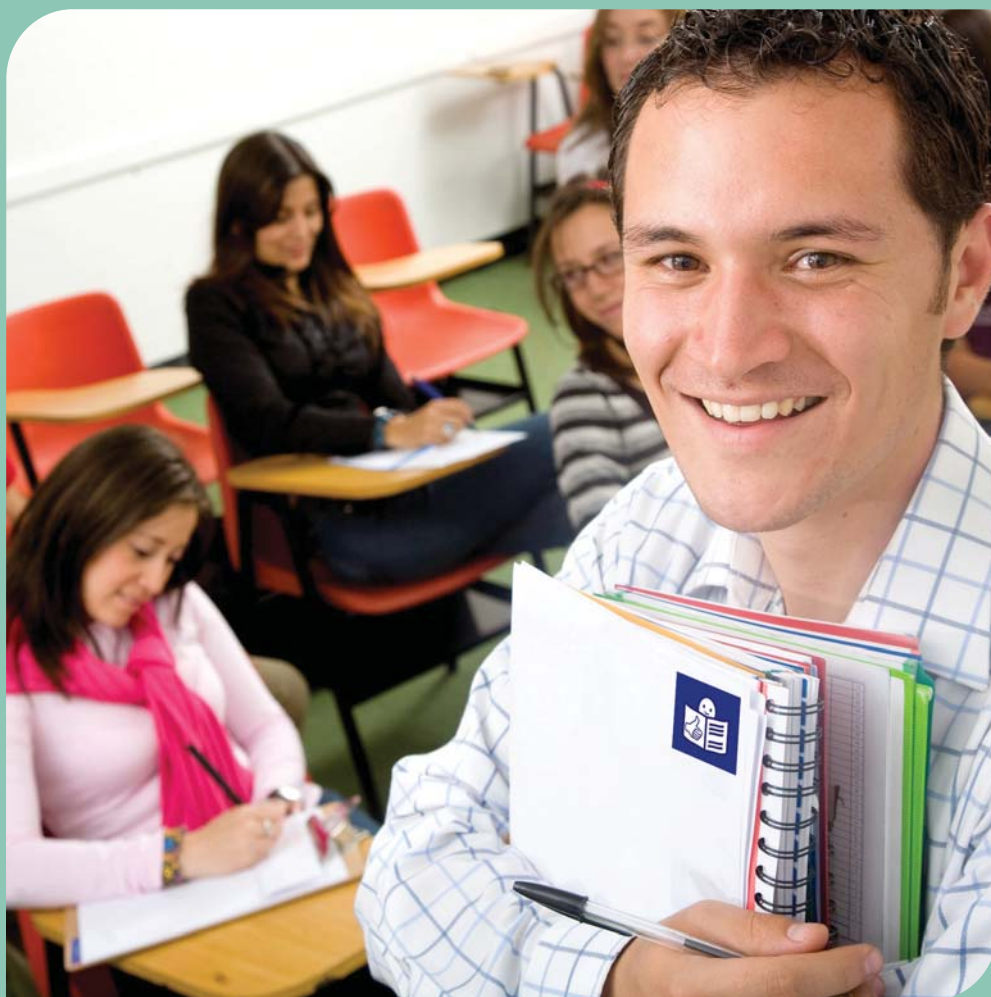


Teaching can be easy

Recommendations for lifelong learning staff
to make their courses accessible



Education and Culture DG

Lifelong Learning Programme



Inclusion Europe

Produced in the framework of the project
Pathways to adult education for people with intellectual disabilities

Partners of the project
“Pathways to adult education
for people with intellectual disabilities”
wrote another 3 brochures:

Information for all
European standards for making information
easy to read and understand

Training lifelong learning staff
Guidelines on training people to write documents
that are easy to read and understand

Do not write for us without us
Involving people with intellectual disabilities
in the writing of easy to read texts

Education and Culture DG
Lifelong Learning Programme

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Produced in the framework of the project
Pathways to adult education for people with intellectual disabilities

To download them: www.life-long-learning.eu

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Contents	Page number
Introduction	5
Your speech	6
Use clear and simple language	6
Your support material	7
Use clear and easy to read documents	7
Use visual aids	7
You and your students	7
Involve your students in your presentation	7
Communication with people with intellectual disabilities	8

Introduction

It is important for a teacher to prepare documents and presentations that are accessible for students.

