



# **CEC Convention and Expo Presenter Handbook**

Updated: August 2025



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## Introduction

This handbook has been prepared to help you develop and present a successful presentation for the CEC Convention and Expo. The contents should assist you in providing your participants with positive, practical, educational experience and ensuring that your professionalism and expertise are appropriately presented.

The CEC Convention and Expo offers learning and networking opportunities for special education professionals and stakeholders. The program has been selected to represent current issues and to share best practices. The mix of general sessions and educational breakout sessions will allow attendees to customize their own experience and leave the conference with knowledge and tools they can use immediately.

This handbook has been prepared to help you develop and present a successful presentation at the annual CEC Convention and Expo. The contents should assist you in meeting these goals:

- Provide participants with positive, practical, educational experience.
- Ensure that your professionalism and expertise are appropriately presented.

CEC strives for excellence in each of our programs, and we know you will too. Our staff is ready to assist you in any way through all phases of program planning and implementation. If you have any questions, please do not hesitate to call us.

## Important Dates and Deadlines

Please send your questions to [convention@exceptionalchildren.org](mailto:convention@exceptionalchildren.org). Include your proposal number and title in all email inquiries. Updates and reminders will be provided over the next several months. If you are part of a presentation with multiple presenters, please be sure all your co-presenters have also received updates.

September 22, 2025	Presenter acceptance and agreement form due
<b>October 15, 2025</b>	<b>Registration Deadline for Presenters</b>
February 16, 2026	Housing deadline
<b>January 10, 2025</b>	Accessibility services request due. Send an email to <a href="mailto:accessibility@exceptionalchildren.org">accessibility@exceptionalchildren.org</a>
March 4, 2026	Convention App Updates Deadline (speaker profile and handout uploads)

## Presentation Guidelines – All Session Types

### Plan and Prepare

Know how much time you have for your presentation and plan accordingly. At the CEC Convention and Expo, sessions range from 45 minutes to a full day. The length of each session type is listed below:

- Concurrent Session – 60 minutes
- Posters – 45 minutes (see the Poster Presenter Handbook)
- Data Blitz – 60 minutes total (up to 10 presentations on research topics)
- Teacher Exchange – 60 minutes (up to 4 presentations, 15 minutes for each)
- Research-to-Practice Deep Dives – 90 minutes
- Workshops – Half-day (3 hours of content) or full-day (6 hours of content)

Be sure your presentation covers what your accepted abstract describes and that you address all your stated learning objectives. This information is included in the convention app and what attendees are expecting when they arrive at your session.

Gear your presentation to the level (introductory, intermediate, or advanced) you identified in your proposal. However, don't "speak down" to your audience. You are the identified expert, but your audience will listen more intently if they feel a collegial connection with you.

State your objectives at the beginning of your presentation and prepare concluding points for the end before questions and discussion.

### The Message

Decide what your major point is and describe it in the first 2 to 3 minutes of your presentation. This is your essential message that will help your audience understand your presentation in terms of their setting, student population, or topical interest.

### The Context

Ground your message. Set your major point within a context by explaining where you work, your population, and if applicable – your literature review or data collection procedures. Group your facts or points in small bundles with headings that can easily be understood and remembered. Turn a fact into a picture (with either a verbal description or a visual aid) to help the audience visualize what you are saying. Enumerate your points as you make them.

### Expanding the Message

Describe your strategy, intervention, research project, or topic area in depth. What are its unique components or procedures? Don't "tell" the audience all about your topic; rather, think about what they would like to hear. The average convention attendee wants to know about strategies or interventions that work or what is new on the horizon in terms of professional issues, assessment, intervention, and research.

## **Impact and Application**

Use your last 5 minutes to emphasize how your procedures, data, or issues will influence the profession. If you have presented preliminary research data, tell the audience what comes next. This is your time to draw conclusions or speculate about what you did, analyzed, read, or experienced.

**All presentations, regardless of whether the primary focus is research or practice, should include at least 3 takeaways for practitioners.**

Because your goal is to interest your audience in your topic, be prepared for questions during the discussion period at the close of the presentations. Since these presentations often leave the audience “wanting more,” we suggest that you use the handouts to provide references with full citations and details on how you can be contacted for further information. Please see the section on handouts for the full requirements.

