

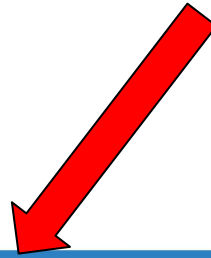
A National Connection for Self-Advocates



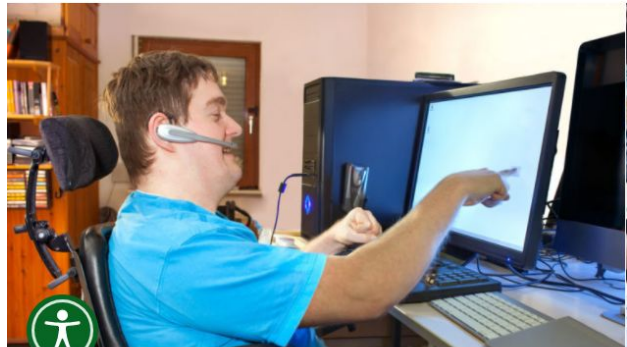
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Self Advocacy Resource and
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<https://www.selfadvocacyinfo.org/resources/sartac-zoom-meetin...>



Current Issues
Resources

Organization
Resources

SARTAC Zoom
Meetings



Two Clicks - #1 Click on Resources then #2 Click on SARTAC Zoom Meetings



Earn Money By Doing Plain Language Projects

This webinar is about how self-advocacy groups can make money

- through focus groups
- writing new documents
- translating or taking complicated information and making it easier to understand

Always Ask... Are we getting paid to do this work?

If someone asks you to help them with a plain language project:



- Say thanks! Tell them how important it is to include people with disabilities.
- Ask - Are we getting paid to do this? Or are you asking us to volunteer our time.

Tips to Figure Out What to Charge

Payroll expenses:



- Make a list of the people who will work on the project.
- Ask your bookkeeper to tell you how much each person gets paid. Remember to include fringe benefits. This means taxes, health care, retirement and more. Your bookkeeper will be give you an hourly rate for each person.

Figure Out your Rate of Pay / What to Charge



- Consider adding an additional amount to cover costs like your office space, computer equipment or to put towards what you pay your bookkeeper. This is called **overhead expenses**. For example the rate is 15% for federal projects..
- Include **Stipends** for people who will be in your focus groups. (At least \$20 an hour.)

Before You Decide to Do This Job Find Out:



What? Find out what do they want you to do and get it in writing!

- Get a copy of the text they want to be in Plain Language.
- Do you know about this topic? Ask yourself if you need to read anything to get ready.
- How many pages is it? Is it hard to understand?

Later – we will discuss estimating time to re-writing information

Before You Decide to Do This Job Find Out:



Who are these people?

- Is this a group you know?
- Do you like to work with them?
- Do they believe in self-advocacy?
- Ask yourself if it is important to spend time working with these people to help them with accessible information

Before You Decide to Do This Job Find Out:

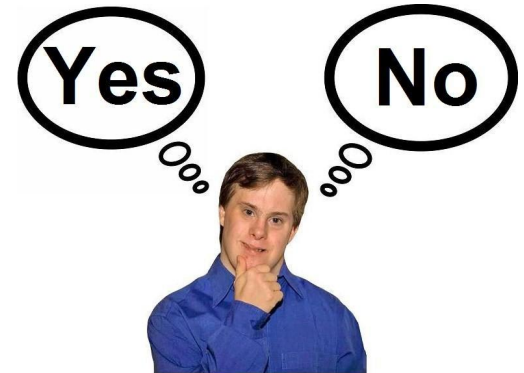
When?



- Get the date it is due
- Make a list of everything you need do.
- Estimate how many hours you will need to do everything on your list.
- What else is going on? Is your team available to work on this?

Make a Decision

- Do you know how to do the job?
- Do you want to do this?
- Are you available?
- If the topic is unfamiliar, do you have the time to learn about this new topic?
- Do you have the help you need to do this?
- Do you like working with these people?
- Is it important to self-advocacy?



