

# Aa

A complete guide to Kessler Foundations' digital media resources for web and print

**Typography • Logos  
Branding and Style Guides  
Color Palettes • Templates  
QR Codes • Social Media Icons  
and Disability Etiquette Tips**

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Fall 2022



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## When it comes to branding, consistency is everything.

The Communications Department is responsible for multimedia, digital, and print content for Kessler Foundation. We've compiled an easily accessible, go-to resource to provide a comprehensive brand guide for your use.

While external publications have their own styles, all content representing the Foundation, its staff, and Centers should be reviewed by the Communications team before it is distributed.

The Communications team will work with you to develop content, design, and printing of commonly used collateral, such as brochures, to ensure all printed materials follow the Foundation's style and branding.

### Have a question?

Reach out to our team with any of your digital and print questions:

**Jody Banks-Smith**, *creative producer*  
jbanks@KesslerFoundation.org

Graphic design, photography, podcasting, and video

**Deb Hauss**, *senior staff writer*  
dhauss@KesslerFoundation.org

Website page updates, copy review, newsletters, and media inquiries

**Carolann Murphy, PA**, *senior medical writer*  
cmurphy@KesslerFoundation.org

Press inquiries, published papers, and media inquiries

**Diana Jordan**, *assistant digital media editor*  
djordan@KesslerFoundation.org

Social Media

**Elaine Katz**, *VP, grantmaking & communications*  
ekatz@kesslerfoundation.org

Final approval for all requests and special projects

# Download Cheat Sheet

**1 page Branding guidelines pdf** (<https://kessler-foundation.canto.com/b/PDQ0I>)

**Style Guide pdf** (<https://kessler-foundation.canto.com/b/TD6A2>)

**Kessler Foundation Logos** (<https://kessler-foundation.canto.com/b/JDO7Q>)

**Letterhead pdfs** (<https://kessler-foundation.canto.com/b/UBEG1>)

**PowerPoint Templates** (<https://kessler-foundation.canto.com/b/I9O0S>)

**Free graphics/stock photo links (Requires a free subscription):**

Pixabay.com - <https://pixabay.com>

Pexels.com - <https://www.pexels.com>

unsplash.com - <https://unsplash.com>

Stockvault.net - <https://www.stockvault.net>

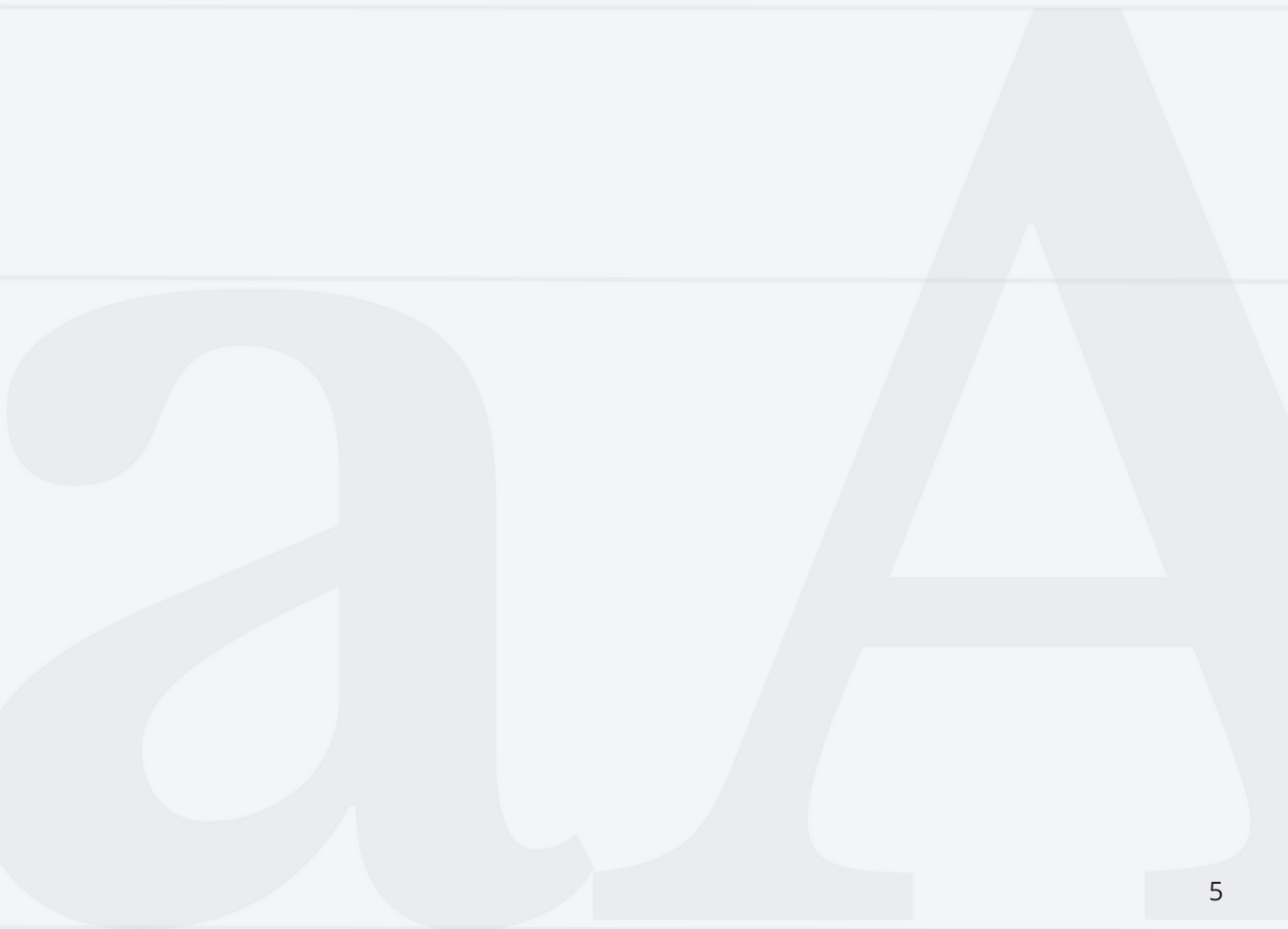
Freepik.com - <https://www.freepik.com>

**Disability Etiquette Tips** (<https://kessler-foundation.canto.com/b/O9M1K>)

# One Page Branding Guidelines

Download Link

<https://kessler-foundation.canto.com/b/PDQ0I>



# 2020 Kessler Foundation - Brand Reference Guide

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## Color Palette:

### Primary Colors



PMS: 287  
CMYK: C92 M62  
RGB: R52 G82 B144  
HEX: #0365b1



PMS: 390  
CMYK: C27 Y97 K13  
RGB: R151 G168 B37  
HEX: #aec12d

### Secondary Color Accents



PMS: 130  
CMYK: M34 Y90  
RGB: R243 G155 B4  
HEX: #fcb133



PMS: 1797  
CMYK: C4 M91 Y88 K11  
RGB: R202 G83 B92  
HEX: #e23d33



PMS: 2607  
CMYK: C56 M74  
RGB: R130 G92 B167  
HEX: #825ca7

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## Typeface:

Arial Regular

*Arial Italic*

**Arial Bold**

***Arial Bold Italic***

## Alternate Typeface:

Tahoma Regular

**Tahoma Bold**

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## The Logo: Size and Placement

Minimum Size for print with and without  
Tagline 1.5 inch with at 300 dpi



Minimum Size for web with and without  
Tagline 170 pixels in width



## About Kessler Foundation

Kessler Foundation, a major nonprofit organization in the field of disability, is a global leader in rehabilitation research that seeks to improve cognition, mobility and long-term outcomes, including employment, for people with neurological disabilities caused by diseases and injuries of the brain and spinal cord. Kessler Foundation leads the nation in funding innovative programs that expand opportunities for employment for people with disabilities.

29AUG22

# Style Guide

Download Link

<https://kessler-foundation.canto.com/b/TD6A2>



A reference for representing the Foundation  
in internal and external communications



# Stylebook

October 2022



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## Kessler Foundation House Style Guide

The primary style guides for Kessler Foundation blogs, websites, marketing email communications, and collateral (brochures, signage, programs, marketing materials, etc.) are the Chicago Manual of Style for general style and the International Committee of Medical Journal Editors for scientific content unless otherwise stated here. The dictionary of record is Merriam-Webster. We use the American spelling of words.

While external publications have their own styles, the representation of the Foundation, its staff and centers apply to affiliations for published works and their content.

## Disability Language

Kessler Foundation strives to reflect disability language and etiquette in all forms of communications.

### General

- Ask someone with a disability how they would like to be referred to
- Emphasize abilities, not limitations
- Having a disability does not mean you are a patient
- Successful people with disabilities are not necessarily all heroes

Use preferred usage for describing people with disabilities. Avoid defining people by their disability.

### Examples:

- **Person who uses a wheelchair**, vs. wheelchair bound, or confined to a wheelchair
- **Person with a disability** vs. disabled person
- **Woman with paraplegia** vs. paraplegic

Avoid negative terms such as victim, struggle, suffer, defect, handicap.

- **Stroke survivor or person who has had (or sustained) a stroke** vs. stroke victim (or suffered a stroke)
- **He has a TBI or she has MS** vs. He's brain injured, or, She's suffering from MS.
- **Congenital disability** vs. birth defect
- Parking and bathrooms are **accessible** vs. handicap-accessible
- In comparisons, refer to people without disabilities as nondisabled, rather than as normal or healthy

Good sources for more detailed examples:

[Using people-first language](#) – downloadable PDF from the CDC

[National Center on Disability and Journalism](#) - specific words listed alphabetically

[ADA National Network](#) – examples of Use vs. Do Not Use

## Gender Pronouns and Honorifics

Use gender-neutral language including the gender-neutral pronouns they/them, instead of he/him or she/her, unless a person's preferences are known. In general, introduce a person by first and last names and title, then use last names without honorifics, e.g., Mr. or Ms. Some individuals prefer gender-neutral titles like Mx. instead of Mr. or Mrs.

## Acronyms

Limit using acronyms unless they are in common use (e.g., JPEG, NASA, VA). Otherwise spell out titles and names as a courtesy to those readers who might not easily recognize them. The use of less familiar abbreviations should be limited to those terms that occur frequently enough to warrant abbreviation—roughly five times or more within an article with each term spelled out on first occurrence. Use of abbreviations for conditions should be minimized (e.g., MS, SCI, TBI, CP, ADD, CFS). If there is space, writing these out is preferred in terms of readability and SEO.

