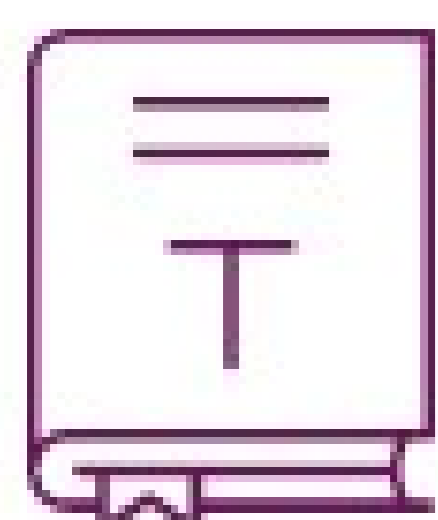


## Context

Young people with special needs may, for various reasons, have difficulty with the written word

Problems with vision, concentration, comprehension, etc...

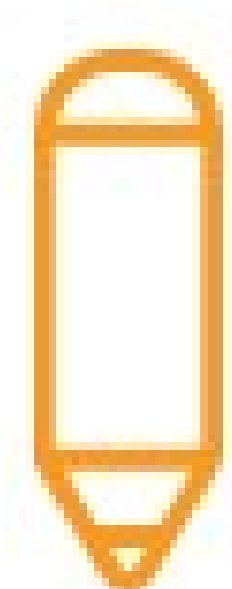
To alleviate these difficulties, it is important to make written material accessible so that it can be adapted to a maximum number of young people. To do this, it is necessary to adapt the content (vocabulary, syntax, etc.) and the form (font, size, layout, etc.).



## Presentation: easy to read and understand

The methodology "**easy to read and understand**" refers to a set of rules for **adapting the content and form** of written material to make it easy to read and understand, particularly for people with reading difficulties (disabled, elderly, illiterate, foreigners, etc.).

These rules have been drafted and validated by most European countries on the basis of the "European Guidelines for the Production of Information in Clear Language" developed by Inclusion Europe in 1988.



## Adaptations of written form



### TYPEFACE

Use the font Arial 14.

Use 1.5 line spacing.



### VOCABULARY

Illustrate or define important/difficult verbs.

Build with the student and use appropriate illustrated/defined lexicon.



### LAYOUT

Arrange/break down ideas in a logical and easy to understand order.

Underline/highlight the important elements of the instruction/text.



### ORGANISATION OF IDEAS

Use mind-mapping or tables to summarise the important ideas of a task, instruction or problem.



# Adaptations of the content

Use the same word for the same thing throughout the document  
ex: no teacher/professor or friend/buddy.

Use the present tense (present-future imperative) & the active & positive voice!

Avoid several action verbs in the same sentence

One idea per sentence!

Avoid abbreviations (e.g. cf. ...) & write numbers in figures.

Write only the information needed to carry out the instruction !

Use action verbs!  
ex: Cut out, underline, colour etc ...

Avoid the relative pronouns who, what, whose, which, of which...  
Cut the sentence in two.

Choose simple vocabulary, without double meanings or abstractions (ex : no understand, justify...).

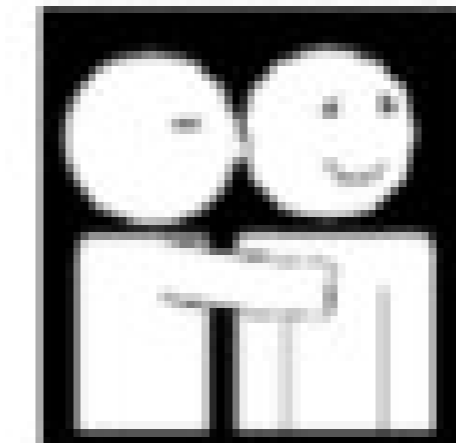
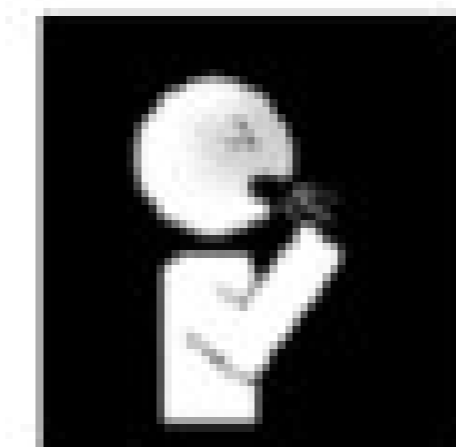


## Example

### How do you get the coronavirus?

#### Coronavirus is caught:

- through coughing and saliva
- by hands
- if you are close to a person who has the coronavirus