## **Involving the Audience**

Although it is not realistic – nor is it expected – that all presentations be hands-on, we recommend that you include some type of interactive component in your session. Our attendees tell us repeatedly that their preferred learning style is interactive. Some of our best, non-hands-on sessions are those in which participants are asked to take responsibility for some portion of their learning.

Involving the audience can be accomplished by providing participants with an opportunity to directly apply some of the principles they have been learning throughout the presentation to get immediate feedback from peers. A few examples include group discussion, case studies, demonstrations, simulation, role play, or structured experiential learning activities. The presenter needs to determine the most appropriate methods for their session based on the material being presented and the size of the audience. A simple “show of hands” only takes 10 seconds and can connect you with your audience.

## **Large Groups**

The large group is appropriate for guided group interaction, question-and-answer periods, feedback sessions, demonstrations, and audiovisual materials. When leading a guided discussion, the presenter should develop a list of questions or points that will stimulate the discussion of a specific topic.

Enriching information can be added to the session when participants are encouraged to share resources and experiences from their work environments. It is important to avoid recognizing the same individuals repeatedly and to encourage participation by as many people as possible. If the discussion begins to wander from the topic, you must redirect it. This is your responsibility.

As with other educational approaches, the discussion that follows should help participants integrate the exercise with the theme of the presentation. Large group discussions should be guided by lead questions provided by the presenters.

## Small Groups

Small groups have proven to be highly successful, and it is strongly suggested that the small group size be 6 to 8 people. For these activities, it will be helpful for each group to assign a group facilitator to foster the discussion and coordinate the report of the small group back to the large group. It is helpful to describe the facilitator's role to the entire group before the participants break into small groups.

## Simulation Methods

When using audience participation in role-playing, games, or simulation exercises, it may take several forms – an activity done in groups or a demonstration in front of the audience, for example. Whatever form it takes, a good simulation experience requires that the purpose of the exercise be clear, the rules are defined, and the players are well versed in their contributions to the scene.

## Case Studies

Case studies are very effective in highlighting, reinforcing, and integrating information that is being presented. They can be presented as either information verbal “examples” or more formal written scenarios of a particular case. Case studies can also be used to facilitate either small or large-group discussions or activities.

## Questions and Answers

An easy and effective way to involve the audience is to open the dialogue between presenters and participants. Ask the group at the beginning of the presentation what they hope to gain from their attendance. Establish whether you will take questions spontaneously throughout the presentation or whether there will be a question- and-answer period at specific junctions. Make sure, however, that you build in time for questions and try incorporating some of the following techniques:

- Before your presentation, think about what questions might be asked; formulate brief, clear answers to each question and rehearse those answers.
- Develop some questions of your own to ask the audience in case the question-and-answer period begins slowly.
- Throughout your presentation ask questions of the group, even if they are only answering the questions in their minds as they listen to you. Ask questions like “Has anyone done this? How did it work for you?”
- During your presentation, answer questions to clarify ambiguities immediately. Postpone questions related to resolving individual or specific problems to the end of the session or a private discussion later.
- Do not become involved in an extended dialogue with one person; take as many questions from as many listeners as possible.
- If someone asks a question that you cannot answer, you have several options:
  - Say that you will locate the answer and get back to them.
  - Suggest appropriate resources that will provide the answer.
  - Ask for suggestions from other members of the audience.

**Always repeat the question, so that the entire audience hears and understands it;** this also serves to refocus attention on you, the presenter. This is particularly important if there are people in the audience using augmented communication devices.

## Presentation Tips

You want to know how long your presentation might be? If you type out a “script,” it is important to know: the average 8.5 x 11-inch page, typed, double-spaced with 1-inch margins contains 250 words. The average presenter can present approximately six of these pages in 12 minutes (without breaks for questions or interactions). Have text that is highly legible (double-spacing helps) with well-marked cues for visuals; number the pages to maintain your sequence while speaking.

So that everyone can benefit from your presentation, be sure to speak loudly and clearly in the microphone but not too fast. Describe visuals and always repeat all comments and questions into the microphone. The audience will appreciate it if you look at them rather than at the screen or your notes. Shift your gaze to include everyone. Keep your hands away from your mouth so that people who speech-read can understand you. Use active words and short sentences. Words should reinforce visual material.

## Preparing a PowerPoint Presentation

Slides are used for emphasizing key points simply and clearly in a presentation. They are not appropriate for detailed information. Your verbal explanation or additional resources should provide detail.