Use abbreviations and acronyms only when they will help your readers by making written text simpler and less cumbersome. Be aware that organizations have branding styles regarding usage of their names. Kessler Foundation's style does not allow the use of KF; Kessler Institute for Rehabilitation does not allow KIR. Examples of organizations with acceptable abbreviations are NJIT (New Jersey Institute of Technology), the VA (Veterans Administration), and ASIA (American Spinal Injury Association).

## Capitalization

Keep capitalization to a minimum. Too many capitals reduce readability. AVOID ALL CAPS.

Use initial capitals for proper names, official titles (see Professional Titles section), and trade names.

Do not capitalize the names of seasons or the words web, or internet.

Do not capitalize names of diseases and conditions (e.g., multiple sclerosis, spinal cord injury, cerebral palsy, attention deficit disorder, chronic fatigue syndrome). Again, use of abbreviations for conditions should be minimized, but capitalized when used (e.g., MS, SCI, TBI, CP, ADD, CFS).

Do not capitalize directional words (e.g., north, south, etc.) unless they are used as nouns denoting specific regions (e.g., South Jersey).

Capitalize Foundation when using it in place of Kessler Foundation (e.g., We here at the Foundation feel good about our work). Capitalize Center and Laboratory when using them in place of the full names of these entities.

Capitalize fellow when used as part of the official name of the title (e.g., Dr. John DeLuca was named Fellow of the National Academy of Neuropsychology (NAN)). Otherwise, use lowercase (e.g., Dr. DeLuca is an NAN fellow or Dr. John DeLuca is a fellow of NAN).

Capitalize the full names of institutions, groups, and companies, and the names of their departments (e.g., Mary is a professor in the Department of Physical Medicine and Rehabilitation at Rutgers New Jersey Medical School). Do not capitalize when it is not the department name (e.g., Mary is a professor of physical medicine and rehabilitation at Rutgers New Jersey Medical School).

**Headlines:** Use initial capitals (capitalize first letter of each word, except conjunctions and prepositions).

**Subheads:** Capitalize like a headline; capitalize each important word, bold and flush left (e.g., Available Online Resources or Today's the Big Day).

## Emails (from Constant Contact or Online Express)

Treat subject lines like headlines, capitalizing all main words (e.g., National Trends in Disability Employment). Subject lines should be no more than 40 characters, including spaces, so they will read well on most devices. Generally, emails should be from a person and signed with person's title, photo, and signature.

## Email Signature from KesslerFoundation.org email

Do not include a graphic. If you want to add social media or a quote, feel free. Font size should be 11. Be conservative with your font type, consider Arial or Calibri.

First Last, Degree

Title

Center (if applicable)

Kessler Foundation

Street address

City, State zip code

973.555.1212

201.888.1111 cell

973.555.1234 fax

FLast@KesslerFoundation.org (Capitalize first letter of first name and first letter of last name)

KesslerFoundation.org

Affiliations

Title at affiliation

Name of Organization One

Example:

**Jane T. Doe, PhD**

**Senior Research Scientist**

**Center for Mobility and Rehabilitation Engineering Research**

**Kessler Foundation**

**1199 Pleasant Valley Way**

**West Orange, NJ 07052**

**973.324.3544**

**973.324.3527 fax**

[JDoe@KesslerFoundation.org](mailto:JDoe@KesslerFoundation.org)

[KesslerFoundation.org](http://KesslerFoundation.org)

[@KesslerFdn](https://www.facebook.com/kesslerfdn)

[Facebook.com/kesslerfoundation](https://www.facebook.com/kesslerfoundation)

Affiliations

Associate Professor, Department of Physical Medicine and Rehabilitation

Rutgers New Jersey Medical School, Newark, NJ

## Kessler Foundation and Kessler Institute Usage

At first mention, use the full name of the organization (e.g., Kessler Foundation), then the Foundation. Do not use the (upper or lowercase) in front of Kessler Foundation or Kessler Institute for Rehabilitation. Do not abbreviate (e.g., KF, KIR).

Avoid use of Kessler, which denotes Kessler Institute for Rehabilitation. At first mention, use full name of Kessler Institute for Rehabilitation, followed by Kessler Institute, then the Institute. When writing about joint projects like the TBI and SCI Model Systems and other projects where the teams have a mix of Foundation and Institute employees, Kessler team may be used when referring to both, preferably after both entities have been defined previously in the piece.

## Center Names

Generally, refer to centers with the center name first followed by at Kessler Foundation (e.g., Center for Employment and Disability Research at Kessler Foundation). If the content is chiefly about Kessler Foundation, use the center name without Kessler Foundation after the first instance, or just the Center with a capital C.

## Named Entities

It is important to use the full names of named entities, including Centers, Laboratories, fellowships, surveys, and awards.

The named centers are formatted like this:

- At first mention, Tim and Caroline Reynolds Center for Spinal Stimulation at Kessler Foundation (*italicize and / &*); followed by Reynolds Center for Spinal Stimulation; Reynolds Center.

At first mention, Rocco Ortenzio Neuroimaging Center at Kessler Foundation; followed by the Ortenzio Neuroimaging Center; Ortenzio Center.

Named laboratories:

- At first mention, Derfner-Lieberman Laboratory for Regenerative Rehabilitation Research at Kessler Foundation; followed by Derfner-Lieberman Laboratory

Other entities:

Hearst Foundations Fellowship/Fellow/Hearst Fellowship/Fellow; Mitchell Rosenthal Fellowship/Rosenthal Fellowship; Derfner-Lieberman Fellowship/Fellow; Children's Specialized Hospital-Kessler Foundation Postdoctoral Research Fellowships (acceptable to follow with CSH-Kessler Foundation Postdoctoral Fellowships)

Fred Foley Award for Best Practices in Mental Health and Multiple Sclerosis/the Fred Foley Award

The 2020 Kessler Foundation National Employment and Disability Survey: Recent College Graduates/the 2020 Kessler Foundation Survey

## Names of Partners

In professional writing, be aware of the branding and preferred usage of the Foundation's partners. When in doubt look it up.

- Kessler Institute for Rehabilitation not Kessler Institute of Rehabilitation. Do not precede with the/The.
- Children's Specialized Hospital for the first instance, then Children's Specialized. Do not abbreviate.
- New Jersey Institute of Technology for the first instance, then NJIT
- Craig H. Neilsen Foundation (avoid auto correct of Neilsen; use middle initial)
- For Bronx VA, use James J. Peters VA Medical Center
- For East Orange VA, use VA New Jersey Healthcare System – East Orange Campus
- For Tampa VA, use James A. Haley Veterans' Hospital (VA hospital titles vary; recommend checking their individual websites for correct titles)

## Professional Titles

Omit punctuation when including degree titles (e.g., PhD not Ph.D.).

Define a professional's academic degrees at first mention. If a person is a PhD or MD, use their degree at first mention (e.g., Gail Forrest, PhD). For ensuing mentions use Dr. Forrest.

When listing degrees and credentials, generally order them starting with the highest first.

Among professional titles, named academic professorships and fellowships are usually capitalized wherever they appear, especially if they are accompanied by a personal name.

Capitalize a person's title when used with the person's name or as a direct address. The title is not capitalized when used generally. Capitalize titles immediately preceding the name when used as part of the name (e.g., We asked Professor Smith to join us).

In text, titles following a personal name or used alone in place of a name (other than in direct addresses) are, with few exceptions, lowercase. Do not capitalize titles when used descriptively (e.g., John Smith, who is an associate professor of ...)

Examples:

- John Doe, PhD, Distinguished Service Professor at the University of Pennsylvania; John Doe, PhD, a professor at the University of Pennsylvania.
- The title postdoctoral fellow should be lowercase unless it is specifically named (e.g., Jane Smith, PhD, the Mitchell Rosenthal Postdoctoral Fellow, is presenting; Jane Smith is a post-doctoral fellow).

Most military titles are capitalized only when used as part of a person's name (e.g., the sergeant; Sergeant Carleton C. Singer).

## Professional Titles (continued)

In promotional or ceremonial contexts such as a displayed list of donors in the front matter of a book or a list of corporate officers in an annual report, titles are usually capitalized even when following a personal name.

## Attributions

**Acknowledgments:** Funding sources, including grants and donor support, should be acknowledged in Foundation communications. Check with Michele Pignatello (development@kesslerfoundation.org) for proper citing of donor support in publications, posters, presentations, and other media.

## Trademarks and Copyright

**Intellectual Property:** Scientists who seek registered trademarks for their products (e.g., a manual, tool, or survey) must inform the IP Liaison (currently Peii Chen, PhD) first. Dr. Chen's role is to centralize this information, evaluate whether the trademark should be registered, and assist with applications for trademarks and patents. Contact the liaison for clarification of the status of Foundation trademarks and patents, and their proper representation in public documents.

**Permissions:** Users of images and graphics from external sources must obtain necessary permissions and consents and acknowledge the sources and permissions in all media. Copies of permissions and consent forms must be provided to Communications. Jody Banks in Communications can provide access to images and graphics copyrighted by the Foundation, and guidance for use of logos of our partners.

**Trademark:** Although the symbols ® and ™ (for registered and unregistered trademarks, respectively) often accompany trademark names on product packaging and in promotional material, there is no legal requirement to use these symbols, and they should be used sparingly. If it is a Kessler Foundation owned property and you wish to assert the trademark, use at first appearance. If one of these symbols is used at the end of a product name, it should appear before any period, comma, or other mark of punctuation.

**Copyright:** The usual notice consists of three parts: the symbol ©, the first year the book is published, and the name of the copyright owner. This may be followed by the phrase "All rights reserved" (e.g., © 2021 by Kessler Foundation. All rights reserved.).

Any downloadable materials (e.g., PDF, PowerPoint) shared online (such as kflern.org) or materials shared with non-Kessler Foundation individuals (such as during a conference) should include the copyright.



## Numbers

Do not use *th*, *st*, or *nd* after the number of the day (e.g., June 12). The one exception to this is in the name of an event (e.g., The 12th Annual Stroll 'N Roll).

When you do use *th*, *st*, or *nd*, keep it on the same line as the text, not superscript (e.g., 12th, not 12<sup>th</sup>). Be aware that most autocorrects will try to change it to superscript.

