UD@UAZ:

Applying Universal Design Principles pt. 1

Cole Eskridge, Universal Design Consultant
Disability Resources

!

Google Drive Folder with digital resources can be found at:

bit.ly/FL-PEPPI-19

Agenda

1. Explore how the social versus medical models of disability inform our professional practices and mindsets

2. Define the following UD principles: Equity, “low physical effort”, “low emotional labor”, “space for all to engage”, “time for all to engage”.

3. Apply these principles by naming barriers in our own campuses and practices.

Medical Model vs. Social Model

Medical Model	Social Model
Problematizes the individual	Problematizes the environment
Language centers on “fixing” or “solving” the individual’s problem (i.e. their disability)	Language centers on fixing the environmental features generating the disability.
Reactive	Proactive
Accommodations	Universal Design
Reliance on legality for motivation.	Relies on values and morality for motivation.

Compliance Minded vs. Commitment Minded

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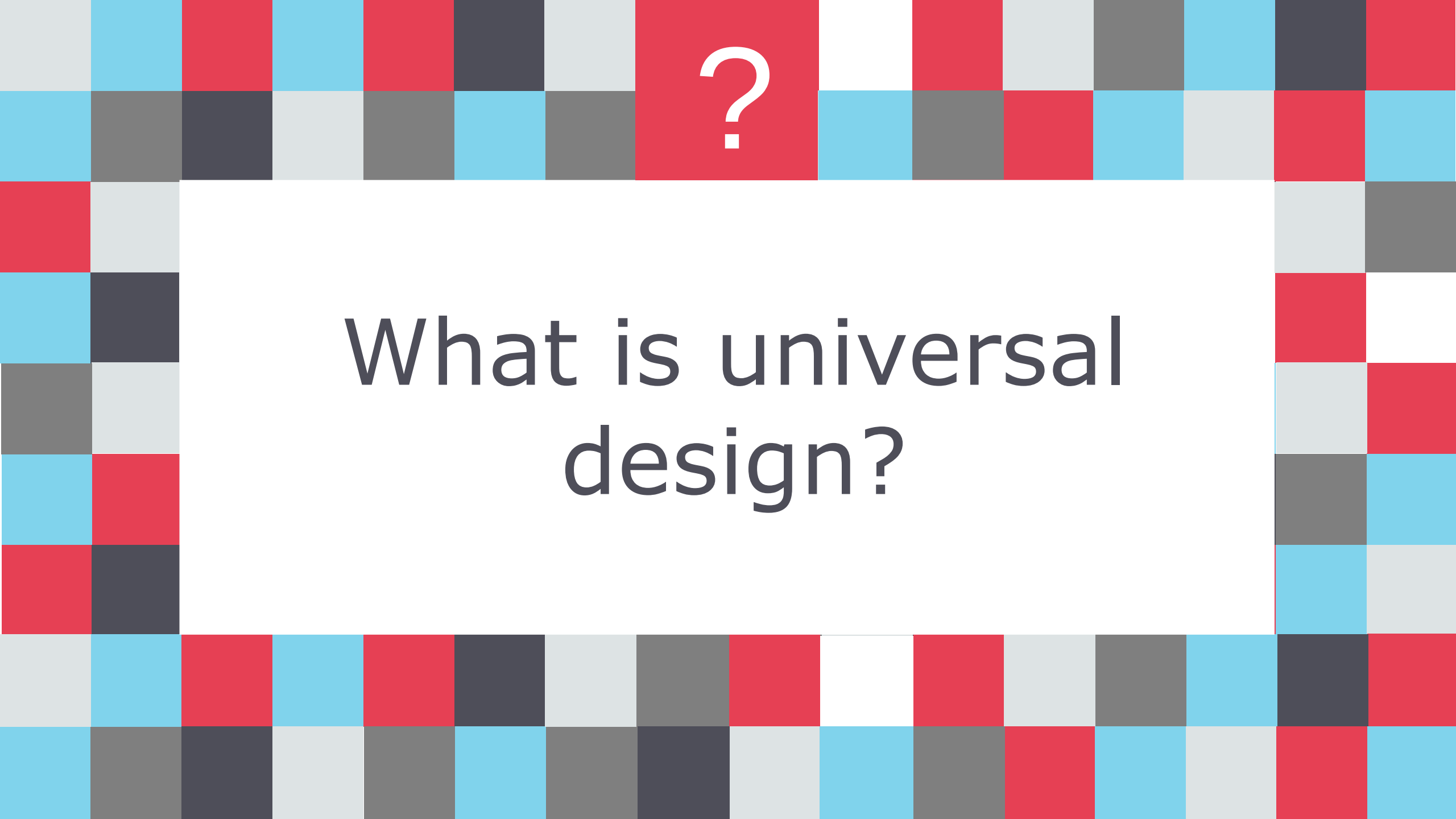
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What is universal design?

“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.”

- Ronald Mace, 1985

“Universal design is a process that enables and empowers a diverse population by improving human performance, health and wellness, and social participation”