### General Guidelines

- The CEC Convention PowerPoint template is **required** for cohesion and accessibility for those with low vision. Do not make any changes to the pre-set font settings.
- The title slide should only include the title of your session and presenter names.
- Presenter names may be repeated on the second slide; we encourage you to include a photo of each presenter.
- Slide presentations should be well laid out and formatted, be visually appealing with the use of color, and present a professional image.
- Keep in mind that your information must be concise and focused on summarizing the most notable aspects of the information for your presentation.
- Organize your presentation using headings followed by “bulleted” or numbered sub-points.
  - Avoid using a narrative format for sub-points as this is difficult and lengthy to read.
- Create multiple slides for a section to keep the correct font size instead of shrinking the font to keep it on one slide.

### Accessible Slide Presentations

Slide presentations are commonly used among session presenters as an effective way to display ideas and data. Because slides are visual media, presenters should be sure to make presentations accessible to all audience members.

#### Text content:

- Title and text fonts have been pre-set in the CEC template. Please refer to the How to Use This Template slides in the download.
- Don't try to cram too many slides into your presentation. Allow your audience time to read slides.

- Place no more than 6 lines of text on a slide (excluding columns).
- Many individuals with disabilities use text-based screen reading software and computer devices.
- Note that graphics often cannot be read with screen readers and other text-based devices.

#### Graphic content:

- Replace graphics with text whenever possible.
- If graphics are used, include a detailed explanation of the meaning of those charts or graphics in a descriptive text-only slide included immediately after the graphic slide.
- Note that the meaning of the graphic is needed, not a description. For example:
  - No: “Chart with blue and red bars.”
  - Yes: “Data from this chart illustrates that individuals with disabilities report spending more time in the emergency room than individuals without disabilities.”

#### Avoid:

- Slide transitions
- Busy slide backgrounds
- Chart filter patterns
- Over-crowding text
- Color schemes providing low contrast
- Charts without text descriptions
- Videos that are not captioned

*Information gathered from the Association of University Centers on Disabilities (AUCD) [www.aucd.org](http://www.aucd.org)*

## **Making Your Presentation Accessible**

The most important aspect of an “accessible session” is a presenter who is responsive to the needs of each participant and takes the lead in creating a receptive and accommodating atmosphere. All participants should be given the same opportunities to benefit from the session and experiential activities.

CEC has created a Convention PowerPoint template that all speakers will be **REQUIRED** to use for their presentation for cohesion and accessibility for those with low vision.

Consider the following suggestions:

- Consider enabling auto-captioning on your slides. This feature works best if you are near a microphone, either your computer’s microphone or the room AV, and if you speak as clearly as possible. While automatic captions aren’t 100% perfect, they can be helpful for all attendees.
  - Present with real-time automatic captions in PowerPoint:  
<https://support.microsoft.com/en-gb/office/present-with-real-time-automatic-captions-or-subtitles-in-powerpoint-68d20e49-aec3-456a-939d-34a79e8ddd5f>
  - Present slides with automatic captions on Google Slides:  
<https://support.google.com/docs/answer/9109474?hl=en>

- Be aware of the audience. Be considerate of all participants and particularly aware of any individual with disabilities in the audience and be responsive to their needs. Take time to observe the needs of your audience, and feel free to ask how you can best meet the needs of individual members of the audience as well as the whole audience.
- Be aware of the seating. CEC ensures that designated seating is available for attendees with hearing, vision, and mobility needs. Make sure participants who use interpreters can sit facing the presenter as well as the interpreter. Make sure participants who use recorders are near an electrical outlet. Allow adequate space for attendees in wheelchairs, scooters, or those using ambulatory aids. Ensure full access for all persons to the degree they wish to participate.
- Tips for a successful presentation:
  - Use a microphone and speak at a moderate pace. This practice promotes understanding in the audience and allows sign language interpreters time to translate what you are saying.
  - Face the audience as much as possible. Avoid standing with your back to the audience or source of light.
  - Clearly describe visual aids, including writing on slides, boards, and flipcharts. Be specific when referring to charts, numbers, demonstration materials, and board or flipchart writing. Provide a verbal explanation of all visual materials used to illustrate the lecture. For example: "This slide covers these three key points..." "This graph illustrates these key points..."
  - Whenever possible, use captioned films or recordings if you include them in your presentation.
  - Encourage attendees to use a microphone if available and repeat the questions and the comments of members of the audience in the session.
  - If possible, when they are present, make sure that sign language interpreters have a copy of your presentation before you begin. Always speak to the participants, not the interpreter.
- Be aware of written information.
  - Consider bringing a few large-print copies of materials you plan to distribute for participants with visual impairments.
  - Ensure any handouts you make available digitally are compatible with screen readers.
    - Microsoft Word - <https://support.microsoft.com/en-us/office/make-your-word-documents-accessible-to-people-with-disabilities-d9bf3683-87ac-47ea-b91a-78dcacb3c66d>
    - Microsoft PowerPoint - <https://support.microsoft.com/en-us/office/make-your-powerpoint-presentations-accessible-to-people-with-disabilities-6f7772b2-2f33-4bd2-8ca7-dae3b2b3ef25#PickTab=Windows>
    - Google Docs or Presentations: <https://support.google.com/docs/answer/6199477?hl=en>
- Be aware of experiential activities. Make sure that everyone has a congenial partner or group and the opportunity to participate fully.
- Announce and provide a quiet area away from the large group or in the corner of the room for people who have difficulties hearing in noisy environments or increased background noise.