Do not put apostrophes in decade (use 1950s, not 1950's).

Do not use the expressions *thirties* or *eighties*. Rather 1930s or 1980s.

Use *from 1958 to 1959* rather than *from 1958-9*.

Do not start a sentence with a year (e.g., 2019 was a good year). It's preferable to re-work the sentence so it doesn't start with the year.

Do not start a sentence with a numeral (e.g., 10 people came to the meeting. Rather: Ten people came to the meeting).

**Percent:** Spell out *percent* as one word in literary context, but in statistical contexts and in tables and diagrams where space is scarce the symbol % is acceptable.

**Phone Numbers:** Use periods to indicate breaks in phone numbers (e.g., 973.324.8362).

Use ext. when indicating an extension (e.g., 973.324.8362 ext. 100).

For international phone numbers, because of varying number conventions by country, use numbers with spaces and no punctuation to indicate breaks instead of dashes.

**Time:** Use a colon to separate hours from minutes. (e.g., 1:00 pm, 3:30 am).

Use lowercase letters, no punctuation, and a space before the abbreviation when using *am* or *pm*.

For 24-hour system of time use no punctuation (e.g., 0800h and 1700-1830h). Use the *h* as demonstrated. Add the *0* for times from 0100 to 0900.

## Punctuation

**Abbreviations:** House style is to include periods after abbreviations of a prefix to a name (e.g., Dr., Prof., etc.).

Periods are not required where uppercase letters are used in the initials of an organization (e.g., BBC, NIDILRR) or abbreviated scientific terms (e.g., DNA, GMO).

Abbreviated names of states in the United States should be two letters, capitalized, with no punctuation (e.g., PA, NJ).

To abbreviate United States in an address, use USA. In other uses, go with U.S. with the periods in between.

Use a single space not double space after a period at the end of a sentence.

Do not abbreviate the names of Kessler Foundation research centers.

**Commas:** Use Oxford comma when sentence structure is serial (e.g., France, Italy, and Spain; not France, Italy and Spain).

**Hyphen and Dashes:** Hyphens and the various dashes all have their specific appearance (shown below) and uses (discussed in the following paragraphs). The hyphen, the en dash, and the em dash are the most commonly used. Though the differences can sometimes be subtle—especially in the case of an en dash versus a hyphen—correct use of the different types is a sign of editorial precision and care.

hyphen -

en dash –

em dash —

**Dashes:** Use em dashes to indicate an interruption, particularly in transcribed speech. In phrases where you could use a comma or colon, the use of an em dash is also acceptable with no spaces on either side of the dash (e.g., Though the differences can be subtle—especially in the case of an en dash versus a hyphen—correct use is important).

Use an en dash to indicate range (e.g., 40–50 people).

**Hyphens:** Use hyphens (the minus sign on your keyboard) to connect two or more words (and numbers) into a single concept, especially for building adjectives. When the adjectival phrase comes before the noun that it modifies, it is hyphenated (e.g., The 20-year-old student.) But if there is no risk of ambiguity you may leave out the hyphen but keep the space. If you are uncertain whether a word is hyphenated, check the Merriam Webster Dictionary for spelling.

These commonly used words do not need a hyphen: email, online, nonprofit, early bird, vice president, vice chair, inpatient, outpatient, grantmaking.

Although hyphens or dashes can be used as substitutes for the word to when discussing value ranges and dates, it is better to use the word to in formal writing situations.

## Web Related

**Website Addresses:** Do not include http:// when writing a website address. Write our web address without the www as KesslerFoundation.org. You will need to link it if you are using in a document as it will not automatically link. Always embed a web address in text (unless it is for a print piece – see Redirect URL below), so we do not see the actual URL.

**Email addresses:** When typing out Foundation email address for a person, capitalize the first letter of the first and last name (e.g., CMurphy @KesslerFoundation.org).

**Redirect URLs:** Also called vanity URLs. Used when the original URL is too long for print. They should be all lowercase, short, with dashes between words (e.g., KesslerFoundation.org/breast-cancer). The communications department will create and implement them for you.

## Proofreading Marks

Proofreading marks should always be made in red. See below for the mark and meaning.

When the actual text is not supplied use the placeholders: **HED** to indicate headline, **DEK** to indicate subhead line, **LEDE** to indicate the leading paragraph, and **GRAF** to indicate paragraph.

Use **TK** in copy being edited to signify that additional material will be added at a later date.

Use **<<instructions here>>** to indicate an instruction or comments that is not to be included in the copy.

## Proofreading Marks (continued)

Mark	Meaning	Mark	Meaning
	Delete ( <del>take</del> out)		Insert brackets [into the text]
	Disregard proof correction mark <del>stet</del>		Insert parentheses (into the text)
	Clos e up		Invert <del>SIU</del> piece of text
	Change to <u>capital</u> letters		Insert (or substitute) en-dash
	Change to a <del>lc</del> lowercase letter		Insert (or substitute) em-dash
	Change to <u>small capital</u> letters		Insert (or substitute) period
	Change to <u>underlined</u> letters		Insert (or substitute) comma
	Change to <u>bold</u> type		Insert space into the text
	Move text <u>up</u>		Correct align <sup>ment</sup> of text
	Move text left		Begin new paragraph ¶
	Move text right		Center]text[
	Transpose [items] these		Move text <u>down</u>

## Resources



White widescreen PowerPoint template. Downloaded at <https://kessler-foundation.canto.com/b/MTCNJ>



Blue widescreen PowerPoint template. Downloaded at <https://kessler-foundation.canto.com/b/SRIUQ>

## Resources (continued)

### 2020 Kessler Foundation - Brand Reference Guide

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#### COLOR PALETTE:

##### PRIMARY COLORS



PMS: 287  
CMYK: C92 M62  
RGB: R52 G82 B144  
HEX: #0365b1



PMS: 390  
CMYK: C27 Y97 K13  
RGB: R151 G168 B37  
HEX: #aec12d

##### SECONDARY COLOR ACCENTS



PMS: 130  
CMYK: M34 Y90  
RGB: R243 G155 B4  
HEX: #fcb133



PMS: 1797  
CMYK: C4 M91 Y88 K11  
RGB: R202 G83 B92  
HEX: #e23d33



PMS: 2607  
CMYK: C56 M74  
RGB: R130 G92 B167  
HEX: #825ca7

#### TYPEFACE:

Arial Regular

*Arial Italic*

**Arial Bold**

***Arial Bold Italic***

#### ALTERNATE TYPEFACE:

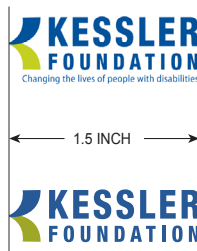
Tahoma Regular

**Tahoma Bold**

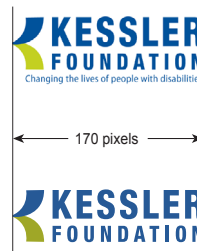
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#### THE LOGO: SIZE AND PLACEMENT

MINIMUM SIZE for print with and without  
TAGLINE 1.5 inch with at 300 dpi



MINIMUM SIZE for web with and without  
TAGLINE 170 pixels in width



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#### ABOUT KESSLER FOUNDATION

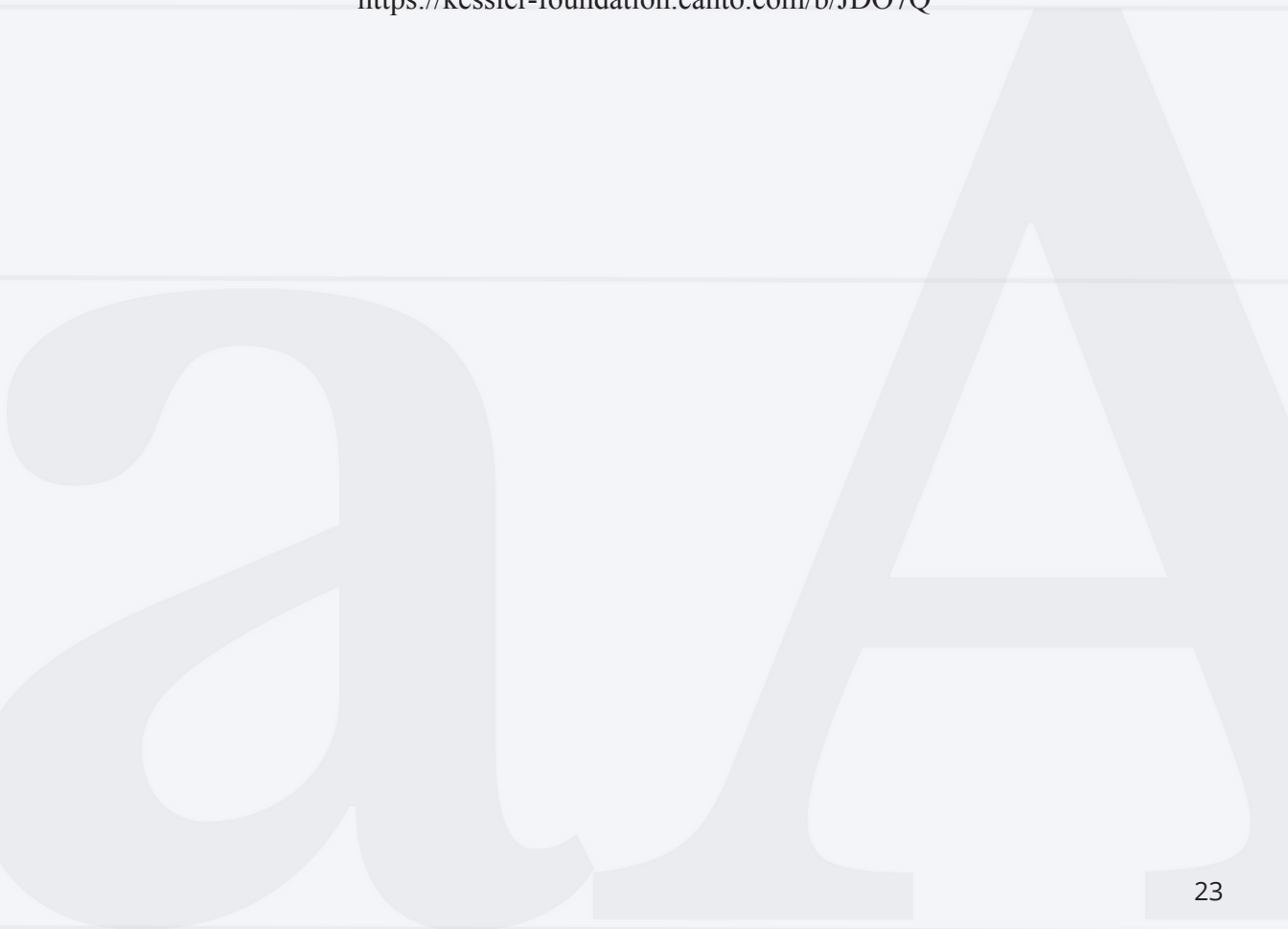
Kessler Foundation, a major nonprofit organization in the field of disability, is a global leader in rehabilitation research that seeks to improve cognition, mobility and long-term outcomes, including employment, for people with neurological disabilities caused by diseases and injuries of the brain and spinal cord. Kessler Foundation leads the nation in funding innovative programs that expand opportunities for employment for people with disabilities.