- Steinfeld & Masel, 2012

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Course Experience
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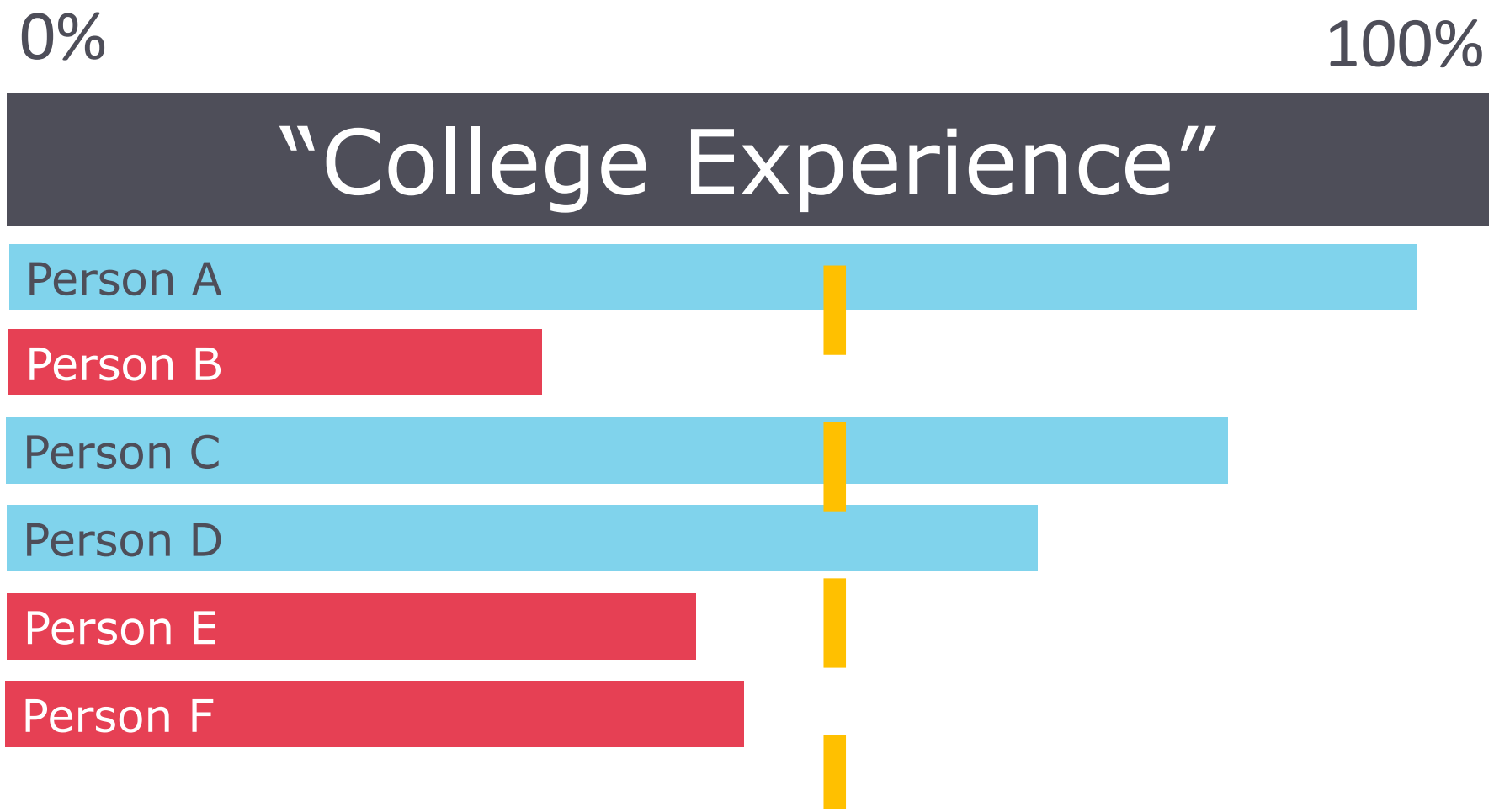
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