Wording Guidelines
For GRAID Development

The following rules were developed to help provide guidance and consistency when writing the Guidelines, Recommendations, and Adaptations. The ‘rules’ should be used in conjunction with the AGREE II and GRAID criteria.

**Do's**

1. **The Expert Workgroup monthly meetings should begin discussion of materials in the following order:**
   - Built Environment
   - Services
   - Instruction
   - Equipment

2. **Use “youth and young adult with disability” in guideline and recommendation ONLY**
   - Insert into adaptation when relevant and important

3. **Start guideline and recommendation with target/sector group**
   - ‘Communities should……..’ or ‘Schools should…..’

4. **Each adaptation needs to start with an active verb**
   - e.g., provide, establish, coordinate, strengthen, support, etc. The subject performs the action denoted by the verb

5. **Do not use the term “Ensure”**

6. **The recommendation and adaptation must be relevant to ‘Youth and Young Adults with Disabilities’**
   - If it is more generic and not disability-specific or pertains to any age group, place in the parking lot or delete

7. **When there is a chance that cultural representation may be overlooked in a Recommendation or Adaptation by end users, add ‘culturally relevant’ to the statement**

8. **Ensure that each statement in GRAIDs has a common theme and sequence linkage between them**
   - e.g., program development-train staff- implement program-advertise-evaluate

9. **Recommendations & adaptations must be measurable**

10. **The workgroups should focus on content and quality only.**
    - Do not take time to focus on wording issues