One page branding guidelines. Downloaded at <https://kessler-foundation.canto.com/b/NRKTl>

# Logos

Download Link

<https://kessler-foundation.canto.com/b/JDO7Q>





**Download:** <https://kessler-foundation.canto.com/b/IDNPR>



**Real-Life Science**  
at Kessler Foundation

**Download:** <https://kessler-foundation.canto.com/b/GH7E9>



NORTHERN  
NEW  
JERSEY  
SPINAL  
CORD  
INJURY  
SYSTEM

**Download:** <https://kessler-foundation.canto.com/b/GH7E9>



NORTHERN  
NEW JERSEY  
TRAUMATIC BRAIN  
INJURY SYSTEM



fall  
**BRAINSTORM**



winter  
**BRAINSTORM**



spring  
**BRAINSTORM**



summer  
**BRAINSTORM**

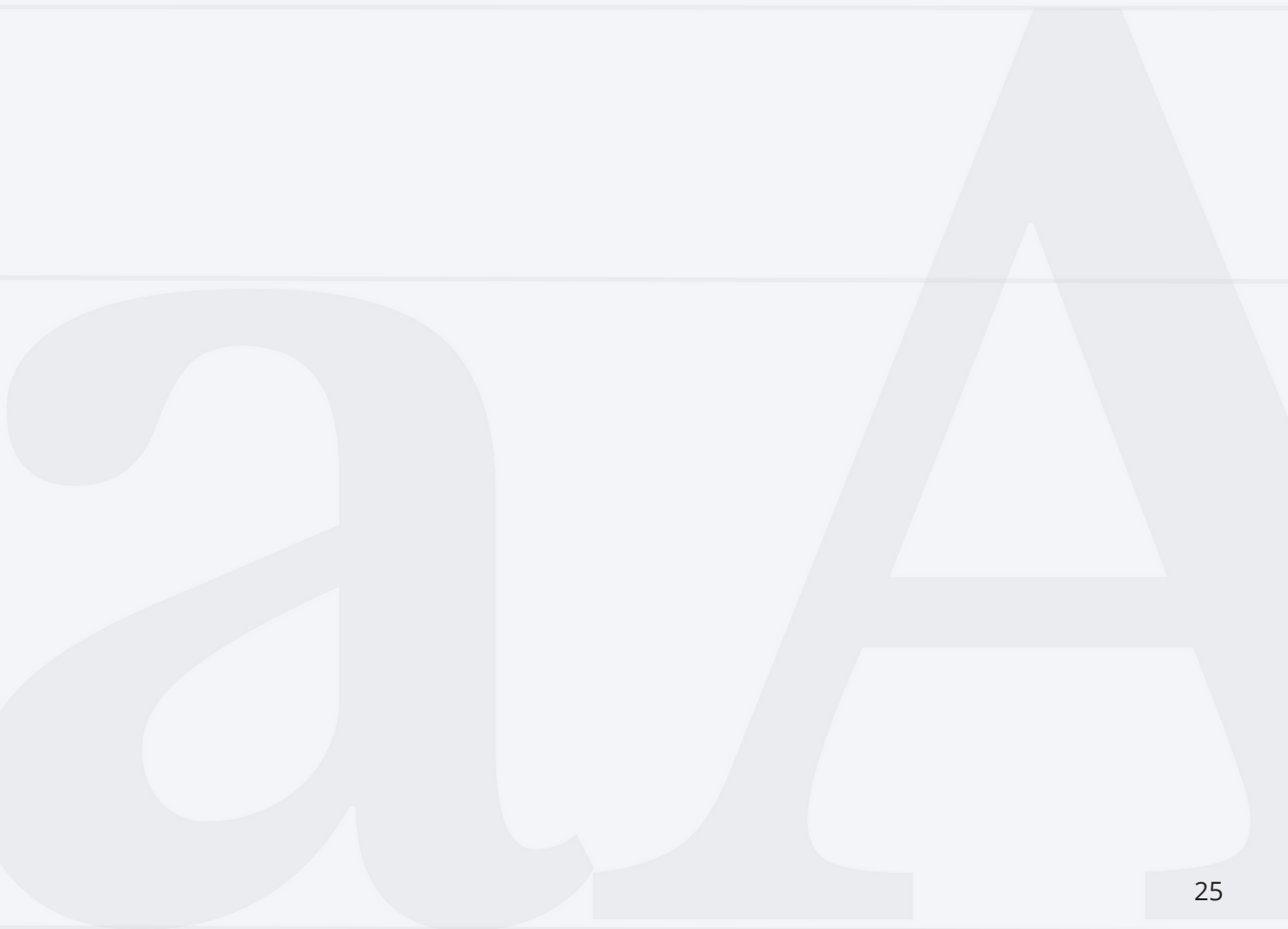
**Download:** <https://kessler-foundation.canto.com/b/HFFK8>



# Color Palettes

Download Link

<https://kessler-foundation.canto.com/b/PDQ0I>



## Primary Colors



PMS: 287  
CMYK: C92 M62  
RGB: R52 G82 B144  
HEX: #0365b1



PMS: 390  
CMYK: C27 Y97 K13  
RGB: R151 G168 B37  
HEX: #aec12d

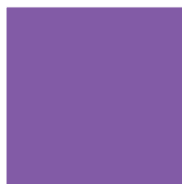
## Secondary Color Accents



PMS: 130  
CMYK: M34 Y90  
RGB: R243 G155 B4  
HEX: #fcb133



PMS: 1797  
CMYK: C4 M91 Y88 K11  
RGB: R202 G83 B92  
HEX: #e23d33

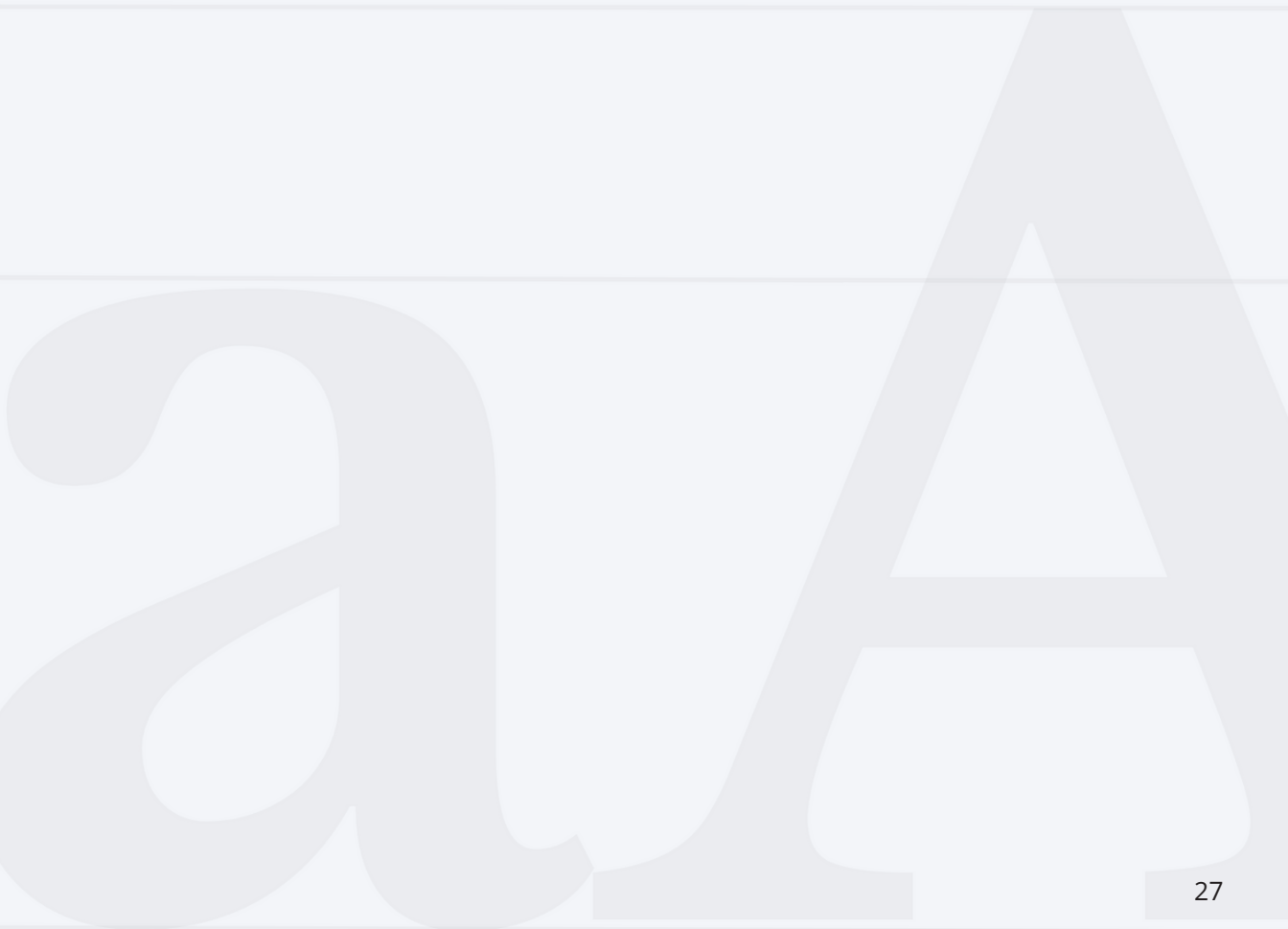


PMS: 2607  
CMYK: C56 M74  
RGB: R130 G92 B167  
HEX: #825ca7

# Letterhead Templates

Download Link

<https://kessler-foundation.canto.com/b/UBEG1>





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One and two page Tax/non-tax versions of letterhead for both 120 Eagle Rock Ave and 1199 Pleasant Valley Way are available in PDF and Word files.