## Handout Guidelines and Instructions

Every presenter is encouraged to provide a handout to all attendees through the convention app. We encourage you to provide the handout(s) in the convention app before the deadline to allow attendees time to review them as they build their conference schedule.

### Guidelines for Handouts in the Convention App

- Only PDF files are accepted. Maximum of 3 files per presentation.
- File size should not exceed 10MB (Many factors contribute to file sizes such as image size, formatting, and embedded media files).
- If you are providing your presentation slides as a handout, please save them with TWO slides per page when converting the file to a PDF format. This reduces the number of printed pages but still allows the attendees to read the information on the slides.
- A session handout can be:
  - A full copy of the presentation slides
  - A modified copy of the presentation slides with proprietary slides removed
  - A list of resources
  - A summary of your presentation and learning objectives
  - Any helpful information that your audience can use after they leave your session
  - Activity pages if those will be helpful for participants of your session
- Be sure to include your name, date of presentation, and session title on all provided handouts.

### Instructions for Uploading Your Handouts

All files will be uploaded through the convention app. Once you have access to our convention app (information will come in a separate email), follow these steps:

- Using the link provided in a separate email about the convention app, find your session that you want to upload handouts for.
- Click the “Add Document” button and upload the document. Be sure to title your
- document something descriptive, such as “Presentation Slides – Presentation Title ABC”
- Click “Save”.

### Creating Your Handout

Use your best judgement, and whatever you decide to provide as the handout, use it to reinforce the information you present in a program. Handouts should supply the attendees with an outline of your salient points so they can follow the progression of your presentation.

Convention sessions are much different than classroom lectures or workshop presentations. Attendees are participating in many sessions over several days and are not able to delve into the material with the depth expected of single-topic presentations. Provide in the handout what is needed to clarify your presentation and perhaps resources for further discovery and your contact information in case someone desires more in-depth material(s) after the presentation.

Attendees are often looking for a copy of the presentation slides in the handouts and it will require no additional work for you. Session handouts do not have to be your presentation slides but do need to provide information that attendees can use when they return to their work setting. Informative handouts, uploaded early, can also boost your session attendance. Here are some ideas if you do not provide the presentation slides:

- Presentation slides with proprietary slides removed, such as ongoing data collection, forms you have created, etc.
- Synopsis or outline of your session
- List of resources, supporting documents, or references
- Key points of your presentation
- List of action items to do before or after your session
- Get creative!

Some examples of information that might be appropriate for a handout include the following:

- Drawings, diagrams, or charts (Use only if unable to reproduce as an audiovisual.)
- Forms, checklists, or samples (Use if an audiovisual would be too detailed.)
- Glossaries or statistics (Use only if this information is critical in following your presentation.)
- Article reprints (Rarely necessary; interested persons can find this information from a reference.)
- Worksheets (If participants will be asked to complete a worksheet, then provide it.)
- Bibliographies (These can be made available to those interested but are not necessary for all participants. Instruct attendees to contact you after the presentation for a Bibliography, if interested.)

Always number your handout pages for easy reference during your presentation and include your session name and date on all handouts.

All handouts should be posted to the CEC Convention App and attendees will be able to access the handouts before and after the event. This way, all attendees will have access to all handouts. You may choose to provide printed copies of your handouts; please note that CEC does not reimburse presenters for printing expenses.

