



Layout

Adapting the layout is a simple adjustment that suits everyone, whether your students have special needs or not, and can make a big difference.

Typography

- Choose **font** between 12 and 14 (but not larger)
- Choose evenly spaced and sans serif font like Arial, Verdana, Century Gothic, Tahoma or Trebuchet.

Spacing

- Create clear **separation** between the paragraph.
- Use **spacing** of at least 1.5 between the lines.

Text organisation

- To emphasize something, use **bold** but do not underline or write in italic.
- Do **not cut word** at the end of a sentence.
- Do not justify the text - **align** to the left.



Colors and contrast

Another very simple adjustment is to think about the contrast and colours of your media.

Background colour

To get the best **contrast** and therefore the most visibility, the ideal is to choose a white or very light background and write in black. If you really want to use a coloured background, it should be very dark and choose a white writing.

Text colour

The best option is still **black** writing. You can also use colours such as red, green and blue. However, some shades are more difficult to read than others. For example, **burgundy** is much more readable than flashy **red**.

Complementary colours

- Avoid using complementary colours together as they are difficult to perceive for people with colour vision deficiency.
- Avoid those **combination**: Red/Green and Yellow/purple



Inclusive instructions

Instructions are the basis of learning, so it's essential to adapt them so that everyone can understand them.

Creation of the instructions

- Illustrate the action verb (with pictograms or images);
- Use known and simple words;
- Split the instructions;
- Number the instructions;
- One action verb per instruction.

Presentation of the instructions

- Read the instruction out loud;
- Explain what they will learn;
- Explain the expected result and how it will be evaluated.

Understanding the instructions

- Ask the student to rephrase the instructions;
- Ask the student questions such as: What equipment do you need, How long will you take, What should the response like;
- Ask the student to reread the instructions once the task is done



Mindmapping

Mindmaps are very useful **visual** aids for pupils with or without learning disabilities. Mind maps enable you to organise ideas and identify links between concepts visually.



General principles

- A mind map should be created on a blank page (without lines or grids) and in landscape format.
- The main subject should be placed in the centre of the page and create an evocative illustration.
- The ideas should be developed by building smaller and smaller branches and spreading them around the main theme.
- Branches allow you to prioritise your ideas, starting with what's most important and working down to the finer points.
- Be careful, one branch = one word.
- Use colours: A colour code must be established, one colour per branch or grouped by theme.



Multi media approach

Offering a range of different media enables us to meet the **needs** of all learners, whether they have learning difficulties or not. This allows information to be encoded twice, which improves long-term memory .



Examples

Images and infographics

Have the advantage of presenting information quickly. Can improve cognition by using graphics to improve the visual system's ability to see patterns and trends.

Posters

Can act as a memory aid if displayed all the time. It's best to create it with the student and follow the inclusive layout rules.

Videos

Allows more advanced concepts to be explained and images and sound to be combined.

Others

Maps, charts, flashcards, game and more!



Easy to read and understand

The "easy to read and understand" methodology is based on a series of rules for **adapting** the content and form of written texts for readers with reading difficulties. This method has been developed and validated by Inclusion Europe since 1988.



General principles

- Write in present tense, in active and positive voice;
- Write **ONLY** the information needed for the instructions;
- Use always the same word for the same things - ex: teacher/professor;
- Write one idea (and so, one action verb) per sentence;
- Avoid abbreviations and write numbers in figures;
- Choose simple vocabulary without double meanings;
- Use pictograms to illustrate action verb;
- Avoid relatives pronouns like who, what, whose, wich instead cut the sentence in 2.