PDF - (<https://kessler-foundation.canto.com/b/PKSP2>)

Word - (<https://kessler-foundation.canto.com/b/JJ2OA>)

# PowerPoint Templates

Download Link

<https://kessler-foundation.canto.com/b/I9O0S>



White widescreen PowerPoint template.

Downloaded at <https://kessler-foundation.canto.com/b/MTCNJ>



Blue widescreen PowerPoint template.

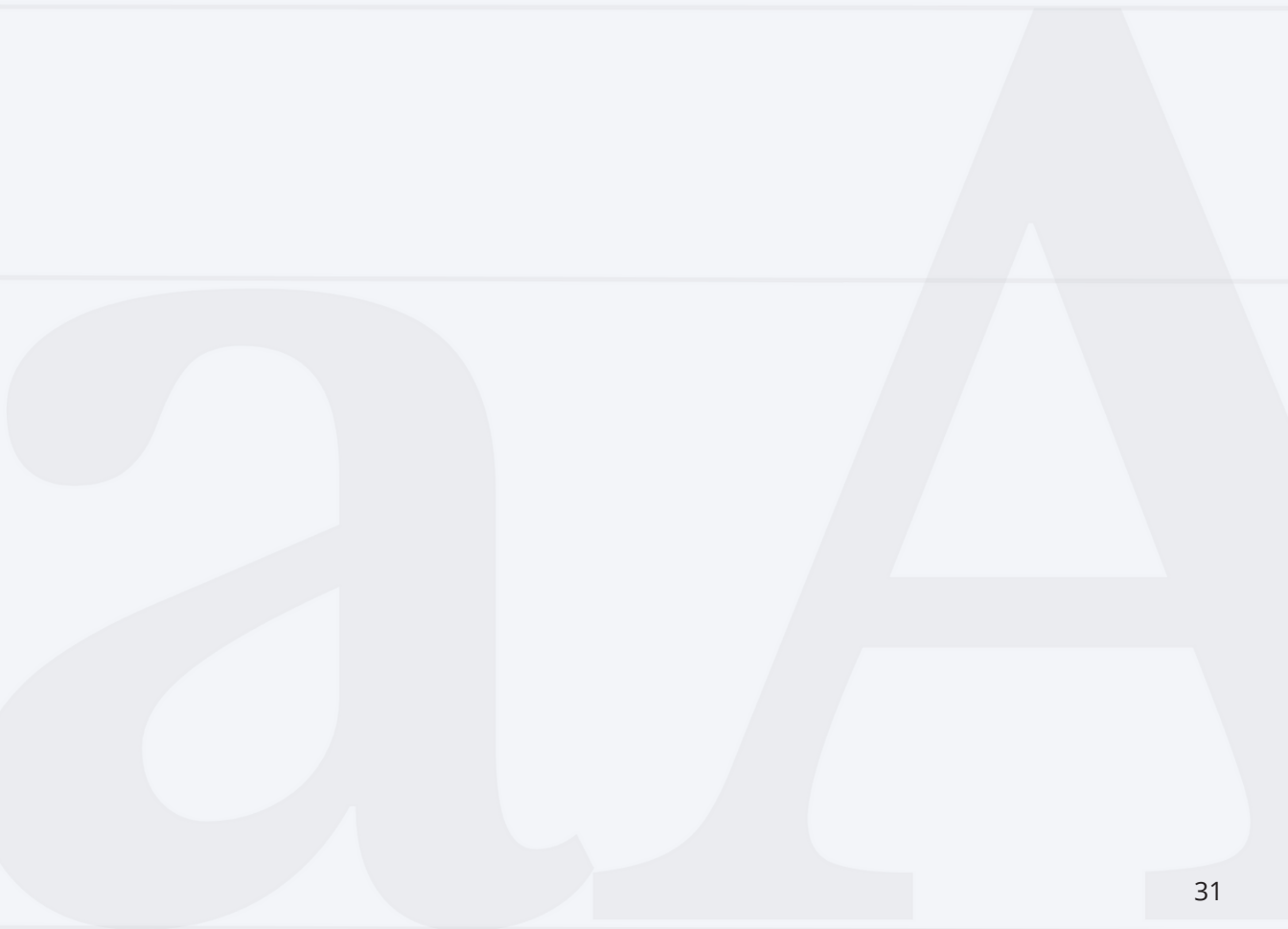
Downloaded at <https://kessler-foundation.canto.com/b/SRIUQ>



# QR Codes

Download Link

<https://kessler-foundation.canto.com/b/O6F27>



High resolution versions (1500 px x 1500px) of all of these QR codes can be downloaded at <https://kessler-foundation.canto.com/b/O6F27>



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Rocco Ortizio Neuroimaging Center



Center for Spinal Cord Injury Research



Tim and Caroline Reynolds Center for Spinal Stimulation



Stroke Rehabilitation Research



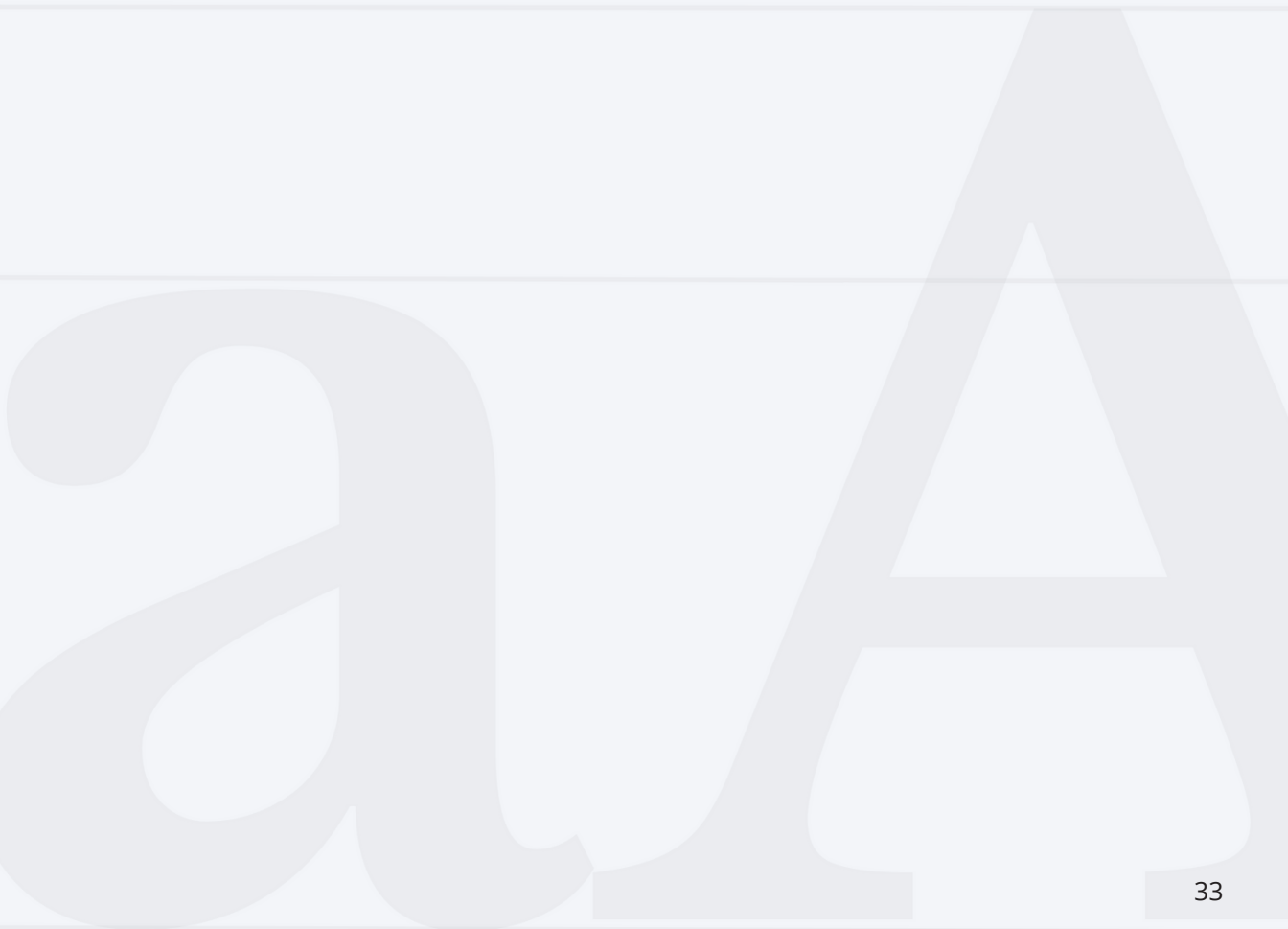
Center for Traumatic Brain Injury Research



# Social Media

Download Link

<https://kessler-foundation.canto.com/b/I6H1F>



# Stay Connected

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YouTube - <https://www.youtube.com/user/KesslerFoundation>



