

# OSEP Conferences

## Poster Presenter Guidelines

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This document includes information that has been refined from the “Presenter’s Guide: Preparing a User-Friendly Presentation” developed by The National Technical Assistance Consortium for Children and Young Adults who are Deaf-Blind (NTAC). We thank NTAC for allowing us to share this helpful information with our presenters. Please note that NTAC is no longer a funded project, but the National Center on Deaf-Blindness can be contacted for additional information: <https://nationaldb.org/>

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## I. POSTER SESSION GUIDELINES AND INFORMATION

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### Purpose

Poster Sessions offer presenters an opportunity to share their work in an interactive setting with conference participants.

- Acceptance to display a poster will require that you (or a co-presenter) remain with your display for **the entire scheduled hour** and that you **remove it promptly at the end of the Poster Session**. Please note, presentation materials cannot be stored with conference staff. Please plan the storage of your presentation materials accordingly.
- Displays must remain intact throughout the entire Poster Session.

### Logistics

You will be informed of your poster's assigned location at the conference upon registration/check-in.

- **Set-up**—Please arrange ample time for set-up. Presenters typically do so in the hour leading up to their Poster Session.
- **Removal**—Materials and equipment must be removed directly after the Poster Sessions are completed. Any materials remaining after this time will be discarded. Some poster presenters may be invited to display their poster around the registration desk in the hotel lobby. Please note, if your poster is not chosen to be displayed, presentation materials cannot be stored with conference staff. Please plan the storage of your Poster Session materials accordingly.

### Assignment and Placement of Posters

- Within the exhibit space, each presenter for the Poster Session will be assigned a specific table (2ft x 6ft) with enough space for one **36" x 48" tri-fold poster board** and a small area for handouts, equipment, and other materials.
- **Please pick up your assignment sheet at the Poster Session registration desk on Sunday (between 3-7 p.m.) or Monday (morning break/lunch).**
  - A floor plan with space assignments will be available in the app.
- If needed, you should have requested access to an **electrical outlet** during your proposal submission. If your original request has changed, please contact the AIR staff member indicated in your submission notification email as soon as possible. Please note that **unless you indicated a need for an electronic outlet** upon accepting your poster presentation, we cannot guarantee access.

## Descriptions of Materials and Equipment

- Each Poster Session presenter will have a 6-foot covered table and one chair at no charge. Tape, glue, pushpins, and poster boards also will be available in the Poster Session exhibit hall one hour prior to the Poster Session start time.
- All presenters will be provided with one 36" x 48" tri-fold poster board at no cost, if needed. However, please note that **all available poster boards have been lightly used**. Presenters may choose to bring their own poster board.
- If you would like to **rent audio-visual equipment**, you must do so by coordinating with the hotel in advance. You will be responsible for associated costs.

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## II. PRESENTATION TIPS

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The key word for presentation materials is SIMPLICITY! The following ideas are effective for all presenters.

### Tips for Putting Together Effective Presentation Materials:

- Present only one idea per visual. It is better to use several visuals that are easier to understand than one complex visual.
- Simplify the information. Wording should be brief and concise. Expand the content by explaining it to the audience. Keep words on each slide to a minimum.
- Use a lot of white space so the readers can focus on the content.
- Use key words instead of complete sentences.
- Never use all capital letters. Initial caps followed by lower case are much easier to read.
- Use at least an 18-point font size; 20–24 is better.
- Simple, bold, block-type print is the most effective. Good sans serif typefaces include Verdana, Arial, Helvetica, and Univers.
- Use contrasting colors in presentations for readable type.
- Avoid busy or dark backgrounds.
- Limit the use of multiple colors.
- Use simple graphics. Avoid large and/or complicated tables.
- Don't include large amounts of very small text (as in photocopying a journal article).

## ☑ Tips for Effective Presentations:

- **Describe the graphics** for those who may have difficulty reading the slides/posters. This is also helpful for interpreters.

## ☑ Tips for Using Person-First Language

The way a society refers to its members who have disabilities shapes its beliefs and ideas about them. Using **person-first terms** can foster positive attitudes towards individuals with disabilities. Person-first language emphasizes the person, not the disability. It is easy to get trapped in old language habits. However, a few adjustments can ensure that all of us, regardless of our abilities and disabilities, use language that is accurate and shows respect for individual differences. (“Person First,” 1992)

To describe differences accurately and in ways that convey respect:

- Put the person first in word and thought
- Tell the truth without adding judgment
- Do not include a person’s differences if they are not relevant to the information you are sharing

### Examples of Person-First Language

Person-First Language	Language Not to Use
People with disabilities	The handicapped or disabled
He has Usher syndrome	He’s an Usher syndrome student
He has a learning disability	He’s learning disabled
She uses a wheelchair	She’s wheelchair bound or confined to a wheelchair
Typical kids or kids without disabilities	Normal and/or healthy kids
He receives special education services	He’s in special ed
A person who is deaf-blind. Although many adults who are deaf-blind prefer to be referred to as a deaf-blind person.	A deaf-blind person
She is an individual who is deaf-blind, she is deaf-blind or she has a vision and hearing impairment.	She suffers from deaf-blindness
A person isn’t handicapped—certain situations may be a handicap. Example: “Sam uses a walker, therefore the stairs are a handicap for him.”	He is handicapped