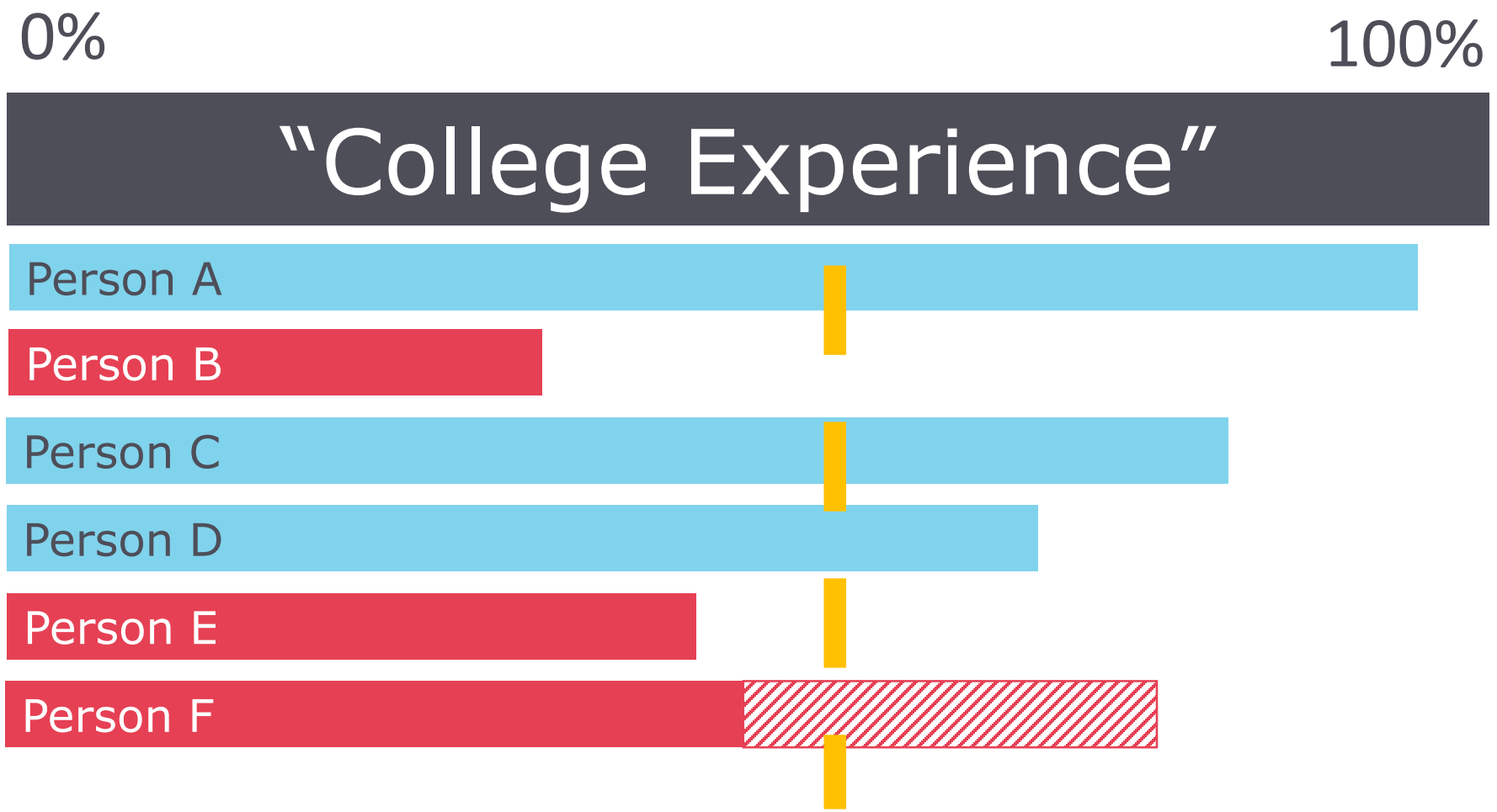
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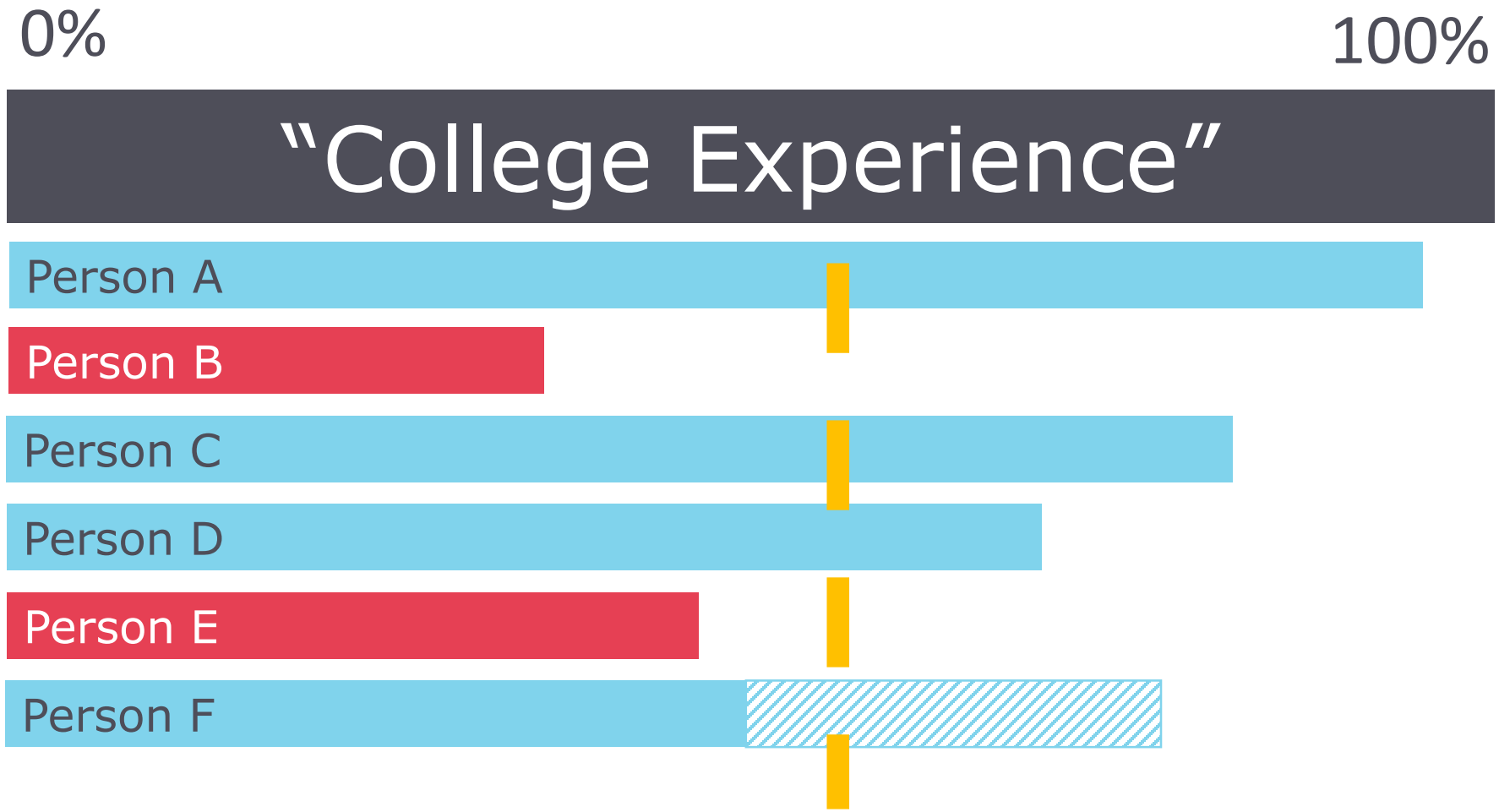
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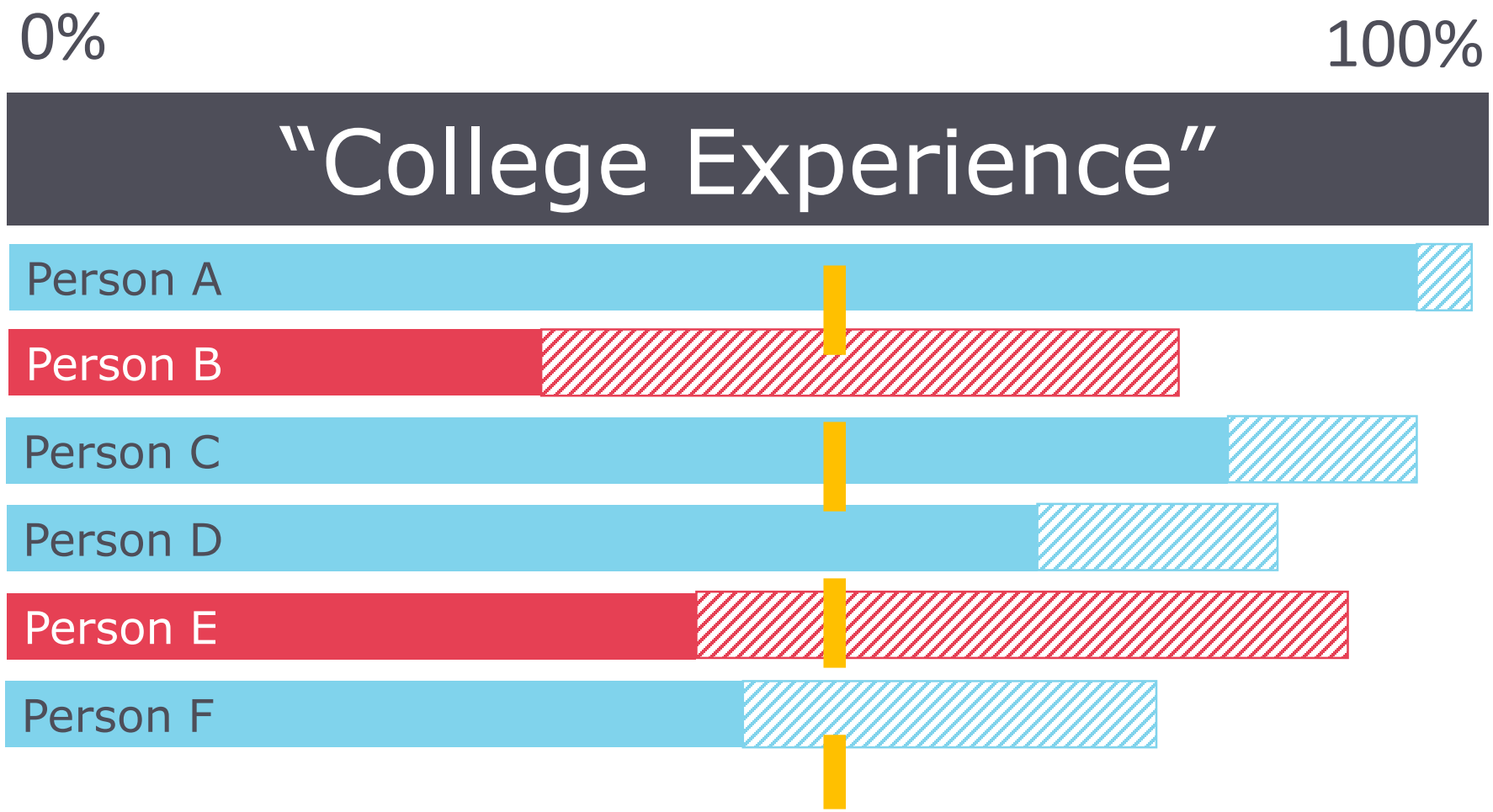