Instagram - <https://www.instagram.com/kesslerfdn>



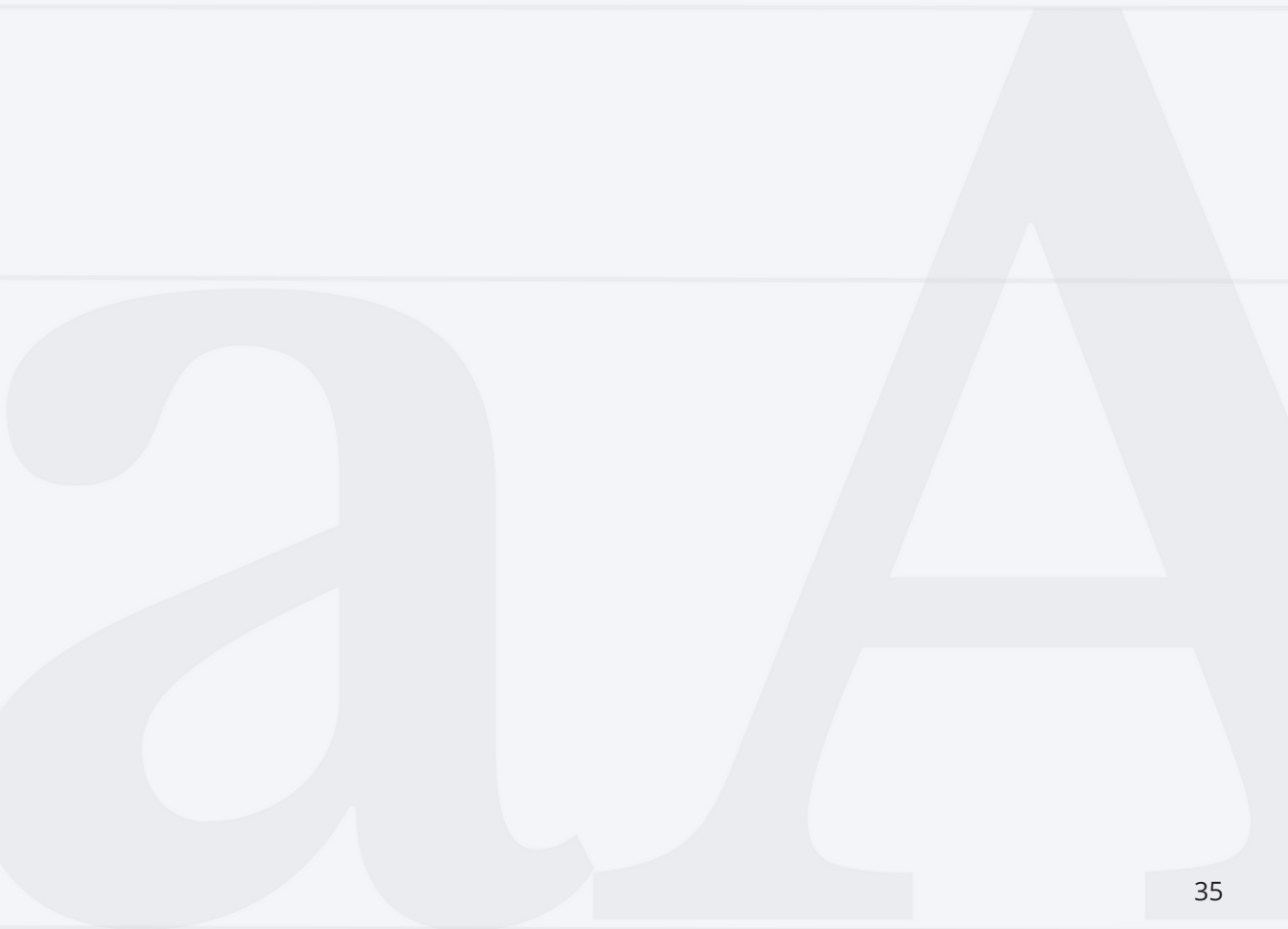
SoundCloud Podcasting - <https://soundcloud.com/kesslerfoundation>

Social media icons can be downloaded at <https://kessler-foundation.canto.com/b/l6H1F>

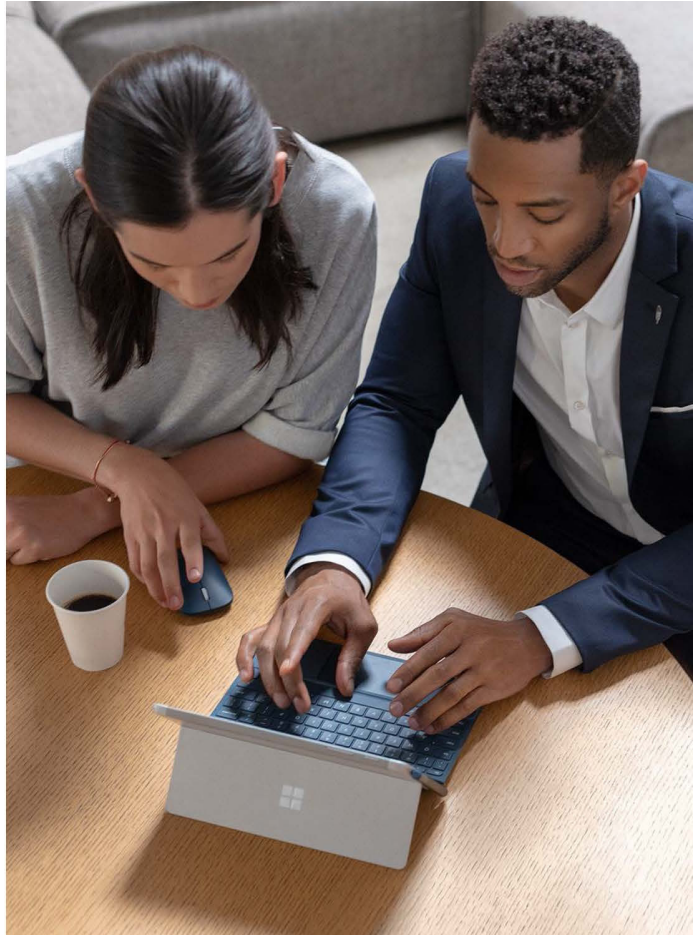
# Disability Etiquette Tips

Download Link

<https://kessler-foundation.canto.com/b/QBUEH>



# Disability Etiquette & Language Guidance



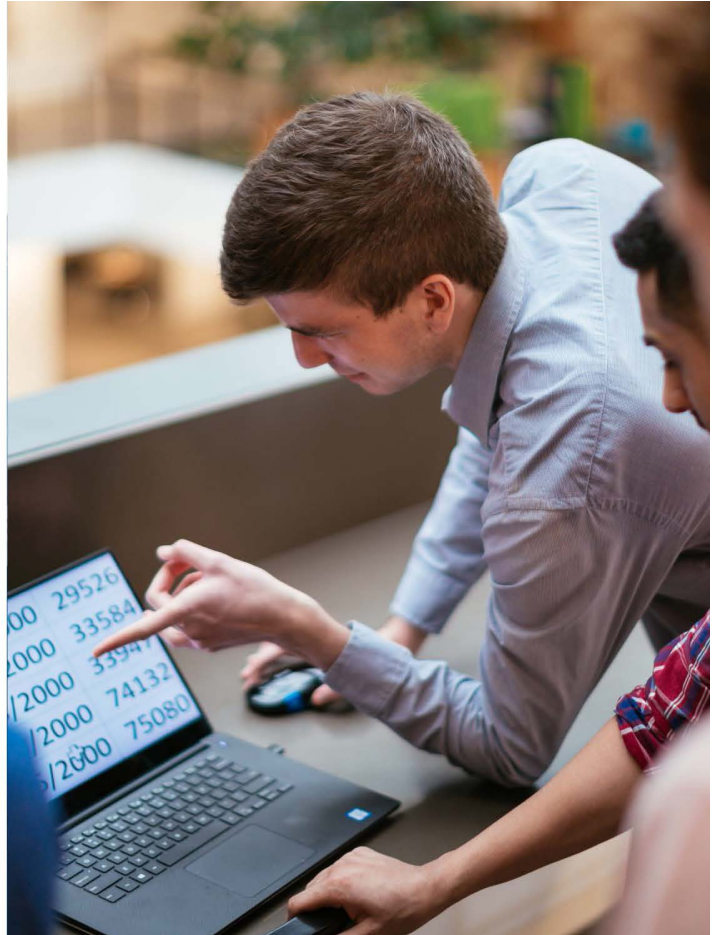
**Before conducting announcements, speaking publicly, or releasing a video on accessibility, it is important to understand the basic principles for how to describe and frame your language.**





## People First Language

Across cultures and regions, some people refer to themselves differently than others. People can use the terms they prefer to describe themselves. But when communicating about a person with a disability, always **adhere to the United States standards of people first language**.

People first language puts the person before the disability, and describes what a person has, not who a person is.



# Avoid offensive language

Red (insensitive/offensive)	Yellow (acceptable)	Green (preferred/recommended)
Retarded/Mental Retardation	Learning disabled	Person with a learning disability or person with a cognitive disability
Mute	Hearing Impaired	Person who is Deaf or Hard of Hearing
Wheelchair Bound/Crippled	Physically disabled	Person with a physical disability or person with motor disability
Slow	Autistic 	Person with Autism
Sight challenged	Blind person 	Person who is blind
Crazy/Insane	Suffers from mental illness	Person with a mental health disability
Handicapped	Disabled	Person with a disability
Differently abled	People of all abilities	Everybody, including people with disabilities

# People first language in action



## Vision

- Engineer who is blind
- Person who has low vision
- Person who is color blind



## Hearing

- Executives that are deaf
- Gamers who are hard of hearing



## Speech

- Person with a speech disability
- Woman with a stutter



## Mobility

- Person who uses a wheelchair
- Engineers with limited mobility



## Cognitive/Neurodiversity

- Children with learning disabilities
- Students with dyslexia
- People with autism



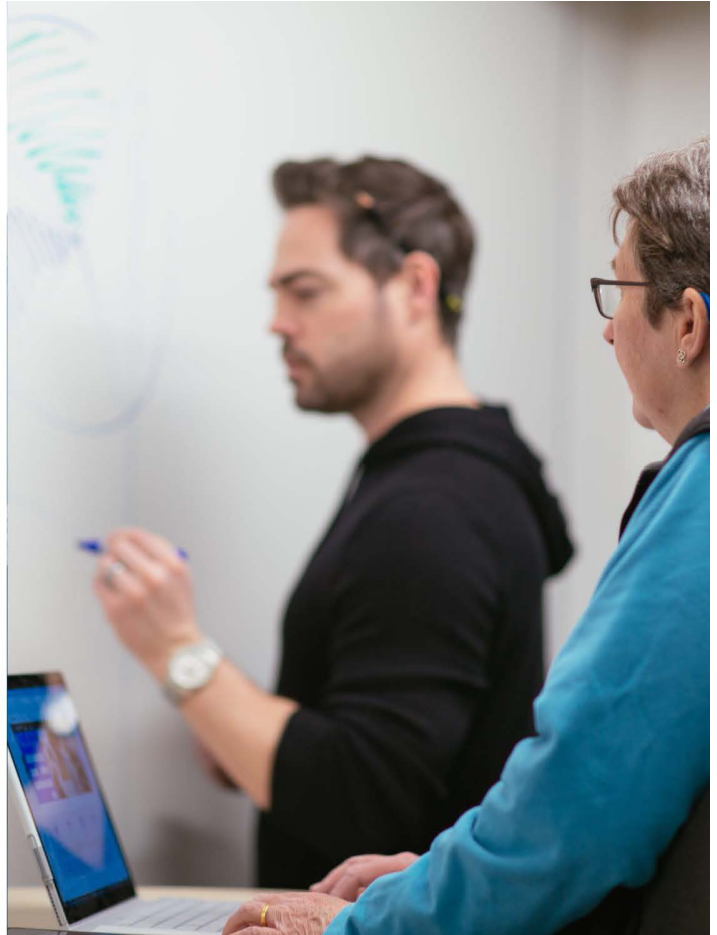
## Mental health

- Person with a mental health disability
- Executive with anxiety
- Lawyer who has PTSD




**Everyone makes mistakes –  
accept, ask, and  
confidently  
move on**

It is ok to ask someone  
how they prefer to be  
identified if they correct  
you when you use  
person-first language



# Interact with the person, not the disability



- When talking to a person with a disability, speak directly to that person rather than through a companion or sign language interpreter.
- Try to be at eye level with a person in a wheelchair
- Never touch assistive tools (wheelchair, guide dog, cane, phone)
- When beginning a conversation or passing someone who is blind, let them know you are there and who is speaking. Announcing what you are doing is helpful.

