

Building Bridges to Inclusion Through Universal Design

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Accommodation

Disability Awareness Video

- ◇ [Disability Awareness Video](#)

Has anyone ever?

- ◇ Used the ramp at the end of a crosswalk?
- ◇ Walked through an automatic door at a store or the mall?
- ◇ Used closed captions in an airport or when watching TV when someone has a different sleep schedule?
- ◇ Used a digital thermometer?
- ◇ Sent a text message?
- ◇ If so, you have benefited from Universal Design!

Where We're Going

- ◇ Discussion of common issues and concerns people with disabilities face in a college setting
- ◇ What is Universal Design and why is it important for everyone?
- ◇ Some concrete ways to apply Universal Design to increase inclusion



Image description: A highway surrounded by grassy land underneath a blue sky. There is a yellow road sign with black letters stating “ROAD MAP” on the left hand side of the highway.

So Why Is This Important?

- ◇ People with disabilities are the world's largest minority group at about 1 billion people (Around 15% of world population)
- ◇ 40 million Americans with disabilities 16 and over. (About 12% of US Population)
- ◇ 34.6% Americans without a disability have a bachelor's degree. (28% in Texas)
- ◇ 16.7 % of Americans with disabilities have a bachelor's degree or higher. (12.2% in Texas)
- ◇ Only 53.4% with a BA or higher are working.
- ◇ People with Disabilities in the U.S. are four times as likely to be unemployed than those without disabilities.
- ◇ You can help change those numbers!
- ◇ Sources: United Nations global statistics, American Community Survey

UNT ODA Students Served

- ◇ As of January 2018
- ◇ Psychiatric: 479
- ◇ ADD/ADHD: 336
- ◇ Learning Disability: 249
- ◇ Other/Physical Health- 208
- ◇ Vision loss/blindness: 58
- ◇ Deaf/Hard of Hearing: 37
- ◇ Cognitive/TBI: 36
- ◇ Mobility and Back Injury: 35
- ◇ Speech: 1

Issues People With Disabilities May Face

- ◇ Lack of knowledge regarding transitions that come with college
- ◇ Inaccessibility of events and buildings
- ◇ Inaccessibility of electronic resources
- ◇ Inability to access university services due to communication barriers
- ◇ Lack of a clear accommodation request process or lack of communication regarding that process
- ◇ Lack of accessibility of venues off campus for planned campus events
- ◇ Separation from familiar routines, treatment plans, family
- ◇ Difficulty socially interacting with campus

Everyone Participates Differently

- ◇ Let's think about learning styles:
- ◇ Visual
- ◇ Aural
- ◇ Kinesthetic
- ◇ Multi-Sensory: A combination of styles
- ◇ Social learner
- ◇ Solitary learner
- ◇ Intuitive learner
- ◇ Logical learner

Universal Design

- ◆ It is commonly accepted that people learn differently and multiple ways of presenting information are helpful. Why not extend this to presenting programs and designing services?
- ◆ It's time to think outside of the box of the "typical student." Thinking outside the box will increase student engagement, satisfaction, and ultimately retention and success.
- ◆ Universal design (UD): "the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design." (Source: Center for Universal Design (CUD))
- ◆ UD is accessible, usable, and inclusive.

Universal Design Goals

- ◇ What happens when things are designed with accessibility in mind
- ◇ Wellness- Involvement promotes a balanced college experience
- ◇ Social integration- Students will feel connected and able to participate.
- ◇ Personalization- Students will have opportunities for choice.
- ◇ Showcase of talent- People with disabilities will be able to showcase their talent and add to the knowledge and completion of goals.

Principles of UD

- ◆ Equitable Use: Design is useful and marketable to people with diverse abilities.
- ◆ Flexibility in Use: Design accommodates a wide range of individual preferences and abilities.
- ◆ Simple and Intuitive: Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.
- ◆ Perceptible Information: The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

More Principles of UD

- ◆ Tolerance for Error: The design minimizes hazards and the adverse consequences of accidental or unintended actions.
- ◆ Low Physical Effort. The design can be used efficiently and comfortably, and with minimal fatigue.
- ◆ Size and Space for Approach and Use: Appropriate size and space is provided for approach, reach, manipulation, and use regardless of the user's body size, posture, or mobility..

What are some examples for the UD Principles?