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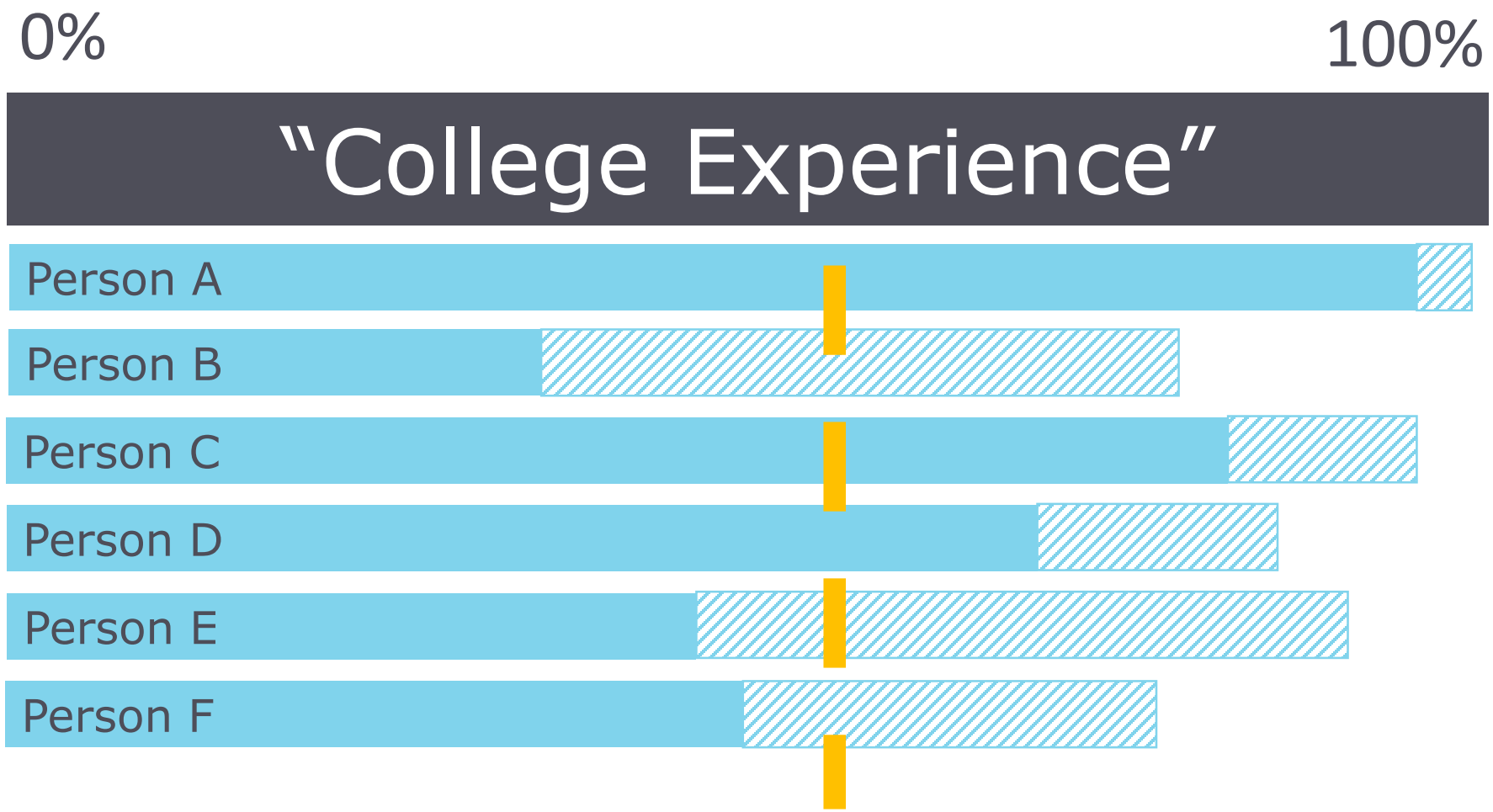
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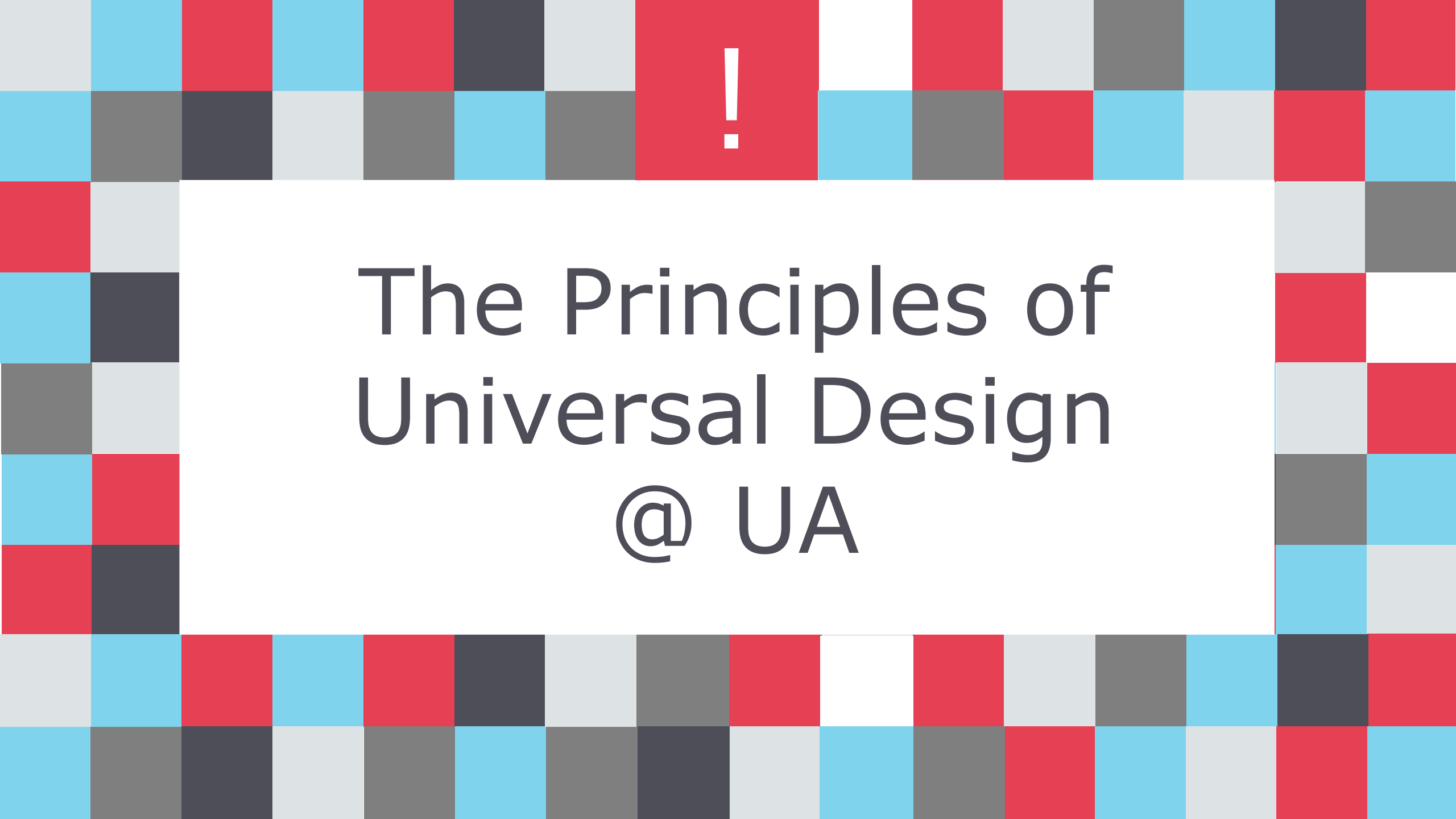
How do we know whether we are doing “barrier work” or “accommodation work”?