*"Hi Tom, it's John."*

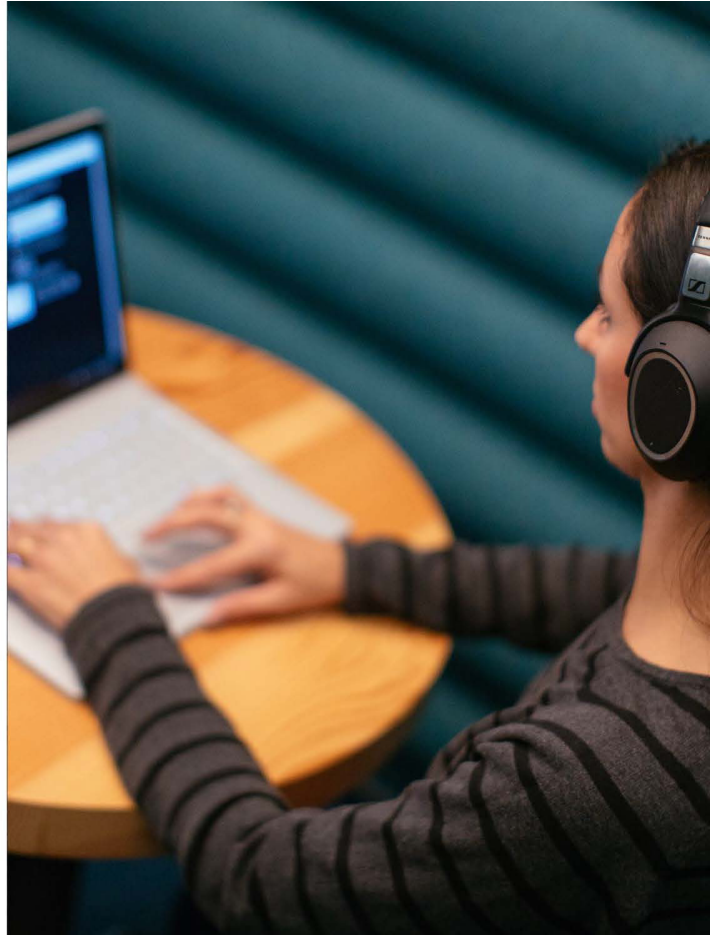
*"Goodbye Tom, I'm heading to the kitchen."*

*"I am going to place your water to the right of you on the table."*

- Do not assume a person with a disability wants to be helped, instead offer help and respect if they decline

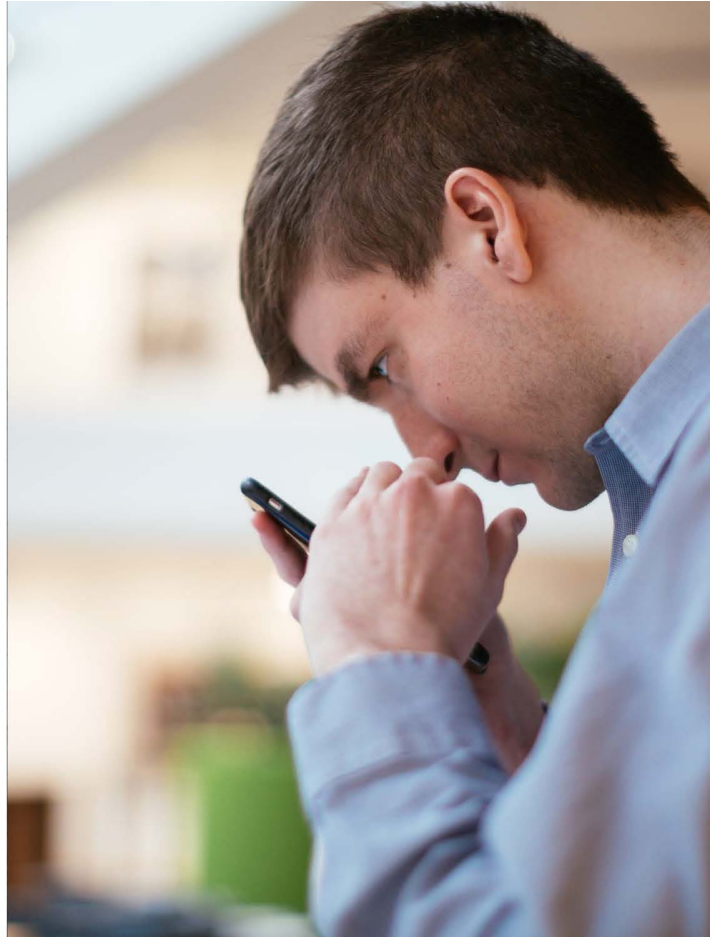
## Cognitive/ Neurodiversity

- Give a person with a cognitive disability some time to ask or answer a question. It may take longer than you think is necessary for the person to process their thoughts or to respond.
- A person with Autism may not look you directly in the eyes and that is okay.
- Students may need quiet time or breaks during a workshop. Provide space for someone to take the time they need to feel comfortable.



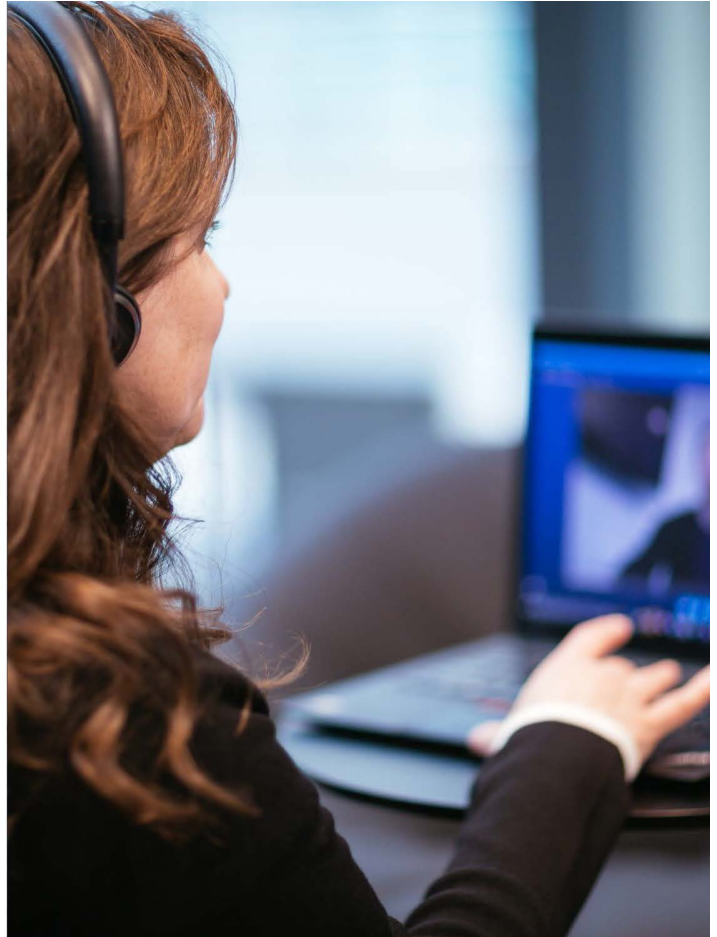
## Vision Disability (Blind or Low Vision)

- Identify yourself and speak directly to the person in a normal tone and volume and make eye contact
- When starting a conversation with a person who is blind, introduce yourself and let them know where you are standing or sitting
- When walking away from a conversation with an individual who is blind, let them know that you are leaving
- Offer assistance – do not assume someone who is blind needs your help, but it's always nice to ask



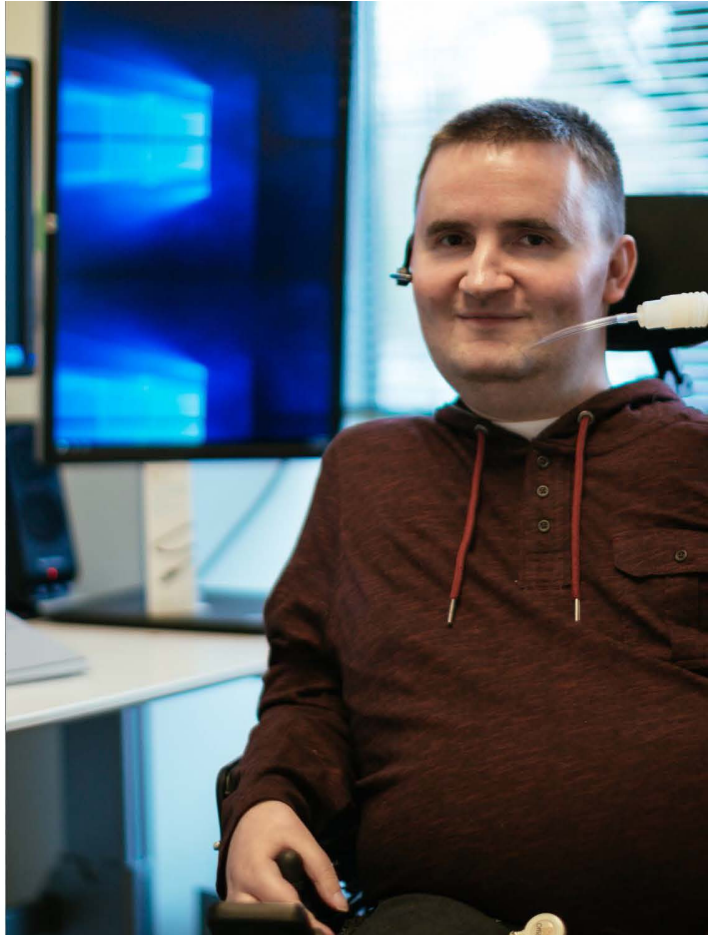
## Hearing Disability (Deaf or Hard of Hearing)

- People who are hard of hearing may be able to hear some sound but may not be able to distinguish words.
- Other people may not be able to hear sound at all.
- Those that are deaf may use American Sign Language or may know how to read lips.