It is even more important when the students are adults, because these adults may have very different abilities.

For example, some may speak different languages.

Or some may have done quite a lot of studying before, while others have not.

Sometimes, some of these adults may have an intellectual disability.

Then it is even more difficult for teachers

because they might not know how to present information to people with intellectual disabilities.

Inclusion Europe has worked with people with intellectual disabilities for many years.

Inclusion Europe has published several books and information materials.

For example, the European Standards for making information easy to read and understand.

This document was written to help teachers make their courses more accessible.

This is important for persons with intellectual disabilities, but it is also important for all other students.

As some teachers and trainers can also have intellectual disabilities, we have decided to write this document in easy-to-read format.

This way, it is also accessible for them.

In this document, we will give you some ideas and examples.

We hope that these ideas will help teachers to prepare accessible courses.

But teachers also have to think of good ideas of their own and adapt this document to special situations.

The most important thing is to answer the specific needs of the students.

Before preparing their courses, teachers should find information about who their students are and what abilities they have.

Your speech

Use clear and simple language

To make your speech easy to understand, you should read the criteria written in the document “Information for all – European Standards for making information easy to read and understand”.

2 sections of this document will help you make your speech easy to understand:

- Section 1: General standards for easy to understand information; and
- Section 4: Standards for audio information.

It is important to be clear and to speak slowly.

You should check if people understand what you are saying, while you are teaching.

You should find a way of knowing if your students have understood.

One of the ways of doing this is by asking questions like “Could you re-explain me in your own words what I just said?” Do not ask closed questions like “did you understand?”. People might answer “yes” even if they did not understand!

Some people might have difficulty speaking. Therefore, you should look at their body language.

One of the tools that Inclusion Europe uses are Accessibility Cards. Each student gets a green, a yellow and a red card.

- They should raise their green card when they agree with what you say. They should raise it to show they are understanding and following.
- They should raise their yellow card to tell you that you are speaking too fast.
- They should raise their red card to tell you they do not understand what you are saying or to ask a question. Then you should explain it again with simpler words.

Accessibility Cards can be a good way to make sure that everyone understands what you are saying. However, they give a lot of power to the students. So students should use them carefully.

Your support material

Use clear and easy-to-read documents

To make your documents easy to read, you should read the criteria written in the document “Information for all – European Standards for making information easy to read and understand”.

2 sections of this document will help you make your documents easy to read:

- Section 1: General standards for easy to understand information; and
- Section 2: Standards for written information.

Use visual aids

- Visual aids are things that people can see while listening to teachers. For example, teachers can show a Power Point presentation, a video, some overhead slides or use a flip chart.
- When you use visual aids, make sure that they are easy to read and understand.
- It is very important to use pictures during your presentation.

When you use a picture, make sure it will help people to understand what you are saying. Make sure it will not confuse people.

You and your students

Involve your students in your presentation

- Speak directly and personally to the students.
- Create some interaction with your students. This means that they should also speak and do things with you. It is not only about you telling them what they have to learn. You could think about things like
 - outdoor activities
 - role plays
 - discussions and debates.

- Use examples that people will know from their everyday lives to make your presentation more understandable.
- After your presentation, leave time for questions.
- If possible, test your presentation with people with intellectual disabilities before the course.