Remember…

If you can observe an individual or a particular group experiencing the following, there is likely a barrier:

- Extra steps
- Special requests
- Separate, designated seating or spaces
- Limited choices or opportunities

Good design is a process. Each time we make a better design choice, we improve the overall experience.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The Principles of Universal Design @ UA

What are the principles of UD@UA?

Questions? Email UA's UD Consultant at peskridge@email.arizona.edu

Remember to consider each of the applicable principles along the following three experiences?

Getting there...
How does the design encourage engagement?

Being there...
How does the design support engaged users?

Leaving there...
How has the design influenced future engagement?

1 Equity

The design is useful and marketable to a wide breadth of the population, especially marginalized communities.

Example: Curb cuts in sidewalks at intersections.

2 Responsiveness

The design accommodates a range of individual preferences, abilities, and identities, and recognizes that these may change on long-term and short-term scales.

Example: Ability to update records and databases easily over time.

3 Simplicity

The design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

Example: Policies written in plain English, without too much jargon.

4 Clarity & Relevance

The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

Example: Creating pages or documents with strong color-contrast for easy reading.

5 Tolerance

The design minimizes hazards and the adverse consequences of accidental or unintended actions.

Example: Course policies that provide flexible physical attendance.

6 Low Physical Effort

The design can be used efficiently and comfortably without physically or burdening the user."

Example: Choosing instructional activities that minimize movement.

7 Low Emotional Labor

The design can be used efficiently and comfortably without emotionally burdening the user."

Example: Processes that minimize documents needed to participate in a program.

8 Space for all to engage

Appropriate space (physical and emotional) is provided for users of any ability, size, or identity to engage

Example: Identity-based caucusing as a pedagogical strategy

9 Time for all to engage

Appropriate time is provided for users of any ability, identity, or community to engage.

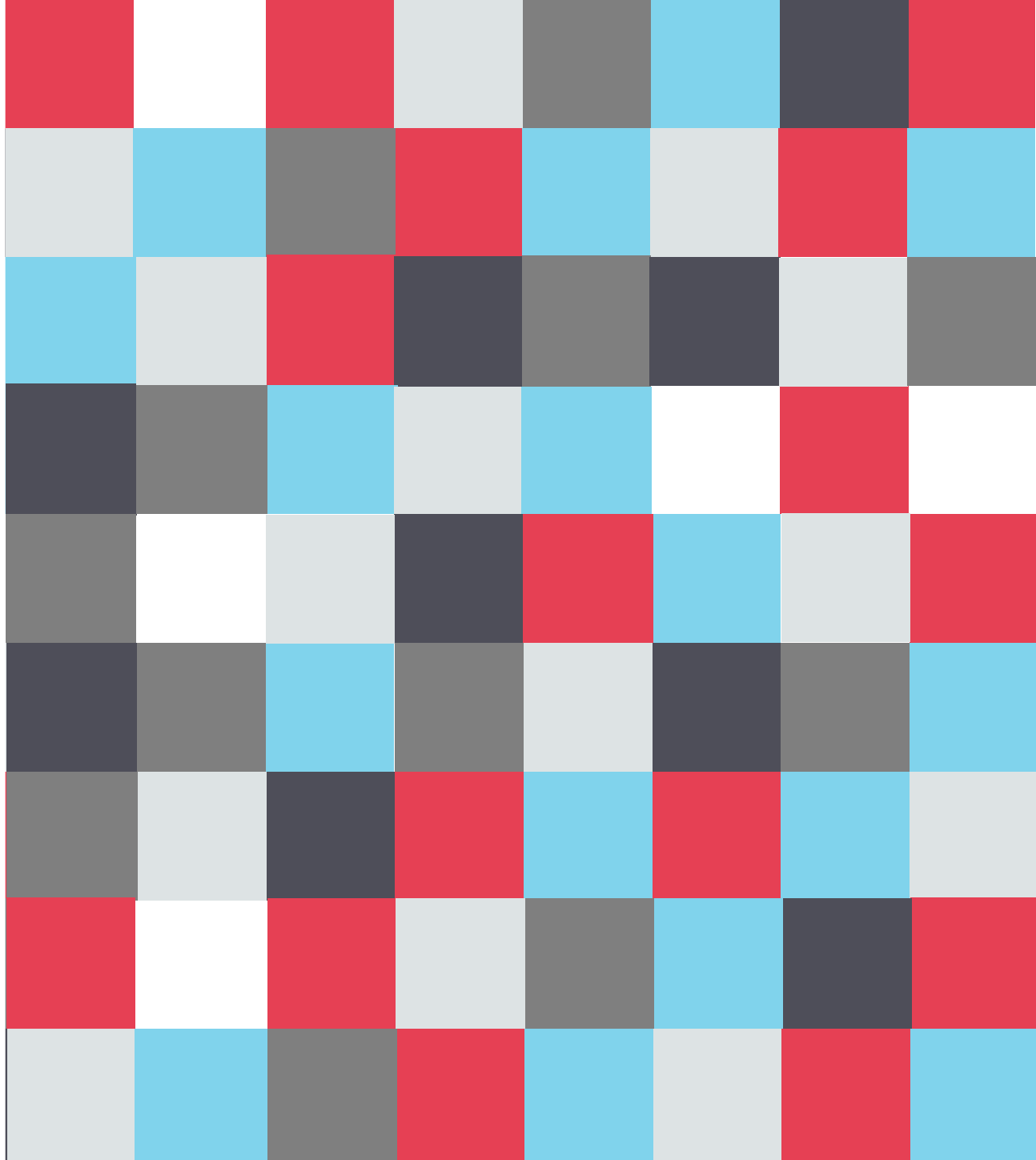
Example: Flexible or rolling deadlines for assignments or tasks.