## Handout Accessibility

### Digital Handout Accessibility

Please ensure that any digital handouts you provide are accessible. The CEC slide template has been pre-set to meet contrast ratios and alternative text reading for the built-in convention logo. For any content you add, please make sure your handout is compatible with screen readers:

- Include alternative text for all visuals (photos, images, charts, etc.)
- Make sure slides and content will be read by screen readers in the order you intend.
- Ensure that color is not the only way of conveying information.
- More suggestions:
  - Microsoft Word - <https://support.microsoft.com/en-us/office/make-your-word-documents-accessible-to-people-with-disabilities-d9bf3683-87ac-47ea-b91a-78dcacb3c66d>

- Microsoft PowerPoint - <https://support.microsoft.com/en-us/office/make-your-powerpoint-presentations-accessible-to-people-with-disabilities-6f7772b2-2f33-4bd2-8ca7-dae3b2b3ef25#PickTab=Windows>
- Google Docs or Presentations:  
<https://support.google.com/docs/answer/6199477?hl=en>
- If you turn your handouts into PDF documents as is recommended, be sure your accessibility carries over.
  - Workflow for Creating Accessible PDFs -  
<https://helpx.adobe.com/acrobat/using/creating-accessible-pdfs.html>

## Printed Handout Accessibility

If you choose to provide printed handouts yourself during your session, please remember that individuals who are blind or have low vision may not be able to read standard-sized print on your handouts.

- If you are providing an alternative printed handout:
  - Print on single-sided 8.5 x 11" paper and stapled at the top left corner
  - Use letter orientation, unless a visual element requires landscape orientation, to achieve maximum visibility
  - Left justify all paragraphs and do not use columns
  - Keep a one-inch margin on all sides
  - Use 18-point font for all text, including body text, footers, page numbers, references, disclaimers, and labels on charts and graphs. Larger fonts may be used for headings.
  - Use a bold serif font (such as Times New Roman) for body text and a bold simple sans-serif font (such as Arial) for headings and other information that is set apart from body text. Do not use any compressed fonts.
  - Make lines heavy/thick in charts and graphs.
  - Use a minimum of 1.5 line spacing; use double spacing when possible
  - Do not use small caps, italics, or all caps for text. Use initial caps and lower case for titles and text
  - Use underlining for emphasis instead of italics

Delete decorative graphics that do not contribute to the meaning of the information being presented.

## Audio/Visual Information

### Audio/Visual Equipment

In each session room, CEC will provide:

- LCD projector
- Screen
- Audio mixer for sound

Presenters are responsible for bringing their own laptop or tablet. For multi-presentation, Teacher Exchange, or Data Blitz sessions, the session moderator will arrange AV needs with presenters. Poster sessions will **not** have any AV equipment provided.

### **Video (if you include any in your presentation)**

Be sure to preview the videos, set up any additional AV equipment, move the video to the starting point, and prepare to troubleshoot or move into another form of presenting the material if the video or link to the video should malfunction. Members of the AV team will be available in the 15-minute breaks between sessions should you require assistance.

CEC strongly suggests ensuring all videos are captioned both for accessibility purposes and in the case that the sound quality is poor. When using video, if sound quality is poor, be prepared to mute the sound and provide a narration of what participants are viewing.

After the audiovisual piece, move right into audience reaction/participation to integrate the content with other segments of the session. Help participants focus on the themes relevant to the topic at hand.

## Appendix A: Speaker Agreement

The following policies must be agreed on to be part of the programming at the CEC convention. You will be asked to agree to all the following on a digital form to be completed by **September 22, 2025**.

### Proposal Acceptance & Confirmation

CEC reserves the right to assign the day and time that accepted proposals will be scheduled. The date and format of your presentation is described in your acceptance email sent in September.

### Registration

**All presenters whose proposals are accepted for presentation must pay their registration for the convention by October 15, 2025, to remain on the program.** You must register for either a full convention registration or may choose to register for a single-day registration for the day you are presenting. If you are presenting on multiple days, you must register for a full convention registration.

### Event Rules & Conditions

You agree to abide by all event rules and conditions in place at the time of the convention, including all health and safety policies. You understand that CEC's number one priority is the health and safety of our attendees, and policies may change to reflect the most appropriate guidance at the time of the convention. All event rules & conditions, including all health & safety policies, can be reviewed at [ceconvention.org/about/policies](http://ceconvention.org/about/policies).