Image description: A dark orange cat with green eyes and his right paw in a thinking position. White text above his head "Shh, I'm thinking!"

An Example Illustrating Each Principle

- ◆ Equitable Use: A website that is designed to be accessible to everyone.
- ◆ Flexibility in Use: A program that allows students to choose to participate in various types of events.
- ◆ Simple and Intuitive: Electronic kiosks that have easily identifiable operations.
- ◆ Perceptible Information: Captions are turned on for a movie shown as part of a welcome week program.
- ◆ Tolerance for Error: A software program that provides guidance and a way to fix something when a user makes an error or unwanted selection.
- ◆ Low Physical Effort: Installing automatic doors on buildings.
- ◆ Size and Space for Approach and Use: Having multiple types and sizes of dining settings

UD Considerations for the Physical Environment

- ◇ How will people get to the space?
- ◇ How will people navigate any hallways?
- ◇ What will the noise level be and are there quieter areas?
- ◇ Lighting and signage
- ◇ Are the counters at wheelchair height? Are clipboards available for filling out forms?
- ◇ Is Assistive Technology located in an accessible area? Do staff know where it is and how to help use it?
- ◇ What else?

Universal Design in the Classroom

- ◇ [Universal Design for Learning at a Glance](#)

UDI: Multiple Means of Delivery

- ◆ Increases options for comprehension by providing multiple options for perception:
- ◆ Provide the same information through different modalities
- ◆ Provide information in format that allows for adjustability by the user (ex: volume control on sounds, captions).
- ◆ Multiple assessment options are also important in the classroom, students can truly demonstrate what they have learned.

UD Classroom Tips

- ◇ Involve students
- ◇ Select materials early
- ◇ Make interactions and materials accessible to all participants
- ◇ Plan for accommodations
- ◇ Address individual needs in an inclusive manner
- ◇ Encourage inclusive cooperative learning- assign group work that requires a variety of skills
- ◇ Select flexible curriculum that relates to UDL principles

Electronic Accessibility: The Trouble with Auto Captions



Image description: A screen capture of YouTube video from the city of Denton Mayor's Day of Concern for the Hungry. Food Drive May 6-12. 109,319 Denton County residents face hunger. With a caption of "I'm chris watts mayor of the city of mitten."

