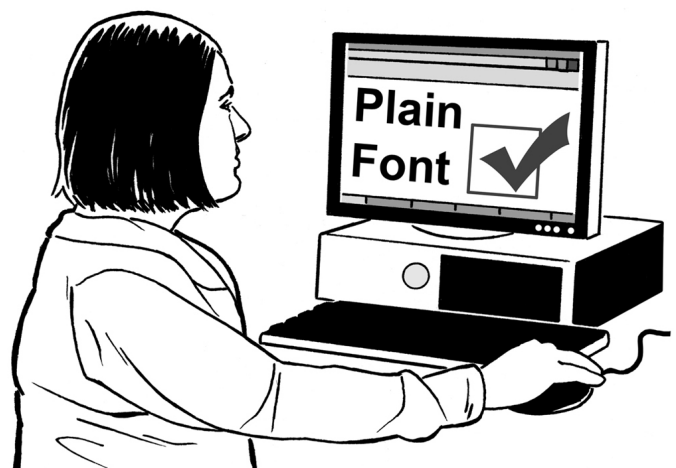


How to set your page up

1. Use wide margins.
2. Justify all of your writing to the left.
3. Keep the pictures to the left of the writing.
4. Use at least 1.5 spacing between lines.
5. Number the pages at the bottom right hand side.
6. Use large font: at least size 16.
7. Use a clear font like Arial.
8. Usually 4-5 pictures to a page is the maximum.
9. Use wide spaces so the information is clear.
10. Use numbers not the words for numbers: 8 not eight.
11. Do not use text boxes as they are hard to adjust formatting

How to organise a document

1. Have one idea per page.
2. You may need to reorganise the information from the original document. It is best to group all the same topic of information together in the Easy Read translation to make it easier for the reader.
3. Use headings and subheadings. Use colour, bold and large font to highlight information. Check colours used will photocopy well in black and white if the document will need to be photocopied for use in the future. Always use the same font across all the headings.
4. Always finish a word on the line.
5. Always finish a sentence on the same page.
6. Always finish a paragraph on the same page.



What images to use

Images support and add meaning to words.

- Use symbols, pictures, photos or drawings.
- You can find pictures on the Clipart function of Word.
- You can purchase “picture kits” from specialised organisations.
- Make sure the pictures are relevant and age appropriate.
- You don't have to have a picture for each bullet point you can have one just for the main point.
- Don't put pictures over the words.
- When using photos make sure they are up to date and clear with not too much in the photo. Be aware photos date quickly.
- Make sure you use freely available images or make sure you have the right to use them.



Publishing the document

Getting the document ready to publish can take some extra time.



It is important that you check back with the writer to see that:

- you have correctly interpreted the information
- the message is still the same and clear
- the images match the words.

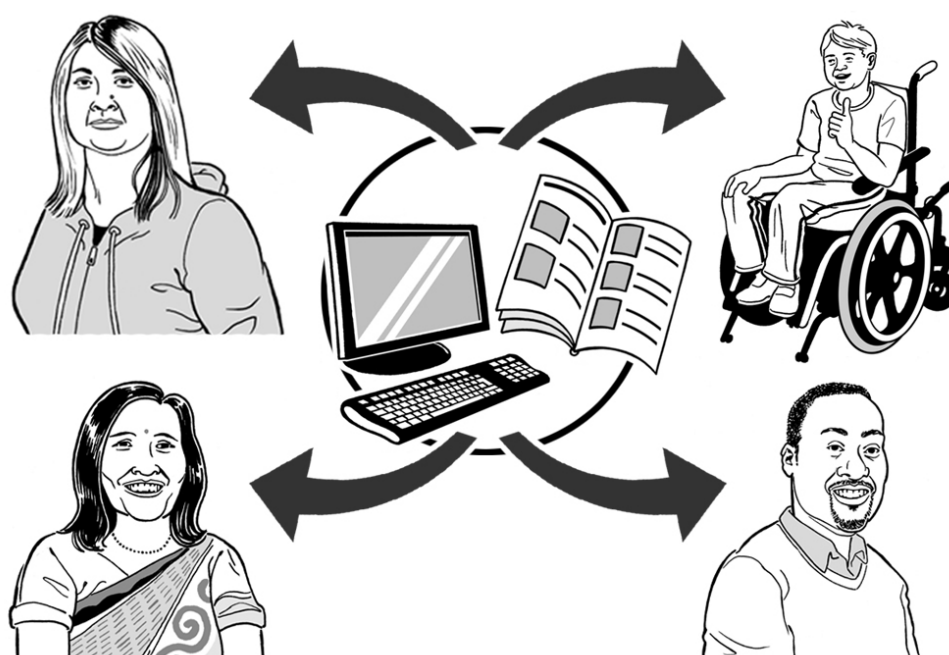
It is important that you make it clear that designers are not to make changes to the format, font size, colour or the images as this will take the document out of Easy Read principles.

How will the document be available?

If the document is going to be in hard copy print then there should not be any issues.

If the people or organisation requesting the document are putting it online in Word format then you could encounter problems with formatting.

You may want to suggest that the document is put into a PDF file before loading onto the internet although this can reduce some accessibility for people who use screen readers.



What can People First offer?



1. People First New Zealand has full Easy Read translation service. You provide the information and People First will estimate cost and translate the information.
2. People First can act as an advisor on documents that you produce. This means that you have a go at producing an Easy Read document and People First will work with you to make sure the information is in line with all Easy Read guidelines.
3. People First NZ has groups across the country and they can provide quick feedback to make sure your information and images are easily understood.

Check list

- Write in short sentences of 15-20 words.
- Write as if you are speaking.
- Use active verbs as much as possible.
- Keep the language personal e.g. you, we, I.
- Use Arial font – at least size 16.
- Don't underline, use bold to emphasise a word.
- Each sentence has one idea.
- Use drop down bullet points to list.
- Don't use jargon or acronyms or italics.
- Don't write in upper case.
- Don't use don't – use do not.
- Always use numbers – don't write numbers.
- Use full names e.g. road, not Rd or Ministry of Heath not MoH.
- Reduce punctuation as much as you can.
- Use boxes to help information stand out.
- Make sure the layout is the same throughout the document.



Make it This information has been translated into Easy Read
by People First New Zealand Inc. Clear