Make a Decision - And Tell Them Your Answer



Get written information about the job.
You need to decide and tell people your answer
by 1 week.

Do Not Make People Wait for Your Answer.

For example, "Thanks for asking us to do this
work. We will let you know by next Friday if we
can do it."

If you agree to do the job - get everything in writing



Ask the people you are working for to please put all the details in writing and email them to you. Here are a few things to include:

- What they want you to do
- When it is due
- How much you are getting paid

Using Focus Groups



Why focus groups are important

- Just because a document is written at a 4th-grade reading level does not mean people with a 4th-grade reading level can understand it. **The best way to know if information is clear is to ask the people who will use it.**
- Always pay people who help review your materials.
- Their work is important. It takes time, skill and practice to make information easy to understand.
- Plain language documents may look simple, but they take a lot of work to write and improve.

Who should be in your focus group?

- First - check the reading grade level of the document you are working with.
- For example, if it is 3rd grade reading level, then recruit people for the focus group who read at around a 3rd grade reading level.



Who should be in your focus group?

- Do not give people a reading test.
- Instead, ask them to read a few short sentences out loud. Use one sentence at an 8th-grade reading level, one at a 5th-grade reading level, and one at a 3rd-grade reading level.
- Explain that you have different documents to review and want to find the group that is the best fit for them. This will help both of you make the best guess about which focus group will work best.



How to find focus people for your focus group

- Local self-advocacy groups
- High school students with disabilities
- Agencies who provide supported employment services
- Ideally, you want to recruit about 5 people for the focus group.



Sample Text to Use to Recruit People for a Focus Group

Do you ever get papers that are hard to understand?

We need your help!

We will pay you to help make information easier to understand.

You will work with a small group. Together, we will look at a booklet about going to the doctor.

You do not need to know how to read for this job. We will read the booklet together.

As a group, you will talk about:

- Is the booklet easy to understand?
- What parts are confusing?
- How can we make it better?

Your ideas will help make information easier for everyone to use.

Once they say YES!

Give them an agenda for your focus group.

Give them a hard copy of the document you will be looking at.

Give them a few sample questions

- Are there any words that are confusing?
- Are there any words you do not know?
- What part is hardest to understand?
- If a friend read this, do you think they would understand it?

Make sure your Focus group is accessible

- Ask people what supports they need to speak up at a meeting.
- Some people need extra help because of a disability. This help is called an accommodation.
- Accommodations help everyone take part and do their best.
- Give all information in plain language so it is easy to read and understand.

Make sure your Focus group is accessible

- Start with an icebreaker.
- Pick an activity that everyone can do. Share the questions before the meeting so people have time to think about their answers.
- Try not to ask people to talk about their feelings or other things that may be hard to explain.
- Include plenty of breaks.
- Breaks help people stay involved. They give people time to rest, move around, use the restroom, or take care of their needs.
- For long meetings, plan a 10-minute break every hour.

Always pay your focus group members

- The people who review your materials do important work. It takes skill to help make information easy to understand.
- Plain language materials may look simple, but they take time to write, review, and improve. The people in your focus group help make sure the information is clear and useful.
- Be sure to thank them in the final document. You can include a page that lists their names and thanks them for their help.
- Before you share the document, ask each person if they want their name included.

Sample Questions

- Does this make sense to you?
- Is there too much information, too little information, or just the right amount?
- Are there any words that are confusing?
- Are there any words you do not know?
- Is anything missing?
- What is the most important thing you learned from this?
- What part was hardest to understand?
- If a friend read this, do you think they would understand it?

How ASAN does focus groups

- Give all the Plain Language information a week or two in advance.
- Show the resource on a screen.
- While one person facilitates, another person edits the projected document in real time.
- Go through the resource line by line. If something doesn't make sense, discuss and edit as a group.