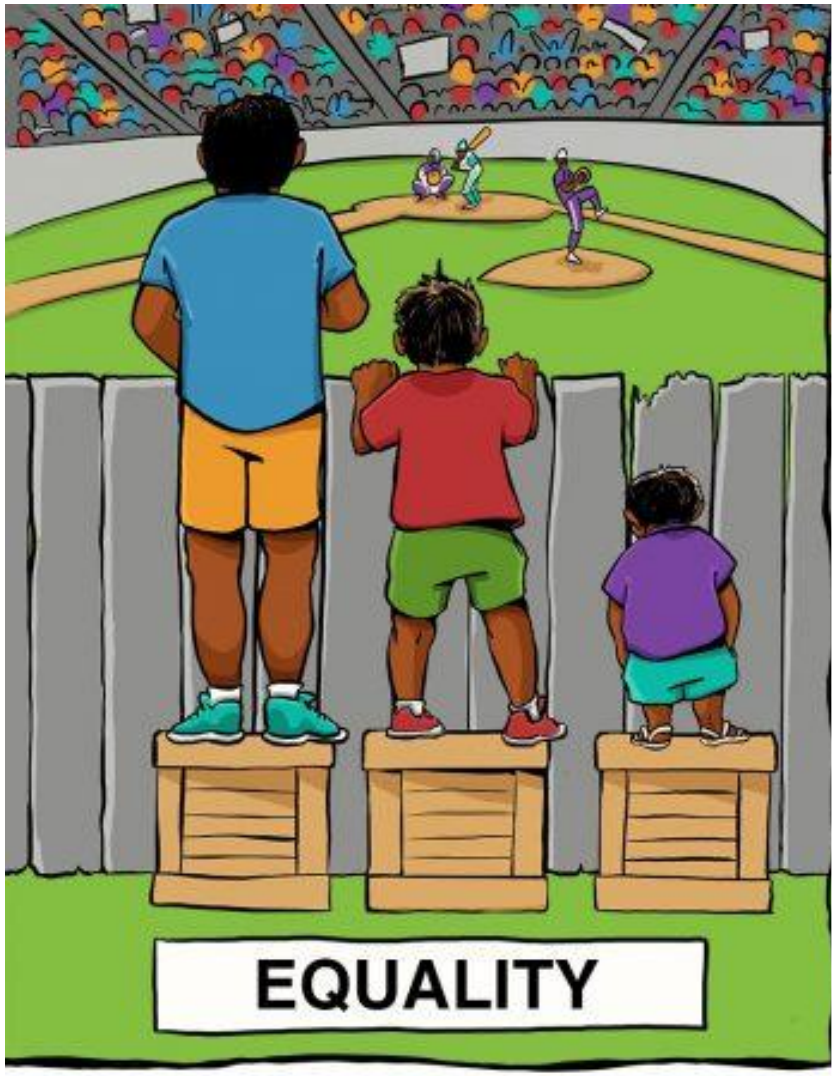
1.

Equity

The design is useful and marketable to a wide breadth of the population, especially marginalized communities.

Example: Curb cuts inside walks at intersections.

