

# **Accessible Information: Advocating the use of Technology for Individuals with Intellectual Disability**



# St. Michael's House

- ⇒ Provides services to over 1750 individuals with ID.
- ⇒ Participant Profile:
  - Adults with a mild to moderate level of ID.
  - Ability to express themselves verbally.
  - All provided informed consent to 'Find out what you like and do not like about how information is presented to you on the computer'.

# Design Concept

- ⇒ Framed around creating an electronic version of an advocacy newsletter to enhance accessibility.
- ⇒ Many individuals require assistance with the language set on the newsletter.



## Advocacy and Leadership course

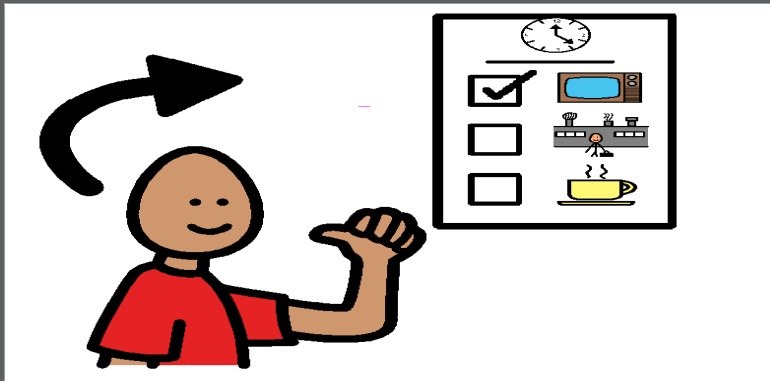
As part of an organisation-wide strategy to empower and support service users to have a direct input into issues that affect their lives, a number of service users have just completed a training programme in advocacy and leadership in Dublin Institute of Technology, Mountjoy Square.

# Factors to Consider

- ⇒ Cognitive Capability
- ⇒ Literacy Levels
- ⇒ Computer Skills
- ⇒ Assistive Technology Needs
- ⇒ Website Accessibility
- ⇒ Filtering Data (level of ID, age, preferred medium)
- ⇒ Mapping (language set)
- ⇒ Access Control (authentication)

# Tool Selection

- ⇒ Moodle – Virtual Learning Environment
  - Cost, Wide Access, Customisation, Online Support
- ⇒ BigBlueButton
- ⇒ Adobe Captivate
- ⇒ Photo Symbols



# Cognitive Disability Design Impact

- ⇒ Web Content Accessibility Guidelines
- ⇒ Universal Design Principles
- ⇒ User Centered Design – Information

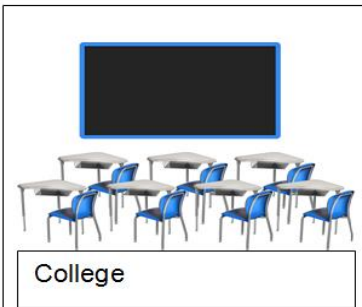
Transformers and the ACT group reviewed:

- Paper prototypes (images, wording, location of text).
- Content (relevant examples in different modalities).
- Interface (navigation, agreed max of six images per page).

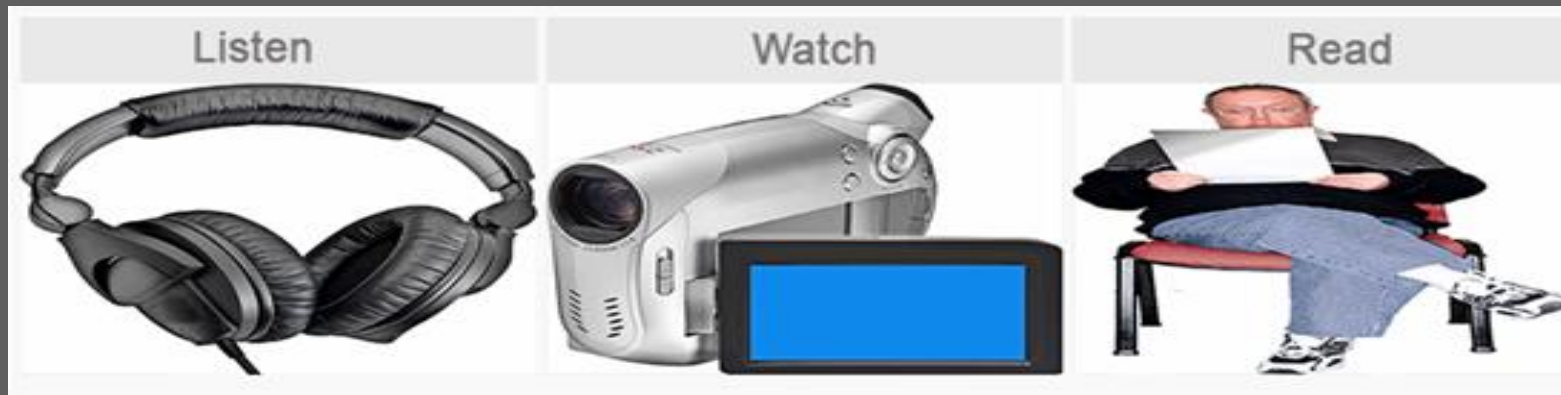
# Interface Images

## ⇒ Paper Prototype

IF THE USER CLICKS ON THE 'A TIME I SPOKE UP' IMAGE ON THE MAIN PAGE THEY SEE THE BELOW 3 OPTIONS:



## ⇒ Web Interface



# Environment

## ⇒ Participants

- Split into groups.
- Sessions comprised of four phases – instruction, modelling, guided practice and independent practice.
- Interactions monitored using pre-defined tasks.

## ⇒ Environment setting

- Groups contained a max of five participants per sitting.

## ⇒ Assessment protocol observed

- Computer to be used for a max of 45 minutes per sitting.



# Procedure Examples

## ⇒ TASK A

- Go to 'Minutes of Meeting'.
- Select how you want to view the minutes – listen, look or read.
- Open the audio, video or easy read document.

## ⇒ TASK B

- Open advocacy shortcut.
- Go to 'What is Advocacy' section.
- Select the video section.
- Describe the photo you saw.
- Play video.
- Close video.
- Close web browser .

# Moving Forward

- ⇒ Video was the preferred modality so a video blog should be considered.
- ⇒ Touchscreen - mouse difficulties.
- ⇒ ICT profile of users – skill levels, communication preferences, access constraints, interest.
- ⇒ Participant involvement in video & audio files.
- ⇒ Authentication to help create a learner profile.
- ⇒ Self training – mobile, skype.
- ⇒ Collate image dataset for accessible information.