Communication with people with intellectual disabilities

- Remember that you are speaking to adults and not to children.
- If people with intellectual disabilities have something to say, give them time to say what they want.
- Answer all questions in easy-to-understand language.
- When you answer a question, make sure your answer has been understood.
- Take people with intellectual disabilities seriously in what they have to say and how they say it.
- Let people with intellectual disabilities finish their own sentences, even if it takes a long time or if they are hard to understand. Do not finish their words for them.
- Make sure that you understand what people say. Repeat to them in your own words what you have understood, and ask them if this is what they mean.
- It might be easier for some students to speak in smaller groups. Think about working group sessions.
- It will also be better for people with intellectual disabilities if there are enough breaks during the day. People with intellectual disabilities can find it harder to concentrate for a long time.

The leading organisation of the project was Inclusion Europe.
9 other partners were also involved:



Atempo

Grazbachgasse 39, 8010 Graz – Austria

Tel: 0043 316 - 81 47 16 -0

e-mail: capito@atempo.at – Website: <http://www.atempo.at/>



Me Itse ry

Pinninkatu 51, 33100 Tampere – Finland

Tel: 00358 0207 718 200

e-mail: me.itse@kvftl.fi – Website: http://www.kvftl.fi/sivu/me_itse_ry



Nous Aussi

15 rue Coysevox, 75876 Paris Cedex 18 – France

Tel: 0033 1 44 85 50 50

e-mail: nous-aussi@unapei.org – Website: <http://www.nousaussi.org>



UNAPEI

15 rue Coysevox, 75876 Paris Cedex 18 – France

Tel: 0033 1 44 85 50 50

e-mail: public@unapei.org – Website: <http://www.unapei.org/>



Büro für Leichte Sprache of Lebenshilfe Bremen

Waller Heerstraße 59, 28217 Bremen – Germany

Tel: 0049 421 387 77 79

e-mail: leichte-sprache@lebenshilfe-bremen.de

Website: <http://www.lebenshilfe-bremen.de>



Inclusion Ireland

Unit C2, The Steelworks, Foley St, Dublin 1, Ireland

Tel: 00353 1 8559891

e-mail: info@inclusionireland.ie – Website: <http://www.inclusionireland.ie/>



VILTIS

Kalvarijų g.143, 08221 Vilnius – Lithuania

Tel: 00370 5 261 52 23

e-mail: viltis@viltis.lt – Website: <http://viltis.lt>



FENACERCI

Rua Augusto Macedo 2A, 1600-794 Lisboa – Portugal

Tel: 00351 217 11 25 80

e-mail: fenacerci@fenacerci.pt – Website: <http://www.fenacerci.pt/>



ENABLE Scotland ACE

2nd Floor, 146 Argyle Street, Glasgow G2 8BL – Scotland

Tel: 0044 141 226 4541

e-mail: enable@enable.org.uk – Website: <http://www.enable.org.uk/>

Inclusion Europe

The European association
of people with intellectual disabilities and their families.

Inclusion Europe is a non-profit organisation.
We campaign for the rights and interests of people with
intellectual disabilities and their families.
Our members are national organisations from 36 countries.

People with intellectual disabilities are citizens of their country.
They have an equal right to be included in society,
whatever the level of their disability.
They want rights, not favours.
People with intellectual disabilities have many gifts and abilities.
They also have special needs.
They need a choice of services to support their needs.

Inclusion Europe focuses on three main policy areas:

- Human Rights for people with intellectual disabilities
- Inclusion in society
- Non-discrimination

Inclusion Europe co-ordinates activities in many European countries,
including projects, conferences, working groups and exchange meetings.
It responds to European political proposals
and provides information about the needs of people with intellectual disabilities.
Inclusion Europe advises the European Commission
and members of the European Parliament on disability issues.



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Inclusion Europe

Galleries de la Toison d'Or - 29 Chaussée d'Ixelles #393/32 - B-1050 Brussels - Belgium
Tel. : +32-2-502 28 15 - Fax : +32-2-502 80 10
secretariat@inclusion-europe.org - www.inclusion-europe.org