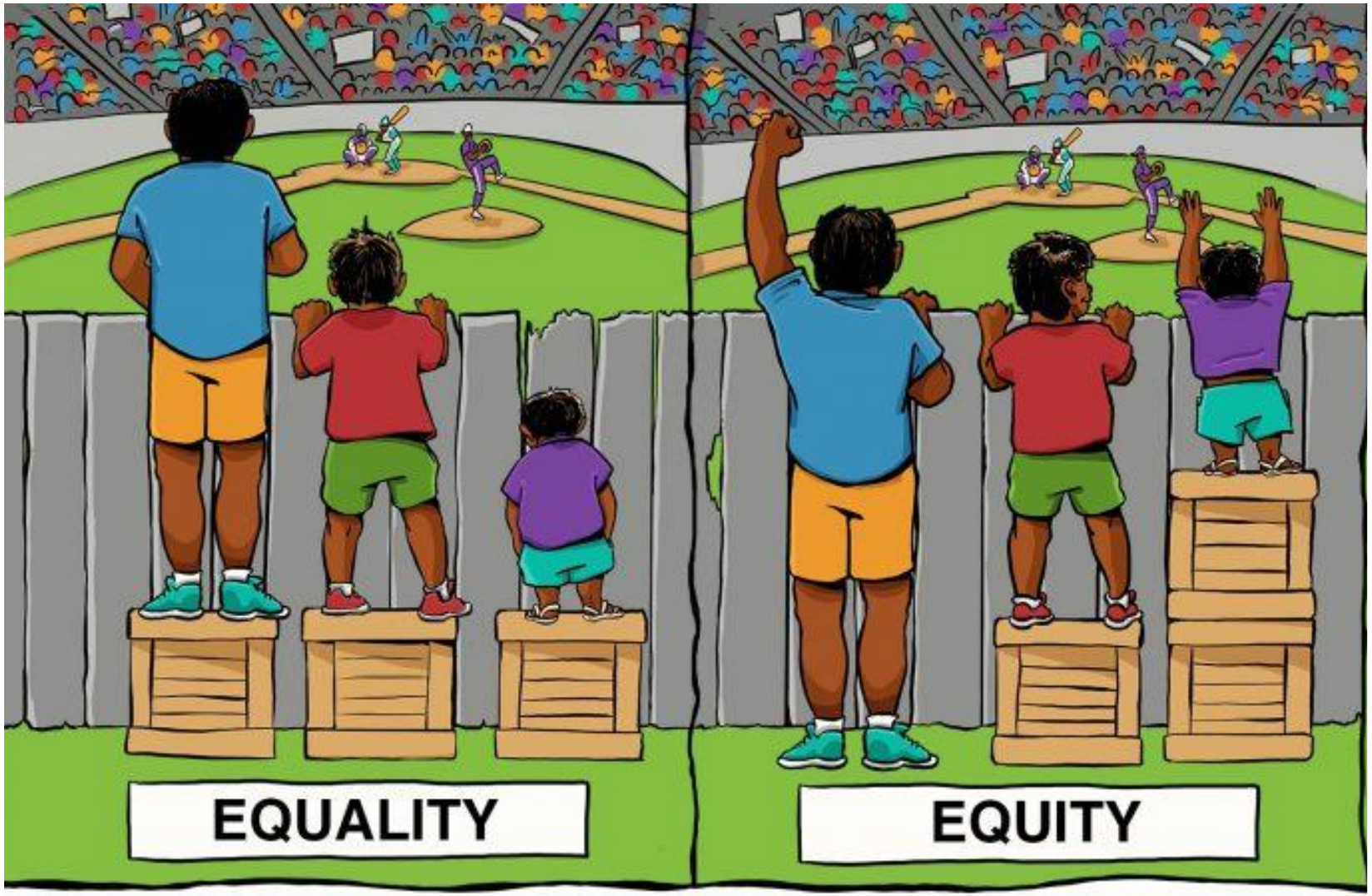




the4thbox.com

CENTER FOR STORY-BASED STRATEGY

Interaction Institute for Social Change



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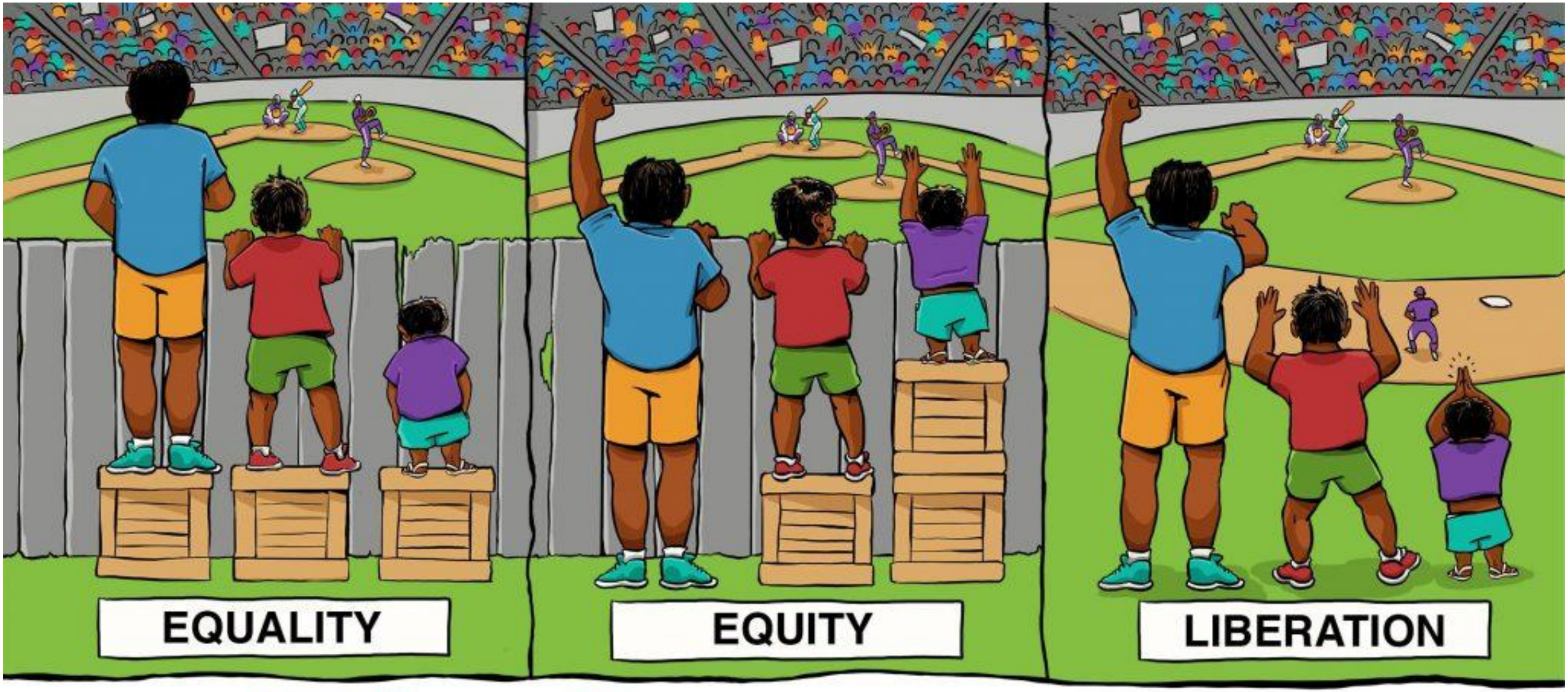
Interaction Institute for Social Change

Original illustration by Angus Maguire



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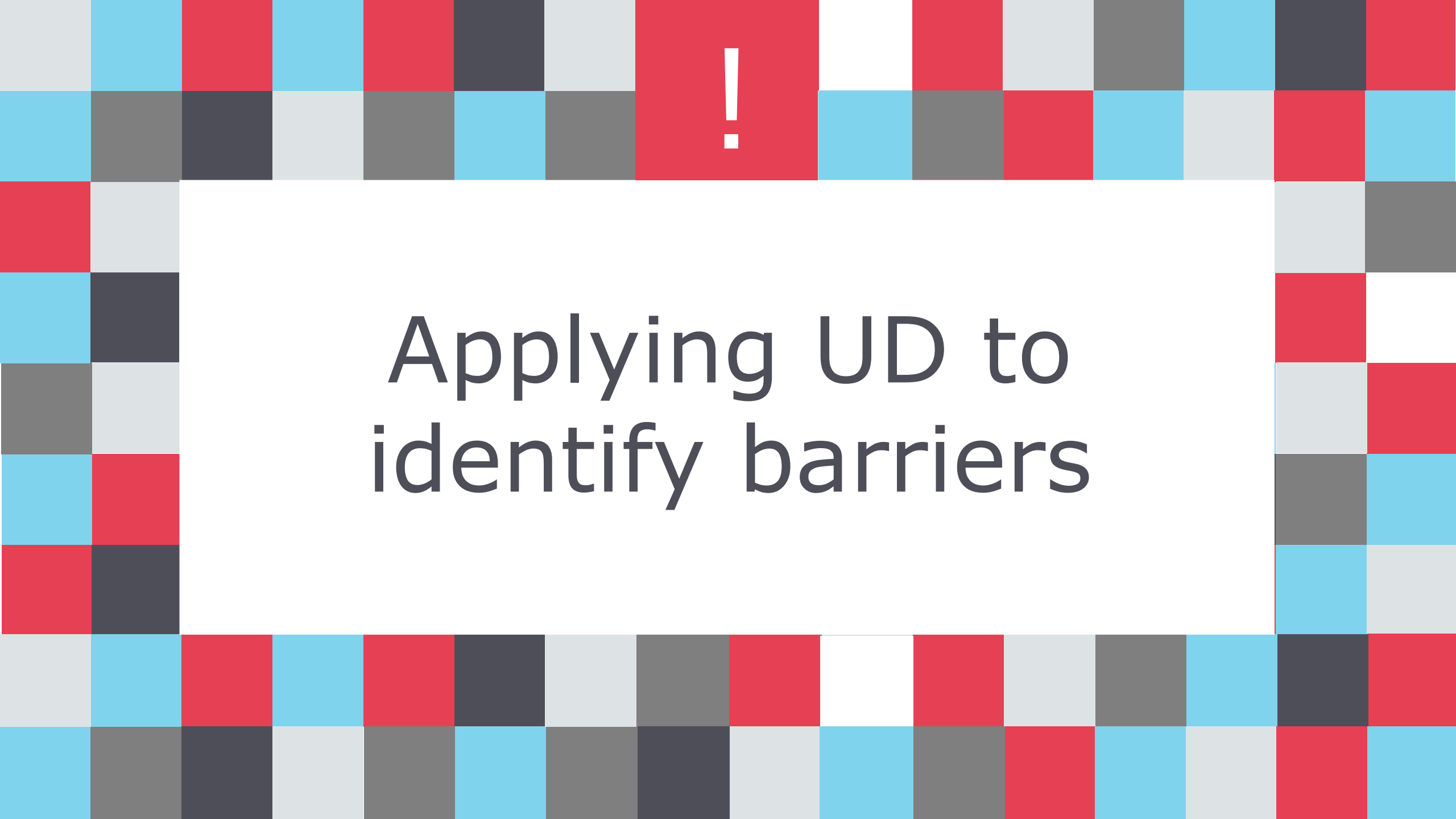
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Applying UD to identify barriers

