

MULTIMEDIA CONTENT

Refer to PRACTICAL SHEETS n°:

WC2, WC4

Use these TOOLBOX resources:

OneNote, Dysvocal, Canva, Genially

Exercises

Adapting content through multimedia

Read practice sheets n°WC2 and WC4 and choose one software
(One Note, Canva, ...)

- Adapt the content with the chosen software according to the student's needs as stated in each clinical vignette.

Reminder how to create accessible content :

- Sans serif font (arial, verdana ...) size 14, line spacing 1.5.
- Use high contrast;
- Highlight important words;
- Frame or highlight important information;
- Structure information in a logical order;
- Do not use abbreviations and italics;
- Illustrate main ideas.

Situation 1

Presentation of student's difficulties:



A student has difficulty reading.
He reads slowly, jerkily.
It is easier for him/her when the font is dark and the background is light grey.
Splitting or coloring the text into different parts helps him/her to stay on track.

Using the chosen software, adapt the layout of this text to the needs of the student

The boy with fair hair lowered himself down the last few feet of rock and began to pick his way toward the lagoon. Though he had taken off his school sweater and trailed it now from one hand, his grey shirt stuck to him and his hair was plastered to his forehead. All around him the long scar smashed into the jungle was a bath of heat. He was clambering heavily among the creepers and broken trunks when a bird, a vision of red and yellow, flashed upwards with a witch-like cry; and this cry was echoed by another.

William Golding, 1954

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Situation 2

Presentation of student's difficulties:



A child who goes too fast and forgets parts of text or activity. Skims over information. He really needs to have structured sheets to find his way around. Illustrations also help him to memorize information.

Using the chosen software, adapt the layout of this text to the needs of the student

When he was nearly thirteen, my brother Jem got his arm badly broken at the elbow. When it healed, and Jem's fears of never being able to play football were assuaged, he was seldom self-conscious about his injury. His left arm was somewhat shorter than his right; when he stood or walked, the back of his hand was at right angles to his body, his thumb parallel to his thigh. He couldn't have cared less, so long as he could pass and punt."

Harper Lee, 1960

Situation 3

Presentation of student's difficulties:



This student has visual impairment. It is important to write large and increase the space between words. The contrast between the paper and the writing should be high. It is necessary to remove small illustrations and to air the text (split, put in bold the important words...)

Using the chosen software, adapt the layout of this text to the needs of the student

Nearly ten years had passed since the Dursleys had woken up to find their nephew on the front step, but Privet Drive had hardly changed at all. The sun rose on the same tidy front gardens and lit up the brass number four on the Dursleys' front door; it crept into their living room, which was almost exactly the same as it had been on the night when Mr. Dursley had seen that fateful news report about the owls. Only the photographs on the mantelpiece really showed how much time had passed."

J.K Rowling, 1997