



Accessibility & inclusion in games

Relevant escape room scenario & project resource	• Guide on escape rooms for digital and entrepreneurship skills • Workshop report for ER creation
Target group & needs	• Age range: 15–25 • Group size: 3-6 participants • Prerequisites: Basic understanding of escape room mechanics (player, puzzle, clue), awareness of diverse cognitive profiles
Duration	60-75 minutes
Target competence areas	• Inclusive design thinking • Adaptation of learning environments • Awareness of neurodiversity and sensory needs
Objectives	• Identify accessibility barriers in escape-room puzzles. • Redesign puzzles using dyslexia-friendly principles. • Propose multi-sensory alternatives to textual clues. • Adapt puzzles for different neurodiverse profiles. • Follow an inclusion checklist to assess and improve.
Materials & equipment	• Sample puzzle sheets (text, visual, logic-based) with accessibility issues • Coloured overlays, icons, symbols (printed) • Inclusion checklist • Scissors, markers, post-its



Useful resources	• Dyslexia Scotland - Dyslexia-friendly formatting guide • UX Design Institute - UX design accessibility checklist: everything you need to know as a designer • BrowserStack - Design Accessibility Checklist [2026]
Setup	• Prepare 3–4 sample escape-room puzzles, each with 1-2 intentional accessibility issues. • Print the inclusion checklist and provide the redesign tools (icons, symbols, scissors, markers, etc).
Step-by-step instructions	Step 1 – Context & challenge briefing (5 min) Participants are told that an escape room the trainer has created keeps failing for part of their audience. Their mission is to redesign puzzles so everyone can play without impeding the challenge and engagement. Step 2 – Barrier detection (15 min) Participants analyse a few puzzles and identify issues: • Reading overload and unclear tasks • Visual confusion, low contrast and inconsistency • Single-sense dependency and lack of variety • Time-pressure issues and lack of flexibility Findings are listed using the inclusion checklist. Step 3 – Inclusive redesign (25 min) Participants must redesign the puzzles by: • Simplifying language and layout • Adding adequate icons or symbols • Creating tactile, auditory or logical alternatives • Offering parallel paths (choice-based) and adapted alternatives (timing, step-by-step)



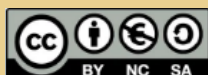
	Step 4 – Neurodiversity adaptation round (15 min) Participants draw a few player profiles (dyslexia, ADHD, autism, anxiety). They must ensure that each puzzle is adapted to support that profile without removing gameplay challenge. Step 5 – Testing & feedback (15 min) Participants test each redesign using the checklist to achieve a fully accessible, universally inclusive design that allows a wide audience to fully participate.
Debriefing questions	• Why are accessibility and inclusion important in educational and entrepreneurial contexts? • Do you think that inclusive design only helps people who struggle with neurodivergence or disabilities? • How and why would these designs be followed in the workplace?
Assessment & evaluation	• Quality, feasibility and accessibility level of redesigned puzzles • Application of the inclusion checklist and understanding of key accessibility principles • Quality of peer feedback and reflection
Variations & adaptation	• Beginner groups: Focus on dyslexia-friendly design, use less puzzles and modify only one aspect of each. • Advanced groups: Redesign a more complex puzzle sequence with a variety of issues in each puzzle. • Low-tech setting: Paper-only puzzles, no digital tools.



	• Accessibility focus: Allow participants to choose redesign formats that suit them.
Trainer tips	• Ensure that the materials allow for visual, tactile and logical redesign (cut, combine, swap). • Emphasise that inclusive does not just mean simplified or easier (same content, different format or requirements). • Highlight that inclusive design benefits all players and ensures equal opportunities. • Encourage multiple correct solutions and flexible corrections. • Avoid medical labels; for Step 4, focus on functional needs and difficulties rather than vague diagnoses.
References & further readings	• CAST. (2024). Universal Design for Learning Guidelines version 3.0. • Bhaduri, S. (2025). Designing for Everyone: A practical guide to building accessible, inclusive learning experiences.



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