Style Guide- Wanzer

Color Palette:

Color Sample	HEX	RBG	CMYK
	#0075AD	0, 117, 173	100, 32, 0, 32
	#4D8826	77, 136, 38	43, 0, 72, 47
	#F2F6FF	242, 246, 255	5, 4, 0, 0
	#F5F5F5	245, 245, 245	0, 0, 0, 4
	#ED5E48	237, 94, 72	0, 50, 70, 7
	#8ACBF1	138, 203, 241	43, 16, 0, 5
	#F1EDED	241, 237, 237	0, 2, 2, 5
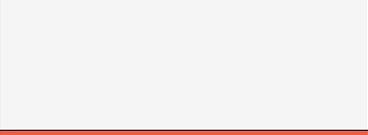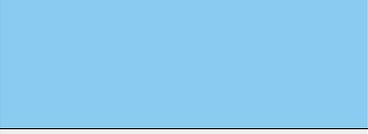
Fonts:

Open Sans (text)

Light
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Light Italic
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Medium
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Medium Italic
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Bold
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Bold Italic
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Lato (Headings)

Bold
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Aptos (Subheadings)

Meduim
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Bullets: Blue circle using HEX #0075AD for color; same with a white number in the middle for numbered lists.

Navigation Elements:

The course uses the standard navigation elements included with Articulate Rise 360 menus.

HEX #0075AD 'Start' and 'Continue' buttons guide the learner through the scenes. A progress bar can be found across the top.

During certain activities, arrow buttons will be used to scroll. Examples:
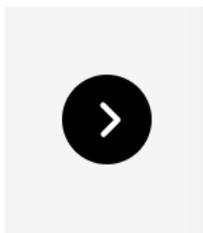
Media Guidelines:

Captioned color photographs and video clips will be used. Images come from the Articulate 360, Canva, or Artlist.io libraries of images, and all have alternate text for accessibility. Narration is included for all videos (female, AI generated via Play.ht) and audio versions of most text is available. Attachments and resources, including transcriptions of videos, are PDFs. Examples:

Man and woman reading a book in braille

Mother, daughter, and father embracing

MEET

JADA
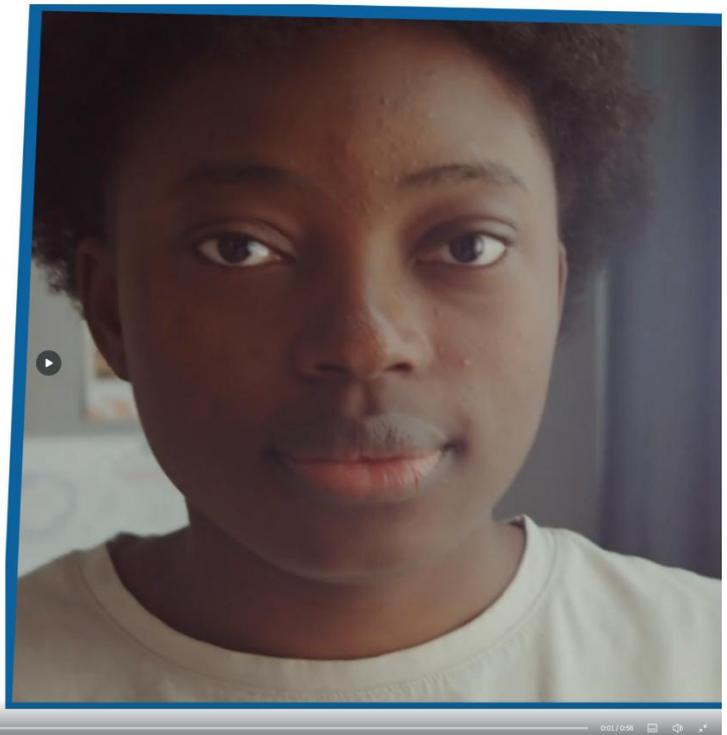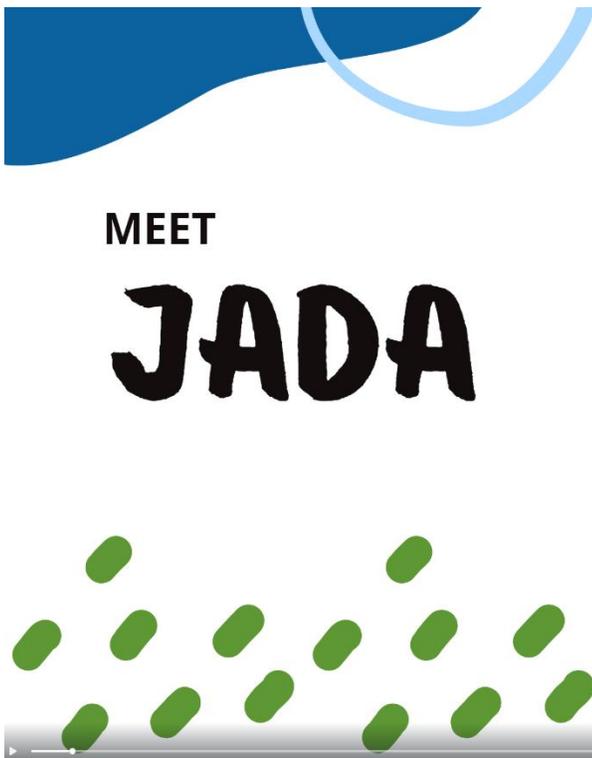
▶● ━━━━━━━━━━━━━━━━━━━━━━━━━━━━━━ 00:25