## Mobility Disability

- Supports such as a wheelchair is a part of the person's personal space, do not lean or touch their chair
- Ensure you are speaking with the candidate at eye level, particularly during extended periods of time.



## Speech/Language Disability

- Be patient. Allow a person to respond at their own pace.
- Do not finish a person's sentences or guess at words
- When you do not understand, say so
- Repeat back to the individual your understanding of what was said and wait for confirmation
- A difficult to understand word may need to be spelled out



**People are the heroes NOT the technology**







**Stella Young, TEDxSydney**

*I'm not your inspiration, thank you very much*

# Representation of People with Disabilities (PwD) in multimedia: Dos and Don'ts

## Do

- ✓ Cast PwD to play PwD
- ✓ Use people first language (PFL)
- ✓ Empower PwD by showing how technology can impact a person's life
- ✓ Show people with disabilities in a positive light
- ✓ Promote a person's independence without reinforcing stereotypes
- ✓ Use the phrase people without disabilities, when describing someone without a disability
- ✓ Use music to add depth to the content
- ✓ Show genuine emotion, without an ulterior motive
- ✓ Ensure the person with the disability speaks about themselves and their own experiences. The person with the disability should always be the main point of view of the conversation

## Don't

- ✗ Use actors without disabilities as PwD
- ✗ Use language that is offensive or outdated such as: wheelchair-bound, retarded, mute
- ✗ Objectify PwD by showing how technology "saved" or "fixed" the person
- ✗ Use words or phrases such as: overcome, inspiring, brave, courageous, noble, embracing life – despite or because of disability
- ✗ Perpetuate or reinforce stereotypes. For example, do not show someone in a wheelchair as being helpless, needing assistance from another person at all times.
- ✗ Use words such as "normal" or "regular" when describing a person without a disability
- ✗ Use inspirational music to draw emotion
- ✗ Show emotional content with the purpose of garnering sympathy from the viewer
- ✗ Show people talking ABOUT or FOR the person with the disability without including the person with the disability in the conversation

## **Make your editorial and visual content accessible**

All documents, websites, graphics and images, and video must be accessible to people with disabilities.

# Key accessibility considerations for editorial and visual content



## Online

Use [plain language](#) and ensure text is legible (large type)

Never put text in images where the text conveys important information

Be direct: do not make readers hunt for information

Structure content with headings



## Images

Include meaningful alternative text (alt text) for users who are blind or have low vision and use screen readers



## Audio, radio, and podcasts

Provide transcripts for audio only productions

Use autogenerated transcripts/captions when feature is available, but check for accuracy



## Video and broadcast

Provide closed captions

Provide audio description (when necessary)



## Check accessibility

Use the built-in accessibility checker in office to verify you have met accessibility requirements

Use Accessibility Insights to verify accessibility on the web and in applications

# Key accessibility considerations in social media



## Twitter

Compose a description of the images

**Settings and Privacy > Accessibility > Check “Compose Image Description”**

Add captions that are embedded into the video (Closed captioning is not available on Twitter, so open captions are required)



## LinkedIn

Use the description field to provide an image or video description for all content.

Use simple, plain language that is clear and provides context to any links, images, videos, or other shared content.



## Facebook

Ensure text has sufficient color contrast (4.5:1 for small text)

Provide image description through automatic alt text and edit the automatic alt text to ensure accuracy

**Add your photo > Edit Photo > Override generated alt text > Make changes and save**

Add video captions through a caption file or autogenerate captions (but check for accuracy)

**Upload video > Subtitles and captions (CC) > Video Language > Autogenerate captions or upload a caption file (.SRT)**



## YouTube

Add closed captions to all videos

Autogenerate captions but be sure to check for accuracy

**YouTube Studio > Videos > Select Video > Advanced Tab > Upload Caption File**

Be careful to avoid objectification of people with disabilities in any video content



## Instagram

Add alternative text to images

**Upload and publish image > More Options button > Edit > Edit Alt Text**

Add captions that are embedded into the video (Closed captioning is not available on Instagram, so open captions are required)

If providing images of text, ensure sufficient color contrast (4.5:1 for small text)

# Glossary (1 of 3)

**Disability** (Person/People with a disability) – a mismatch in interaction between a person's abilities and their environment.

- Disabilities come in all forms – both visible and invisible, mild to severe.
- The person's diagnosis or limitation is NOT the disability, the design of their environment that causes difficulty performing tasks is the disability (ex: the disability it is not the fact that someone is in a wheelchair, it is the fact that there are only stairs and no elevator).

**Person first language** – Identifying the person first rather than the disability.

- It is ok to ask someone how they prefer to be identified if they correct you when you use person-first language

**Assistive Technology** – Any tool that supports the independence of someone in completing everyday tasks.

- Assistive technology does not necessarily need to be an electronic device. A spoon with a wide grip is considered assistive technology in the same way that an expensive piece of software or hardware is. Glasses are assistive technology.

**Blindness** (Person who is blind) – Blind describes a condition in which a person has loss of sight for ordinary life purposes.

- People can have varying degrees of vision loss – blindness does not always mean the person is completely sightless.

**Low Vision** (Person with low vision) - Low vision usually denotes someone who is legally blind, but can still see large print, bright colors, light and shadow, and large shapes, while vision loss refers to those who have lost vision after birth.

- Low Vision can present in many forms: blurriness, blind spots, cloudy patches, vision in only one eye, or missing parts of visual field.

**Deaf** (Person who is deaf) – refers to a profound degree of hearing loss that prevents understanding speech or noise.

- People who are deaf typically have little to no hearing
- Some people who are deaf may use sign language, communicate through writing, read lips, or combinations of these.
- Typically, people who are deaf do not wear hearing aids because their hearing loss is too profound to benefit from hearing aids

**Hearing Loss/Hard of Hearing** (Person with hearing loss/Person who is hard of hearing) – Any degree of decreased ability to hear

- Hearing loss may be mild (difficulty hearing in noisy environments), moderate (difficulty hearing what is said in normal conversation even in non-noisy environment) or severe (inability to hear any noise that is not produced at a louder than conversational volume)
- Typically, people with hearing loss wear hearing aids, but not all people with hearing loss benefit from or require hearing aids

## Glossary (2 of 3)

**Speech Disability** (Person with a speech disorder) - Describes a condition where a person has limited or difficult speech patterns.

- The person may have difficulty producing a speech, speak slowly, have a stutter, slur words, or other speech pattern variances.

**Learning Disability** (Person with a learning disability) – difficulty learning and using skills in reading, writing, math, or other learning processes.

- People with learning disabilities have average to above average intelligence, they just have difficulty taking in and processing information
- Learning Disability does not refer to someone with a cognitive disability or of low intelligence
- **Dyslexia** – specifically relates to people who have difficulty with reading
- **Dysgraphia** – specifically relates to people who have difficulty with writing
- **Dyscalculia** – specifically relates to people who have difficulty with mathematics

**Autism** (Autism Spectrum Disorder - ASD) (Person with autism) - refers to a person who may have difficulty with social interactions, communicating with others, and with regulating one's behavior. Common behaviors of someone with Autism may include:

- Difficulty with making eye contact
- Failing to, or being slow to respond to someone
- Difficulties with back and forth of conversation
- Difficulty or inability to communicate verbally or produce language (see non-verbal)
- Repetitive behaviors or extensive interest in talking about a very specific topic
- Sensitivity to lights, sounds, textures, smells
- Difficulty perceiving senses like lights, sounds, textures, smells

**Non-Verbal** (Person who is non-verbal) – A person who does not communicate vocally (but may be able to communicate through writing, pictures, text, etc.)

- While some people are non-verbal because they are unable to speak or produce language, others may be non-verbal as a personal choice.

## Glossary (3 of 3)

**Mobility Disability** (Person with a mobility limitation) – Difficulty with performing physical movements (can encompass both difficulty using the upper body, as well as lower body)

- Can be due to limitations in strength, coordination, range of motion, limb differences, etc.
- Someone with a mobility limitation does not necessarily also have any form of cognitive limitation

**Amputation** (A person with a leg/arm/foot/hand amputation/A person with an amputation(s)) – A person who is missing one or more limbs due to medical procedure of having them removed

- as opposed to someone with “limb differences” who is born with limb(s) that are not full length or fully present.

**Limb Difference** (A person with limb differences) – Someone who is born with limb(s) that are not full length or fully present.

- Can affect any extremity – legs, feet, toes, hands, arms, or missing only a single finger

**Wheelchair-user** (Person who is a wheelchair user/Person who uses a wheelchair) – A person who utilizes a wheelchair for mobility, regardless of if it is a manual or power wheelchair

Just because someone uses a wheelchair, that does not always mean that they cannot walk – it may just be easier, less painful, or more efficient to use a wheelchair

**Person without disabilities** – the preferred term when the context calls for a comparison between people with and without disabilities.

Use people without disabilities instead of healthy, able-bodied, normal, or whole.

When you are speaking about a group of people that encompasses those with disabilities as well as those without, you can say “people with and without disabilities”

**Inspiration Porn** – Objectification of people with disabilities in media

- Using inspirational stories to show how a person with a disability is “overcoming” disability





Communications Resource Guide

Version: CRG\_20221020

