Examining practical methods of enabling people with cognitive impairments to access information

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Accessible information standard
NHS England (2015)

- Identify

- Flagging

- Recording

- Sharing

- Meeting the needs

Recording, Flagging, Sharing

You need a mechanism to document….:

1) **Information needs** – ie profile from model –save time and reduplication…

2) **Flag** this document exists – Alert with ease of access to information

3) **Share** – what targets have been, what approaches have been used, what people have requested etc – continuity. *We only need to learn the lesson once!!*

Accessible information standard

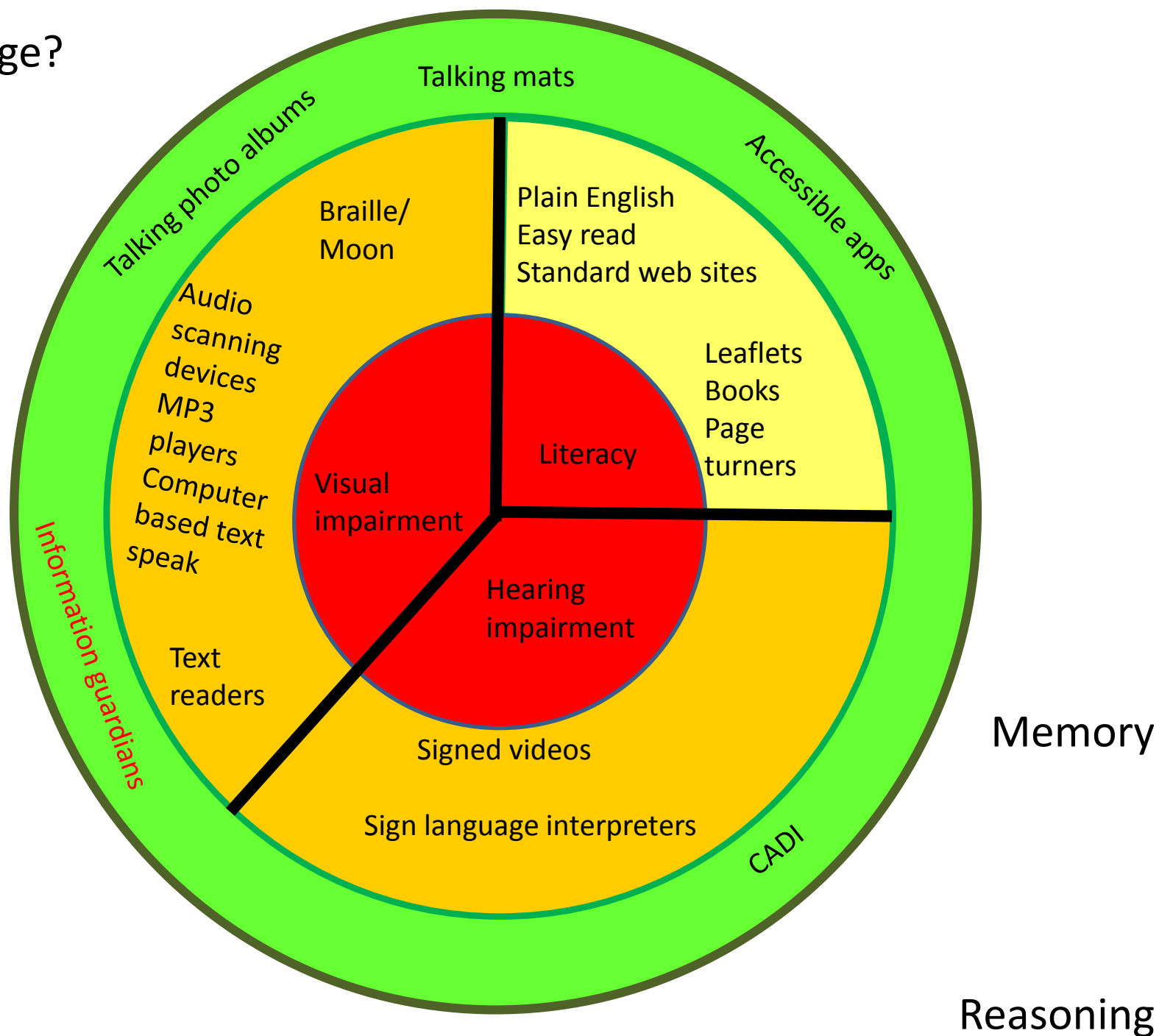- Identify

- Flagging

- Recording

- Sharing

- Meeting the needs

Meeting the needs

- Why
- How
- What
- When
- Where
- Who

Language?