#### If I come from a country where there is coronavirus

- I stay at home for 14 days
- if I am healthy 14 days after my return, I am not sick



#### I call for help if:

- I have a fever
- I have a cough
- I have difficulty breathing



### Layout :

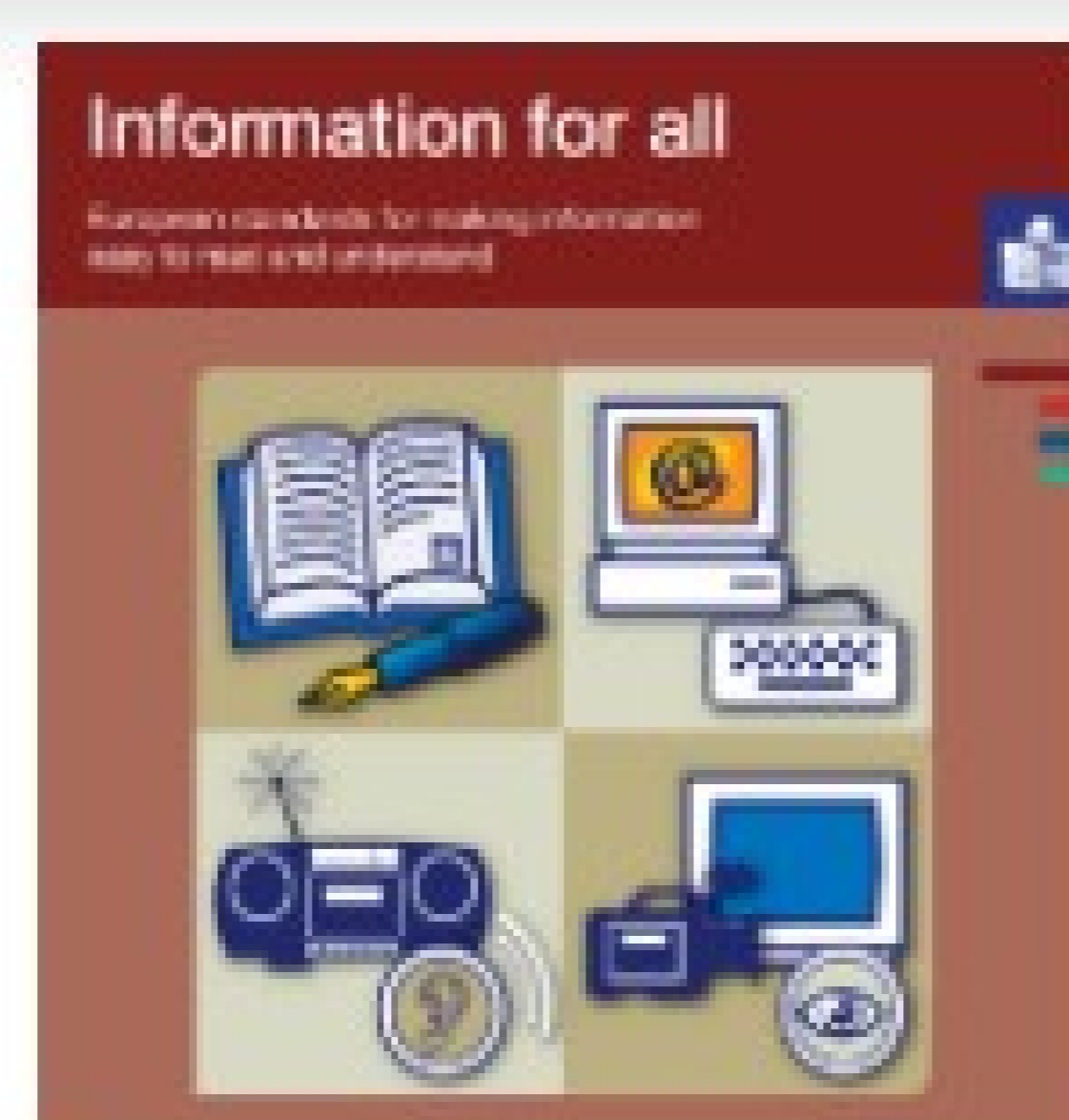
- airy document
- ideas organised in sub points
- ideas illustrated by pictograms
- Arial 14 - line spacing 1.5
- ...

### Content :

- 1 idea per sentence
- action verbs, concrete
- simple vocabulary
- ...



## Resource



link to the full guide to easy to read and understand

[https://www.inclusion-europe.eu/wp-content/uploads/2017/06/EN\\_Information\\_for\\_all.pdf](https://www.inclusion-europe.eu/wp-content/uploads/2017/06/EN_Information_for_all.pdf)