

SLAC Inclusive Presentation Guide

Be aware and open to the diversity in your audience. When planning your content understand that your audience has visible and invisible identities and accessibility needs.

Norms

- Use a microphone when it is available
- Presenters are encouraged to include their pronouns in any introductions but do not have to if they are not comfortable
- Print copies of your presentation and/or give attendees access to the materials before your presentation
- If you know there will be an ASL interpreter present: P
 - Provide your presentation and materials to them in advance. Explain any acronyms, terms, names, etc. that you will use
 - On a virtual platform, spotlight the interpreter(s) so they can be easily located (This can be done on both [Zoom](#) and [WebEx](#)) and limit the number of participants who have their video turned on

- **Use inclusive fonts**

Serif fonts can obscure the shapes of letters for those with Dyslexia, so sans-serif fonts are generally preferred (see font suggestions). Some letter combinations are confusing or run together. The combination rn can look like the letter m. Increasing the inter-letter spacing can help distinguish letters. This can be done in Microsoft Word and PowerPoint using Format > Font > Advanced and select Spacing: Expanded and By: 0.5

Font suggestions: Arial, Verdana, Tahoma, Century Gothic, Trebuchet, Calibri, Open Sans

- **Use inclusive language**

Be representative in your name selections for examples or scenarios. Try choosing gender-neutral names and/or names from underrepresented race/ethnicities. Appendix A has a list of names for you to draw from.

Try this: Haven and Beck went to the store.
Instead of: Mary and Joe went to the store.

Be aware of referring to groups of people in ways that reinforce gender stereotypes, stigmas against disabled people, etc.

Try this: “When the user clicks this button, they’ll get a notification in his inbox.” Or “When you click this button, you’ll get a notification in your inbox.”
Instead of: “When the user clicks this button, he’ll get a notification in his inbox.”

Metaphors, irony, colloquialisms, etc. can be difficult for English-language learners or those with Autism Spectrum Disorder to understand. If you use these in your presentation, be sure to also summarize using straightforward language.

- **Use inclusive colors in plots and figures**

Be intentional about color choices but don’t rely on color as the only way to convey your point.

Including every individual can be complex. For example, high contrast colors can be helpful for those with color blindness but overstimulating for those with Autism Spectrum Disorder. If plotting lines, one option is to use lower contrast colors and different line types (e.g., dotted, dashed, etc.).

The resources page has links for selecting color palettes¹ and testing how figures will look for colorblind audience members⁷.

- **Use inclusive images and videos**

In your presentation, be conscientious of representation in any stock images or videos used. And give a brief overview of images when presenting so those who are blind or vision impaired in the audience will know what is being conveyed. Plots and figures should also be verbally described and summarized.

In any resources, alt text and image descriptions are used to describe the essential details of an image while image descriptions provide more detail about an image for those with vision impairments.

Some details to include in an image description include:

- Placement of objects in image
- Image style (painting, graph)
- Colors
- Names of people
- Clothes (if they are an important detail)
- Animals
- Placement of text
- Emotions, such as smiling
- Surroundings

Additional Resources

¹ [Poster Design Principles](#)

Hannah Mechtenberg curated resources for designing graphics (e.g., choosing colors, saving transparent backgrounds, etc.), choosing fonts, file formats, and other misc. resources.

² [The Australian Disability Clearinghouse Inclusive Teaching Strategies](#)

This resource has inclusive strategies and even breaks down considerations for [specific disabilities](#) such as autism spectrum disorder, blind and vision impairment, deaf and hard of hearing, health conditions, vision impairments, etc.

³ [Dyslexia friendly style guide](#)

This resource provides some principles to help include dyslexic readers.

⁴ [Glaad media reference guide](#)

This resource provides information for including the LGBTQ community in media and presentations. Here is an additional [resource](#) from Glaad which discusses editorial guidelines around LGBTQ-related terminology from the Associated Press, Reuters, and the New York Times.

⁵ [Perkins School for the Blind alt text and image description guide](#)

This resource provides information about how to write alt text and image descriptions to include blind and visually impaired audience members.

⁶ [Victor Widell's dyslexia simulator](#)

This website simulates how dyslexia manifests for some people.

⁷ [Coblis simulator](#)

This website allow you to upload images to see how it will look to those with colorblindness.

⁸ [Microsoft 365 Accessibility in PowerPoint](#)

This resource provides best practices for designing PowerPoint presentations that are accessible to those with disabilities.

Appendix A

Names