Talking mats

Talking photo albums

Accessible apps

Braille/ Moon

Plain English
Easy read
Standard web sites

Audio scanning devices
MP3 players
Computer based text speak

Leaflets
Books
Page turners

Literacy

Visual impairment

Information guardians

Text readers

Hearing impairment

Signed videos

Sign language interpreters

CADI

Memory

Reasoning

Access to information for people with ID

- Easy read
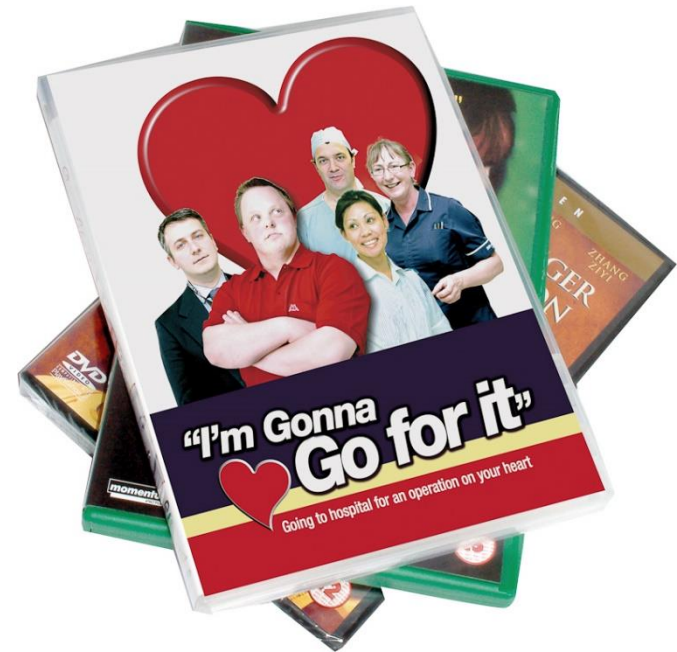
- Audio and video

- Multi-media e.g. Websites

Easy read

- Plain English
- Text supported by pictures
- Guidance on
  - Font size
  - Type of text
  - Length of sentences
  - Layout of page

easy read

Easy words and pictures

Audio and video

- Need to consider
  - Complexity of the language used
    - Jargon and technical terms
    - Accents
  - Memory
    - Length
    - Rewinding and repeating
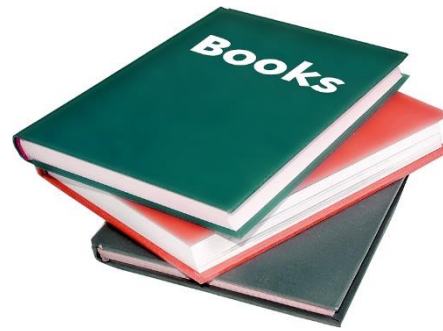
Multi – media

Computer based e.g. on the hard drive, websites

- Need to consider:
  - Layout of pages/screens
  - How text (if used) is being supported
  - Navigation through the program

Understand

Make a decision

Form a choice

Case studies

Consider:

1 - Information targets: Gold Silver Bronze

2 - What format would you consider to meet profiled needs

3 - How would you review?

'CAAPITT' Principles

- **Control** – Independent flow through information at own pace

- **Accessibility** – Break symbolic/language codes enabling access to content?

- **Availability** – Information when needed – outside/indoors

- **Personalised** – Language, images, layout, tells own story

- **Inclusive** – Contains the required/agreed content from all sources.

- **Timely** – Consideration of when most effective to enable a positive outcome

- **Targeted** – Specific goals for person. **Content** and/or **Implication.** Help **review.** Part of agreed structured intervention plan.

Stage 1 Referral

Referral
What kind of information needs to be made accessible e.g. narrative, instructive, guidance, questioning, interactive

Stage 2 Assessment

Reformulate plan – is information appropriate for this person?

← no ←

•Language screen = Foundation level reached – 3 key words
•Physical access achievable e.g. vision, motor skills

yes

•Literacy screening – able to read, comprehend text
•Personal choice

Literacy based - Traditional easy read

Develop non-literacy based materials - CADI or Talking Mats

Verbal reasoning screen

Decide format

Stage 3 Creation

•Examine information that needs to be made accessible:
•Devise format considering: text, pictures, layout, language used and organisation of materials.
•Is function to enhance organisational skills or functional use?
•Obtain specialist information if necessary
•Consider access to the information/device

no

Check information is accurate, and accessible

no

yes

Stage 4 Review

Review process:
Understand and use functionally
Formal tool or informal interview session
Success?

Issue information to individual and/or carers. Modify if needed.
Review success of intervention/information

yes

Monitor and discharge