Click play to hear audio for the text below.

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| PDF | **Transcript- Power of Family Expectations.pdf**
77.9 KB | ↓ |

| PDF | **Reference Article- Predictors of Postschool Employment.pdf**
118.9 KB | ↓ |

Knowledge Checks

Knowledge checks will be available in each section and use some type of interactive feature to engage the learners, such as terminology matching or exploration of a case example. Each Knowledge Check will have the following header:

— Pause and Reflect —

Discussion boards and a summative quiz will be available in the LMS.

Section layouts:

Title - Each section begins with a title and image. Example:

Family Engagement Module 3: Engaging Families in the Employment Process

Scroll to navigate through this module. Click on the blue "Continue" buttons when they appear to advance to the next section.

Family members and employment specialist reviewing paperwork together

Developing a Trusting Relationship

Establishing a trusting relationship is **crucial** when engaging families. Without trust, it is difficult for families to feel open to sharing sensitive or complicated information. Much of the early work of supporting a client and their family centers around **developing rapport and trust.**

Effective communication is foundational to this practice, and the way we communicate with individuals and families can impact their perception and beliefs about us as professionals.

The following is a list of **communication-related strategies** to keep in mind when working with clients and their circle of support.

Terminology Check section - These sections highlight terms that are imperative for understanding. Example:

> ### ⓘ *Terminology Check:*
>
> You may have heard the terms, but do you know the difference between *self-awareness and self-advocacy?*
>
> *Self-Awareness* is thinking, learning, and knowing information about one's self.
>
> > *Example: A person understands loud noises hurt their ears and make them uncomfortable. They know they would like to avoid loud spaces as much as possible.*
>
> *Self-Advocacy* is communicating one's own needs, wants, thoughts, and concerns to others in ways that align with one's preferences, boundaries, and beliefs.
>
> > *Example: A person who doesn't like loud noises brings noise dampening headphones with them when they are out in the community. When they go into crowded restaurants, they ask to be seated in quieter spaces, away from large groups.*
>
> *To learn more about self-advocacy, open the article linked below.*

| PDF | **Reference Article- Essential Self-Advocacy and Transition.pdf**
682 KB | ↓ |

Let's look at an example of how this works.

Read the card below and press "Start" to begin exploring the example. Use the left/right arrows to navigate through this activity.

When finished, press the blue "Continue" button below to advance to the next section.

Example

00:07

Imagine your client's mother tells you:

Multimedia sections - These sections have videos to explain or expand on certain topics. Transcripts are available and all videos are captioned with video speech controls allowed.

We'll start with Cultural Perspectives:

▶ 1:16 ●———————————————————————— cc ◀) ✿ ▭

📄 **PDF** **Transcript- Cultural Perspectives.pdf**
71.1 KB ⬇