

# Internet training package

For people with a communication or literacy disability



## Tutor's manual

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[\(http://www.dcita.gov.au/accessability/\)](http://www.dcita.gov.au/accessability/)



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(<http://www.shrs.uq.edu.au/cdaru/aphasiagroups/>)

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### Trademarks

Trademark names are used throughout this book. We have not placed trademark symbols each time a trademark name appears. The name of Microsoft products is mentioned in acknowledgement of the trademark owners and there is no intention to infringe the trademark.

### Computer software requirements:

Instructions in this manual are based on Microsoft Internet Explorer 5.5 and Microsoft Windows 98.



A full version of this manual can be downloaded free from:  
(<http://www.shrs.uq.edu.au/cdaru/aphasiagroups/>)

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## A note for the tutor

Dear Tutor,

We hope you enjoy being an Internet tutor. It can be a very rewarding experience when you teach someone who has a communication disability, about the wonders of the World Wide Web. This manual is for you to use. There is another manual in this training package for your student.

This manual consists of:

1. An introduction.

The introduction consists of this letter and some questions and answers on how to use this manual. It also has some suggestions for customizing your computer to make things easier for your student. We ask that you read it carefully prior to training.

2. Four training modules.

Module 1 is an overall introduction to the Internet for your student. At the end of this module, most students are amazed at what is possible on the World Wide Web! It is advisable to teach this module at least twice, to familiarize your student with the mouse and the Internet screen.

Modules 2,3 and 4 can be taught once or more if necessary.

At the end of each module there is a:

- Notes page
- Skills checklist

Please fill these in with your student as you teach the modules. It will encourage your student to give you feedback and allow the student to assess their progress.

### **How long is the training?**

Lessons need to be taught at least once a week for six weeks. Each lesson will take about 1 hour.

### **What software do I need on my computer?**

The instructions in this manual are based on Microsoft Internet Explorer 5.5. If you are using an earlier version of Internet Explorer you may be able to download this version from the Internet at:

<http://www.microsoft.com/downloads/>

## Introduction.

If you are teaching in a public library, Microsoft Internet Explorer will be available.

Above all we would like this to be an enjoyable and relaxed experience for both you and your student. Therefore it is not necessary for the student to be 100% independent in a module before progressing to the next module. Remember - the World Wide Web is a fun place to be!

We would welcome any feedback. You will be able to contact us at

[j.egan@mailbox.uq.edu.au](mailto:j.egan@mailbox.uq.edu.au)

Happy surfing!

**Jenny Egan and Linda Worrall.**

Read on for frequently asked questions (FAQS)!

So, now that I'm a tutor, what do I need to know before I begin to teach?



## Why a special training package for people with a communication disability?

Advances in technology are changing the way we communicate with each other in a multitude of ways. We can email, pay our bills, order our groceries and walk through art galleries –without leaving our homes! People mostly learn about the Internet through their jobs or attending courses or reading very “wordy” manuals. But there are some groups in society who are unable to access technology in these ways. These groups include people with a disability, older people and people who are socially and culturally disadvantaged.

It became obvious to us in our research, that people with a literacy disability could also enjoy the social and educational benefit of the World Wide Web. This is because the web browsers (e.g. Netscape Navigator, Microsoft Internet Explorer) use pictures (icons), which we “click on” to get around the net.

Having a disability can cause great social isolation. A communication disability can cause embarrassment and frustration and prevent people from gaining access to a whole range of leisure activities and services. The aim of this package is to enable people with such disabilities to partake in the wonders of the World Wide Web. The package has been designed with simple text and graphics. Students will be able to do this training when and where they feel comfortable, with a tutor who understands their special needs.

## What things do I need to be aware of when teaching someone who has a communication disability?

Be aware that they might experience difficulty in some of these areas:

- Understanding what others are saying
- Saying what they want to say
- Reading
- Writing and spelling
- Hearing
- Visual problems
- Physical movement- e.g. partial paralysis or weakness
- Memory
- Energy levels

## What things can I do to help?

Some of these things may help:

- Speak in short simple sentences.
- Speak at a pace which is easy to understand
- Ask your student if they understand you
- Be a good listener. Resist the urge to “chat” during the session.
- Give your student time to get the words out. Try not to finish their sentences for them.
- Have a pen and paper handy. They may be able to write the word rather than say it.



## How do I know if I'm doing OK as a tutor?

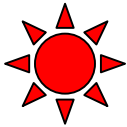
Ask your student! Encourage your student to communicate with you.

- listen carefully and observe your student's progress.
- prompt for feedback from your student. Ask them how they are throughout and after the session.

## How do I use this manual?

There are 4 modules. (Module One can be taught in lesson one and repeated in lesson 2 if necessary). Each module has:

- Internet task instructions
- a sheet for the tutor to record their thoughts and their student's comments at the end of each session.
- a skills checklist for the tutor and student to record the student's progress.



Watch out the for useful tips throughout the manual marked by this symbol.