Electronic Accessibility: The Accessibility Checker

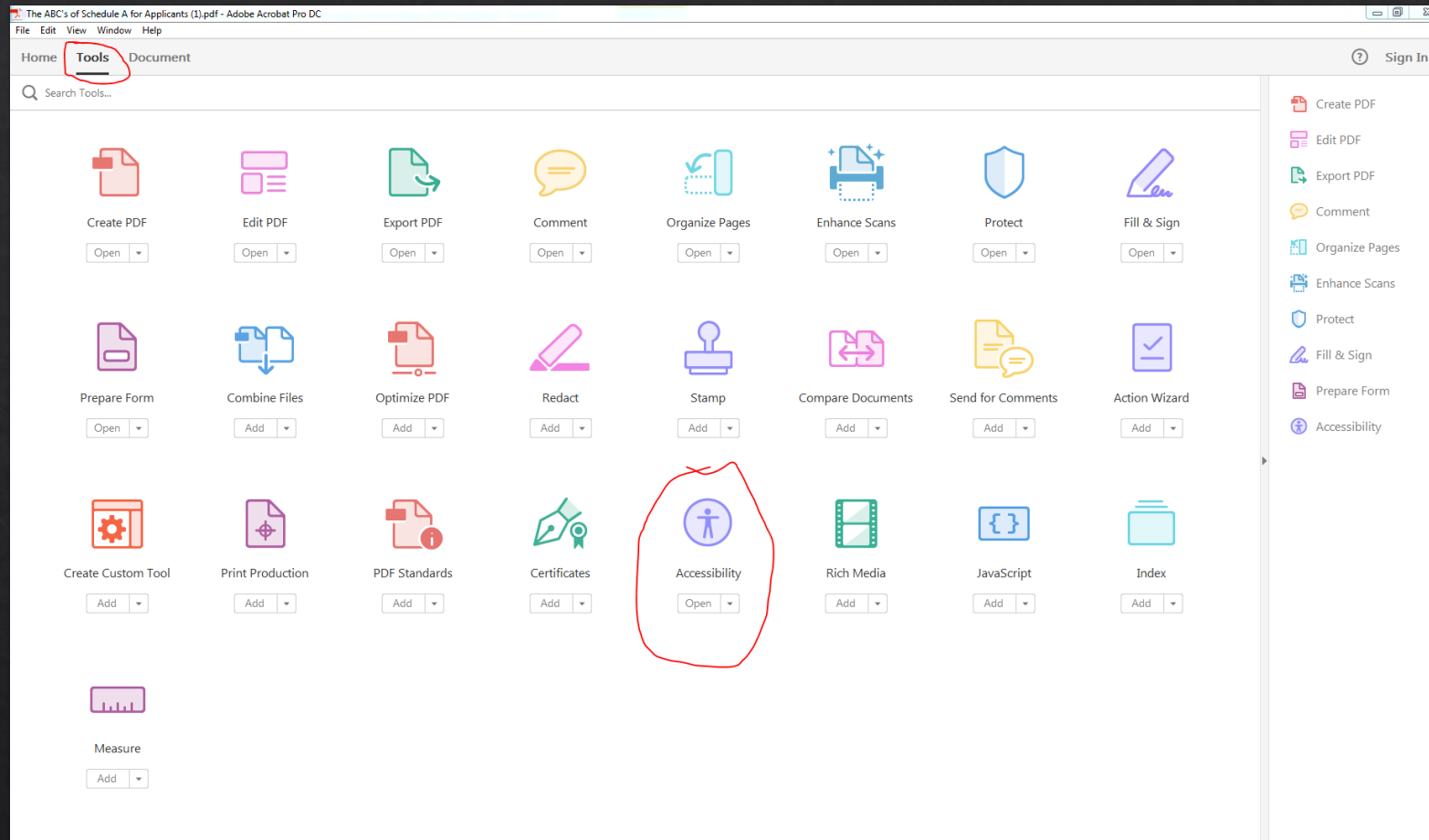


Image description: A PDF document is open to the Tools tab. The word “tools” is circled in red pen. The different tools are organized in rows and accessibility is circled in red pen.

How To Make Universal Design Happen

- ◆ *Identify* what you're designing and your intended audience
- ◆ *Involve* consumers and people with expertise
- ◆ Adopt and apply a *plan-* consulting UD guidelines or standards if necessary
- ◆ Develop a *process* to request *accommodations* and publicize the process
- ◆ *Train and support staff* regarding disability awareness and implementation of the plan
- ◆ *Evaluate progress* and follow up

Talking With Relevant Stakeholders

- ◇ It is important to have a strengths-focused conversation.
- ◇ The conversation should be guided by what works for them- what has worked for someone before will likely work in the future.
- ◇ The focus should be about removing barriers- internal and external.
- ◇ Internal- Self-perceptions about what people can accomplish.
- ◇ External- Environmental or instructional barriers

Accommodation Request Process

- ◇ Is the request process thoroughly explained with relevant deadlines?
- ◇ Do participants know how to request accommodations?
- ◇ Have presenters or facilitators been asked if they require accommodations?
- ◇ Are different diet needs taken into consideration?
- ◇ Are staff knowledgeable about disabilities and the process?
- ◇ Is there communication with stakeholders at all steps of the process?
- ◇ The goal should be accommodations that allow someone to independently access an event or service

Training Support Staff

- ◇ Things helpful to include when training support staff:
- ◇ Input from relevant stakeholders when developing the training
- ◇ Training on basic disability awareness including concrete ways to provide assistance
- ◇ Re-visit training as issues arise

Evaluate Progress and Follow Up

- ◆ It is essential to evaluate progress and follow up regarding policies and plans on accessibility and UD
- ◆ It is important to engage stakeholders and discuss potential changes to the process when concerns are raised.

Discussion Time!

- ◆ What are some areas that you can improve through following the principles of UD?



Image description: Cartoon shows students waiting for the school custodian to clear the stairs of snow. Child in wheelchair: "Could you please shovel the ramp?" Custodian: "All these other kids are waiting to use the stairs. When I get through shoveling them off, then I will clear the ramp for you." Child in wheelchair: "But if you shovel the ramp, we can all get in!"

Questions?



Image Description: A meme with a black and white cat standing on its back legs with a paw in the air. The meme has, “Um, yes...I have a question.” in white letters above the cat.

Sources

- ◇ University of Washington DO-IT Center
- ◇ CAST