### Handouts

Session handouts are an important part of the session attendees' overall convention experience and serve as a resource after the participant leaves your session. You will make every effort to upload a handout for attendees by the suggested deadline of March 4, 2026, to allow attendees time to review them as they build their conference schedule. NOTE: A handout does not need to be a copy of the session slides or actual poster. See pages 11-13 for suggestions on what you may choose to use for a handout.

### Promotion is Prohibited

You understand and agree that your presentation does not promote commercially available products, services, or programs. The venue for commercially available products is an Exhibitor Showcase Session.

### Copyrights, Royalties, and Trademarks

**You, the presenter, are responsible for securing copyright permission for all copyright-protected material(s). This is not only CEC's policy, but also the law.**

You warrant that no literary or artistic work or other property protected by copyright will be performed, reproduced, or used, nor will the name of any entity protected by trademark be reproduced or used by you during your speech and presentation (including but not limited to any exhibits, movie clips, videos, graphics) unless you have obtained written permission from the copyright or trademark holder. You covenant to comply strictly with all laws respecting copyright,

royalties, and trademarks. You shall indemnify and hold CEC, its officers, agents, and employees harmless from all claims, losses, and damages (including court costs and attorney fees) with respect to any such copyright, royalty, or trademark rights.

**Audio-Visual Equipment**

Each presentation room will be preset with an LCD projector and screen as well as an audio mixer. You are responsible for providing your own laptop or tablet.

## Appendix B: Accessibility Guidelines

### Making Your Presentation Accessible

The most important aspect of an “accessible session” is a presenter who is responsive to the needs of each participant and takes the lead in creating a receptive and accommodating atmosphere. All participants should be given the same opportunities to benefit from the session and experiential activities.

CEC has created a Convention 2025 PowerPoint template that all speakers will be **REQUIRED** to use for their presentation for cohesion and accessibility for those with low vision.

Consider the following suggestions:

- Be aware of the audience. Be considerate of all participants and particularly aware of any individual with disabilities in the audience and be responsive to their needs. Consider enabling auto-captioning on your slides. This feature works best if you are near a microphone, either your computer’s microphone or the room AV, and if you speak as clearly as possible. While automatic captions aren’t 100% perfect, they can be helpful for all attendees.
  - Present with real-time automatic captions in PowerPoint:  
<https://support.microsoft.com/en-gb/office/present-with-real-time-automatic-captions-or-subtitles-in-powerpoint-68d20e49-aec3-456a-939d-34a79e8ddd5f>
  - Present slides with automatic captions on Google Slides:  
<https://support.google.com/docs/answer/9109474?hl=en>
- Be aware of the seating. CEC ensures that designated seating is available for attendees with hearing, vision, and mobility needs. Make sure participants who use interpreters can sit facing the presenter as well as the interpreter. Make sure participants who use recorders are near an electrical outlet. Allow adequate space for attendees in wheelchairs, scooters, or those using ambulatory aids. Ensure full access for all people to the degree they wish to participate.
- Be aware of your presentation skills.
  - Speak clearly and at a moderate pace. This practice promotes understanding in the audience and allows sign language interpreters time to translate what you are saying.
  - Face the audience as much as possible. Avoid standing with your back to the audience or source of light. Speak directly into the microphone. Do not cover your mouth when speaking.
  - Clearly describe visual aids, including writing on slides, boards, and flipcharts. Be specific when referring to charts, numbers, demonstration materials, and board or flipchart writing. Provide a verbal explanation of all visual materials used to illustrate the lecture. For example: “This slide covers these three key points...” “This graph illustrates these key points...”
  - Whenever possible, use captioned films or recordings if you include them in your presentation.
  - Repeat the questions and the comments of members of the audience in the session.

- If possible, when they are present, make sure that sign language interpreters have a copy of your presentation before you begin. Always speak to the participants, not the interpreter.
- Be aware of written information.
  - Consider bringing a few large-print copies of materials you plan to distribute for participants with visual impairments.
  - Ensure any handouts you make available digitally are compatible with screen readers.
    - Microsoft Word - <https://support.microsoft.com/en-us/office/make-your-word-documents-accessible-to-people-with-disabilities-d9bf3683-87ac-47ea-b91a-78dcacb3c66d>
    - Microsoft PowerPoint - <https://support.microsoft.com/en-us/office/make-your-powerpoint-presentations-accessible-to-people-with-disabilities-6f7772b2-2f33-4bd2-8ca7-dae3b2b3ef25#PickTab=Windows>
    - Google Docs or Presentations: <https://support.google.com/docs/answer/6199477?hl=en>
- Be aware of experiential activities. Make sure that everyone has a congenial partner or group and the opportunity to participate fully.
- Announce and provide a quiet area away from the large group or in the corner of the room for people who have difficulties hearing in noisy environments or increased background noise.