## What is the purpose of the student manual?

A student manual is to be given to the student at the beginning of the training period. This is a simpler version of the tutor's instructions. It is for the student to take home and read during the training period.

After each lesson, go through the student module and ask your student to revise the lesson by looking at their manual at home.

Encourage practice in between sessions. If you are training in a library, introduce your student to the librarian and explain what you are doing. This will make it easier for the student to venture into the library on his/her own for additional practice sessions.

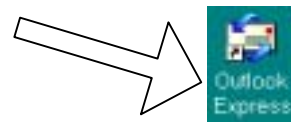
*Do not expect the student to look at any printed material through the lesson. It is best that their attention remains on the computer screen.*

## Which email programme- Outlook Express or Hotmail?

Instructions for two email programmes are included in this package. Choose *one* of the following:

### 1.Outlook Express

If your student is using their own computer, then Outlook express may be the best option for them. It is easier to access than “Hotmail” as they will not have to go to a website and enter a password. They will simply need to click this icon on the desktop screen



### 2.Hotmail

If your student is training on someone else’s computer or wishes to read their email on *any* Internet computer, then “Hotmail” will be the best choice. Remember- when using Hotmail, you will need to connect to a website and enter a password.

When you set up your student’s Hotmail account, you will need to print out the registration form and save their details for them.

## When and where should the lessons take place?

A regular time is often best and it is good to work in a quiet space. If the lessons are taking place in a library, book a computer when the library is least crowded. Also, find out what time of day your student is best able to concentrate.



## What if the student is anxious about using technology?

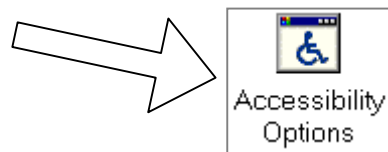
This is pretty normal! But when people begin to surf, they relax very quickly and gain confidence.

## Anything else?

There are some changes you can make to the set up of your computer, which may make things much easier for your student. If you are training in a public library, you may not be able to adjust the computer settings. Ask the librarian or the owner of the computer before adjusting settings.

This training package is based on the operating system Microsoft Windows 98. You may wish to explore the Accessibility Options of this program.

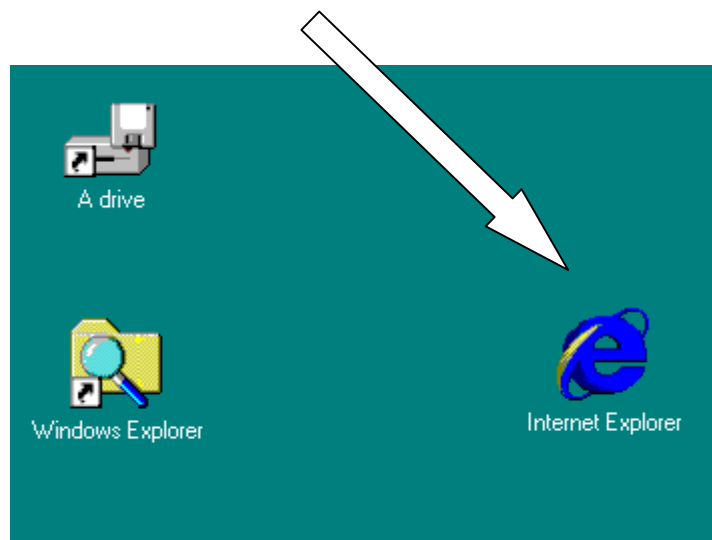
Go to start- settings – control panel and click on



On the next page, there are some suggestions for customizing your computer prior to each lesson. Take an hour or so to “play” with the different options. It is quite a lot of fun!



**Here's a tip -Make Internet Explorer easy to find!** Click and drag the explorer icon to the middle of the desktop.



(If the Internet Explorer icon does not move, right-click the mouse anywhere on the desktop screen. A menu will appear – click on Arrange Icons – click on Auto Arrange so that there is no tick beside it. Try to drag the Internet Explorer to the middle of the screen.)

## Customizing your computer

### NOTE:

- *You can customize the computer to suit the special needs of each student. The aim is to make using a computer EASIER. If you are unsure, simply experiment with the different possibilities and ask your student for feedback.*
- *If you are using a networked computer in a public library, it may not be possible to configure the computer for your student's special needs. Ask your librarian for assistance.*

### Train your mouse!!



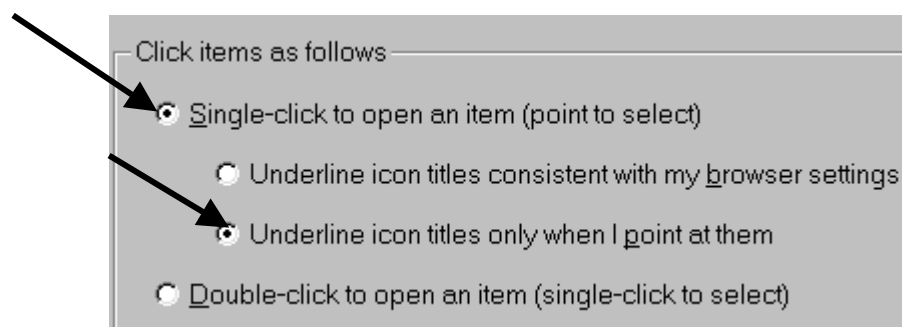
\*\* (See summary on page 11)

### 1. Clicking

- Single clicking

The double-clicking motion can be very difficult for some people. So...make the mouse your friend, by configuring it to a single-click!

