

OSEP Conferences

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/>

I. Session Guidelines and Information

Logistics

The conference website and app will be updated with the full agenda, and you will be notified via email about the date and time of your session.

508 Compliance Requirements

In accordance with best practice, all session presenters are required to submit 508 compliant presentations and handouts. All session presenters must review the website, which provides guidance and tips for developing 508 compliant materials. All presentation materials and handouts must be 508 compliant and submitted through the conference speaker portal by the deadline specified on the website. If presentations and handouts submitted through the portal are not 508 compliant, the content will be returned to the presenters to ensure compliance.

Only 508 compliant content will be posted on the website and in the conference app.

Presentation Materials and Handouts

- **All presentations will be reviewed** by staff from the Office of Special Education and Rehabilitative Services which may result in revisions to presentation content/speaker notes. You will be notified of any changes needed prior to the conference.
- Electronic versions of PowerPoint presentations and handouts will be included on both the app and full conference website if they are compliant. **You are required to use the PowerPoint template available on the website which includes disclaimer slides that must be shown during your presentation.**
- Please be mindful that the images used in your presentations are subject to copyright. **You are responsible for ensuring that all images used have necessary permissions.**
- You are responsible for loading your presentation at the time of your session; **make sure to bring a USB device with your saved presentation.**
- You may also choose to provide paper copies for your presentation. *If you plan to have paper copies, you are responsible for printing all your session handouts and for any printing charges incurred.*
 - *Handouts and presentation materials cannot be stored with conference staff. Please plan the storage of your presentation handouts and materials accordingly.*

Submit your final, compliant presentation through the conference speaker portal. Save your presentation and any handouts using the following format (no more than 30 characters):

Condensed Title_Lead presenter last name

Audiovisual Equipment Needs

A/V will be provided for this conference to include the following:

- Screens
- LCD Projectors
- Laptops
- Podium Microphone
- Wireless Internet

*Presenters are responsible for costs associated with any additional equipment beyond the equipment listed above. We also advise presenters to bring adapters for computers to ensure compatibility with the hotel's equipment, especially Mac users. While on site, if you experience any technical difficulties, please notify staff at the registration/information desk who will put you in contact with A/V support. **You are responsible for loading your presentation at the time of your session; make sure to bring a USB device with your saved presentation.***

Presentations for Post-Conference Webpage

All presentations will be included on a post-conference webpage as a resource to attendees and others. The 508 compliant conference presentation submitted prior to the conference will be posted on the website.

II. Helpful Presentation Tips (to support accessibility)

The key word for presentation materials is SIMPLICITY! The following ideas are effective for all presenters. In addition, the [Presenter Information](#) page contains ideas for making your presentations engaging and discussion-oriented.

Tips for Effective Presentations

- **Describe the graphics** for those who may have difficulty reading the slides. This is also helpful for interpreters.
- Provide hard copies of visuals and offer alternative formats, *if necessary*. If using PowerPoint handouts, printing two slides per page is preferred for legibility.
- If you will be presenting in a very large room (e.g., hotel ballroom) with many participants, test the format of your visuals from various angles and distances to ensure all participants will be able to see them.

Tips for Using Videos During Your Presentation

- Give a brief summary of the video prior to showing it. Draw a connection between what you are presenting and what the audience will observe in the video.

- Hold a microphone near the computer speakers so translators and interpreters can hear the audio portion of the video.
- Use only closed-captioned videos if people who are deaf or hard-of-hearing are in the audience.
- Do not use videos in a very large room (e.g., ballroom) unless a rear projection screen and 8–10 foot screen is used.

☑ 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.

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

Exhibit 1. 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 or a special education student
A person who is deaf-blind. (Note that many adults who are deaf-blind prefer to be referred to as a Deaf-Blind person to denote cultural identification.)	A deaf-blind person (see note)
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

☑ Tips for Working with Interpreters

The interpreter's responsibility is to interpret auditory and visual information into sign language and to interpret everything that the person who is deaf or deaf-blind signs into spoken English. This job demands all of the interpreter's time and attention. The interpreter does not share opinions or give advice. He or she is required to remain neutral. The interpreter conveys the emotions and message of the people involved in the event and does not add or delete information.

- A common misunderstanding by presenters working with an interpreter is that slower is better. Although a rapid presentation *may* be a problem for the interpreter, speed is not always the problem.
- The problem is sometimes due to a lack of *understanding* of the message that a presenter is trying to convey. Remember, the interpreter is representing you and your message to the individual who is deaf or deaf-blind. Therefore, **the more information the interpreter has in advance, the more accurate this interpretation will be.**
- For interpreters to convey the message clearly, it is helpful to know the content of the presentation and what you want the participants to take away from your presentation.
- Discuss ways for the interpreters to ask for clarification during the presentation (e.g., verbally request clarification; raise hand when they need you to slow down).
- Because interpreters are transliterating information from one language or mode to another, there is often lag time or a delayed response from the person who is deaf or deaf-blind. It is not unusual for a remark, laugh, or question to come a bit after the general audience. When these comments arise, take time to address them, as appropriate.
- Avoid direct light sources on those involved in the interpreting situation. Bright lighting will affect those relying on visual language. Reposition yourself, if necessary, during the presentation or question/answer time.
- The interpreter should be positioned so that the person who is deaf or deaf-blind can see you, the interpreter, and the screen at all times.
- If your presentation contains highly technical language, review some of this terminology with the interpreters before the presentation or provide materials they can refer to during your presentation.