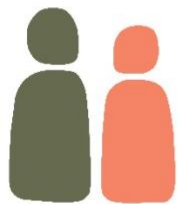


Resource Quality and Accessibility Checklist for People with Intellectual Disability and Their Supporters



National Centre
of Excellence in
**Intellectual
Disability Health**

About the checklist

This checklist can be used as a tool to consider the quality and accessibility of resources that support the health of people with intellectual disability.

The checklist can be used with different types of resources, such as factsheets, guides, videos, tools and websites.

The checklist is intended to be used with resources that are related to the health of people with intellectual disability. This can include resources for:

- people with intellectual disability
- family members, carers and supporters of people with intellectual disability
- health and disability professionals.

How to use the checklist

The checklist can be used flexibly in whatever way you like. You can use this checklist to:

- help you make high quality and accessible resources that support the health of people with intellectual disability
- help you decide whether a resource is accessible and fit-for-purpose.

The checklist is designed to help you think about best practice.

The checklist has 25 items across 6 areas. Each item is written as a question. The questions should prompt your thinking.

- An answer of 'yes' to an item is good.
- An answer of 'no' means that the resource could be improved.
- An answer of 'not relevant' means that the item does not apply to your resource.

If a resource has lots of yes answers, the resource is likely good.

If a resource has lots of no answers, the resource may be less trustworthy or less helpful.

How the checklist was made

The checklist was made together by people from different groups.

We asked people with intellectual disability, family members and health professionals what they think makes a good and accessible resource.

We looked at existing quality and/or accessibility guidelines for health resources, including those focused on intellectual disability and those that apply more broadly.

We then made our own plain language list based on what we found out.

We decided on the final list by doing a research study to find out what checklist items everyone agreed should be on the list.

The people who took part in the research study were people with intellectual disability, family members or carers, health professionals, disability professionals, researchers and advocates.

Resource Quality and Accessibility Checklist for People with Intellectual Disability and Their Supporters

	Yes	No	Not sure	Not relevant
Right for the audience				
Is the purpose and target audience of the resource clearly stated in the title, cover or introduction?				
Does the resource address a want, problem or need that has been identified by or for the target audience?				
<p>Is the information right for the audience?</p> <p>Think about:</p> <ul style="list-style-type: none"> • Which country do they live in? • What is their role? 				

	Yes	No	Not sure	Not relevant
<p>Is the information presented to the audience in a suitable way?</p> <p>Think about:</p> <ul style="list-style-type: none"> • Does it use language that the audience can understand? • Does it leave out difficult words unless the audience needs to learn them? When difficult words are used, are they explained? • Are images related to the information and likely to be familiar to the audience? 				

	Yes	No	Not sure	Not relevant
Accurate				
<p>Is the resource based on facts or true information that has been checked?</p> <p>Think about:</p> <ul style="list-style-type: none"> • Does it say where the information comes from? • Has an expert or trusted group said that it is okay? 				
<p>Is the information up to date?</p> <p>Think about:</p> <ul style="list-style-type: none"> • Does the resource tell you when it was made or last updated? 				
<p>Do all the links and buttons work?</p>				
<p>Does the resource say if there is any bias?</p> <p>Bias means the resource might be unfair or one-sided. For example, a resource might have bias if it is trying to sell a product.</p>				

	Yes	No	Not sure	Not relevant
Practical				
Does the resource provide clear information or steps that the user can follow?				
Does the resource give examples to help explain the information or steps?				
Is a summary of the most important points provided for resources that are long or hard to understand?				
Has the resource been tested by people who might use the resource to make sure that it is easy to use?				

	Yes	No	Not sure	Not relevant
Helping people feel seen, heard, and valued				
Does the resource use positive, respectful and inclusive language and images?				
Does the resource give a warning before showing anything that might be upsetting?				
If the resource is for a certain group, have people from that group reviewed it to make sure that the resource reflects what the group values, believes and experiences in their everyday lives? Examples of groups are LGBTQIA+ people and people from different cultures.				

	Yes	No	Not sure	Not relevant
<p>If the resource is for a certain group, have people from that group reviewed it to make sure that the resource uses the group's native language, familiar phrases or slang?</p> <p>Examples of groups are LGBTQIA+ people and people from different cultures.</p>				
<p>If the resource is for a certain group, have people from that group reviewed it to make sure that its images have a look and feel that the audience can identify with?</p> <p>Examples of groups are LGBTQIA+ people and people from different cultures.</p>				

	Yes	No	Not sure	Not relevant
Made by people with the right knowledge				
Does the resource tell you who made it?				
Does the resource provide the contact details of the people or organisation that made it? For example, a phone number or email address.				
Was the resource made by someone who knows a lot about the topic? For example, was it made by an organisation known for working with, or run by, people with intellectual disability?				
Did people with intellectual disability work on the design of the resource?				
Was the resource made with input from the types of people who would use it? For example, if the resource is for nurses, did any nurses help make it?				

	Yes	No	Not sure	Not relevant
Accessible				
Does the resource have accessibility features like captions for videos or image descriptions?				
Is the resource available in more than one format so the audience can choose the one that works best for them? For example, plain English, Easy Read, Easy English, videos, audio.				
Can people use the resource with tools that support their needs, like screen readers?				