On the desktop screen, click on My Computer -View- Folder Options-Settings-



- Double clicking

Or if you wish to slow down the double-click action, follow these instructions:

Go to Start - Settings - Control Panel - Mouse - and slide setting for Double-click speed to Slow.

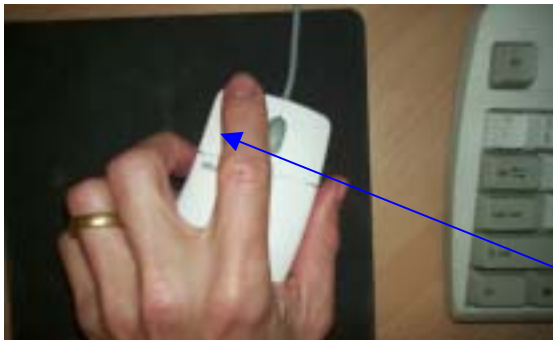
## 2. Scrolling

Positioning the mouse on the scroll bar can quite difficult. Practice will definitely improve performance, however if your student continues to have difficulties, here are some more options:

- If your mouse has a scroll wheel, experiment with this!
- Try widening the scroll bar by following these instructions:  
Go to Start – Settings – Control panel- Display – Appearance – go to Item drop-down menu – choose Scrollbar and adjust the size drop-down menu. – Click Apply and OK.
- Or use the arrow keys to scroll up and down.
- For finer mouse control use the number keypad to move the cursor up, down and diagonally. (Go to Start- Settings -Control Panel-Accessibility Options -click MouseKeys box.)

## 3. Left Hand Users

Many left handed people simply move the mouse to the left of the keyboard and keep clicking – see figure 1.



For left hand mouse users, (without configuring the mouse in settings) move the mouse to the left of the keyboard and use index finger on left mouse button.

Figure 1.

To configure the mouse to be used to the left of the keyboard so it is *always* a “left-hand” mouse, follow these instructions:

Go to Start – Settings - Control Panel - Double click Mouse- in the button-configuration settings, click left-handed.

## Slow down your keyboard!!



Modern keyboards can be very sensitive to the touch, so to reduce typing errors, follow these instructions to slow the keyboard:

Go to Start- Control Panel- Settings -Keyboard – slide Repeat rate and Repeat delay to slow.

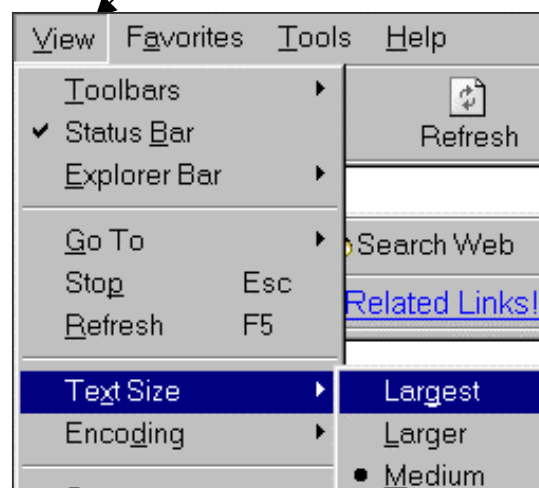
## Increase text size



\*\* (see summary on page 11)

Surfing can be more enjoyable if the size of the print on web pages is increased. Follow these instructions:

Connect to the Internet – click on view – text size- largest.



## Make Windows bigger!

It will be easier for some students to locate and click on icons etc if all the windows settings are enlarged. Follow these instructions:

1. From the Start menu select Settings then Control Panel.
2. Double click Display. Click on the Appearance tab.
3. Under the Scheme pop up menu, select Windows Standard (Extra Large). Click Apply and then OK



## Make the screen pointer easier to see.

Make the pointer larger by following these instructions:

1. Go to Start - Settings - Control Panel and double-click Mouse.
2. Click the Pointers tab.
3. In the Scheme box, select Windows Standard (extra large) in the pull-down menu.
4. Click OK.

Make pointer slower:

1. In the Mouse control panel, click the motion tab.
2. In the Pointer Speed box, move slide to slow.
3. Click OK.

### **\*\*Summary:**

We hope you have had fun configuring your computer. We have found that Train your mouse and Increase text size are the most useful configurations for students.

Your student may want to shop around for the best mouse for his/her needs. Have a look at the major electrical stores.