### **Accessible Slide Presentations**

Slide presentations are commonly used among session presenters as an effective way to display ideas and data. Because slides are visual media, presenters should be sure to make presentations accessible to all audience members.

#### Text content:

- Title and text fonts have been pre-set in the CEC template. Please refer to the How to Use This Template slides in the download.
- Don't try to cram too many slides into your presentation. Allow your audience time to read slides.
- Place no more than 6 lines of text on a slide (excluding columns).
- Many individuals with disabilities use text-based screen reading software and computer devices.
- Note that graphics often cannot be read with screen readers and other text-based devices.

#### Graphic content:

- Replace graphics with text whenever possible.
- If graphics are used, include a detailed explanation of the meaning of those charts or graphics in a descriptive text-only slide included immediately after the graphic slide.
- Note that the meaning of the graphic is needed, not a description. For example:
  - No: "Chart with blue and red bars."
  - Yes: "Data from this chart illustrates that individuals with disabilities report spending more time in the emergency room than individuals without disabilities."

Avoid:

- Slide transitions
- Busy slide backgrounds
- Chart filter patterns
- Over-crowding text
- Color schemes providing low contrast
- Charts without text descriptions
- Videos that are not captioned

CEC has created a Convention 2025 PowerPoint template that all speakers will be **REQUIRED** to use for their presentation for cohesion and accessibility for those with low vision.

### **Video Playback Accessibility**

CEC strongly suggests ensuring any videos you may play during your presentation are captioned both for accessibility purposes and in the case that the sound quality is poor.

### **Handout Accessibility**

#### *Digital Handout Accessibility*

Please ensure that any digital handouts you provide are accessible. The CEC slide template has been pre-set to meet contrast ratios and alternative text reading for the built-in convention logo. For any content you add, please make sure your handout is compatible with screen readers:

- Include alternative text for all visuals (photos, images, charts, etc.)
- Make sure slides and content will be read by screen readers in the order you intend.
- Ensure that color is not the only way of conveying information.
  - Microsoft Word - <https://support.microsoft.com/en-us/office/make-your-word-documents-accessible-to-people-with-disabilities-d9bf3683-87ac-47ea-b91a-78dcacb3c66d>
  - Microsoft PowerPoint - <https://support.microsoft.com/en-us/office/make-your-powerpoint-presentations-accessible-to-people-with-disabilities-6f7772b2-2f33-4bd2-8ca7-dae3b2b3ef25#PickTab=Windows>
  - Google Docs or Presentations: <https://support.google.com/docs/answer/6199477?hl=en>
- If you turn your handouts into PDF documents as is recommended, be sure your accessibility carries over.
  - Workflow for Creating Accessible PDFs - <https://helpx.adobe.com/acrobat/using/creating-accessible-pdfs.html>

#### *Printed Handout Accessibility*

If you choose to provide printed handouts yourself during your session, please remember that individuals who are blind or have low vision may not be able to read standard-sized print on your handouts.

If you are providing an alternative printed handout:

- Print on single-sided 8.5 x 11" paper and stapled at the top left corner
- Use letter orientation, unless a visual element requires landscape orientation, to achieve maximum visibility
- Left justify all paragraphs and do not use columns
- Keep a one-inch margin on all sides
- Use 18-point font for all text, including body text, footers, page numbers, references, disclaimers, and labels on charts and graphs. Larger fonts may be used for headings.
- Use a bold serif font (such as Times New Roman) for body text and a bold simple sans-serif font (such as Arial) for headings and other information that is set apart from body text. Do not use any compressed fonts.
- Make lines heavy/thick in charts and graphs.
- Use a minimum of 1.5 line spacing; use double spacing when possible
- Do not use small caps, italics, or all caps for text. Use initial caps and lower case for titles and text.
- Use underlining for emphasis instead of italics
- Delete decorative graphics that do not contribute to the meaning of the information being presented.

*Information gathered from the Association of University Centers on Disabilities (AUCD) [www.aucd.org](http://www.aucd.org)*