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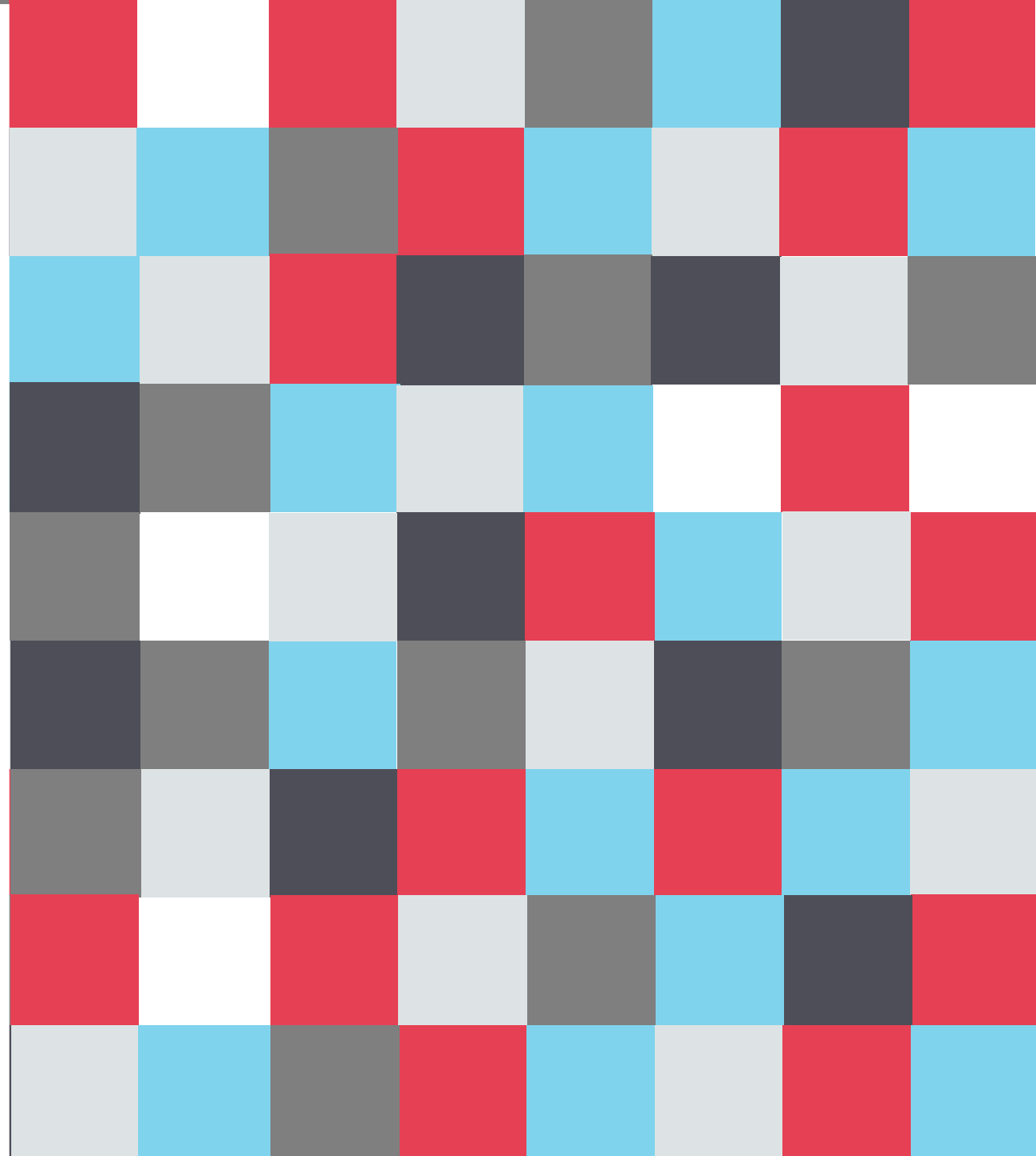
Low Physical Effort

The design can be used efficiently and comfortably without physically burdening the user.

Example: choosing instructional activities that minimize movement.



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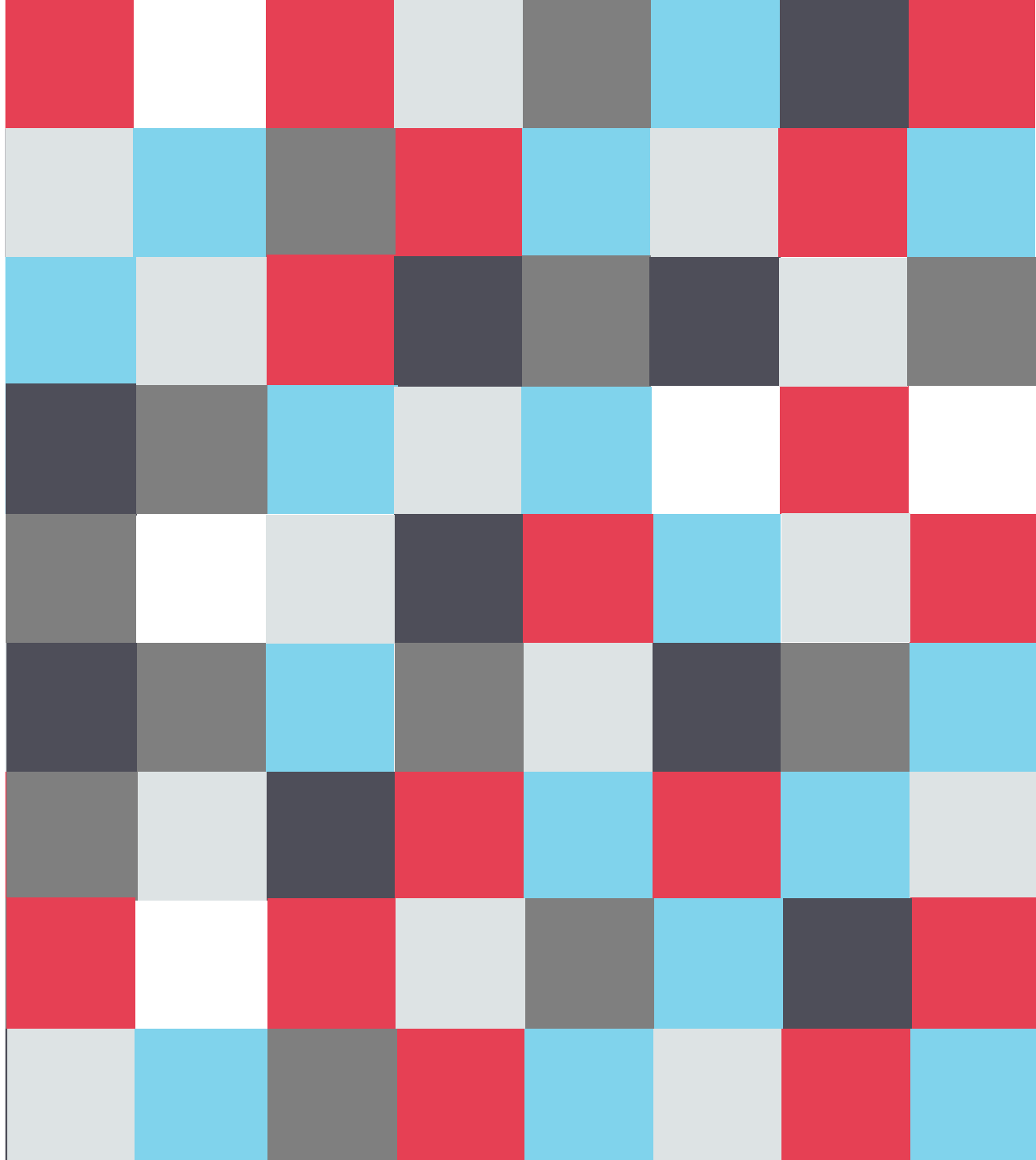

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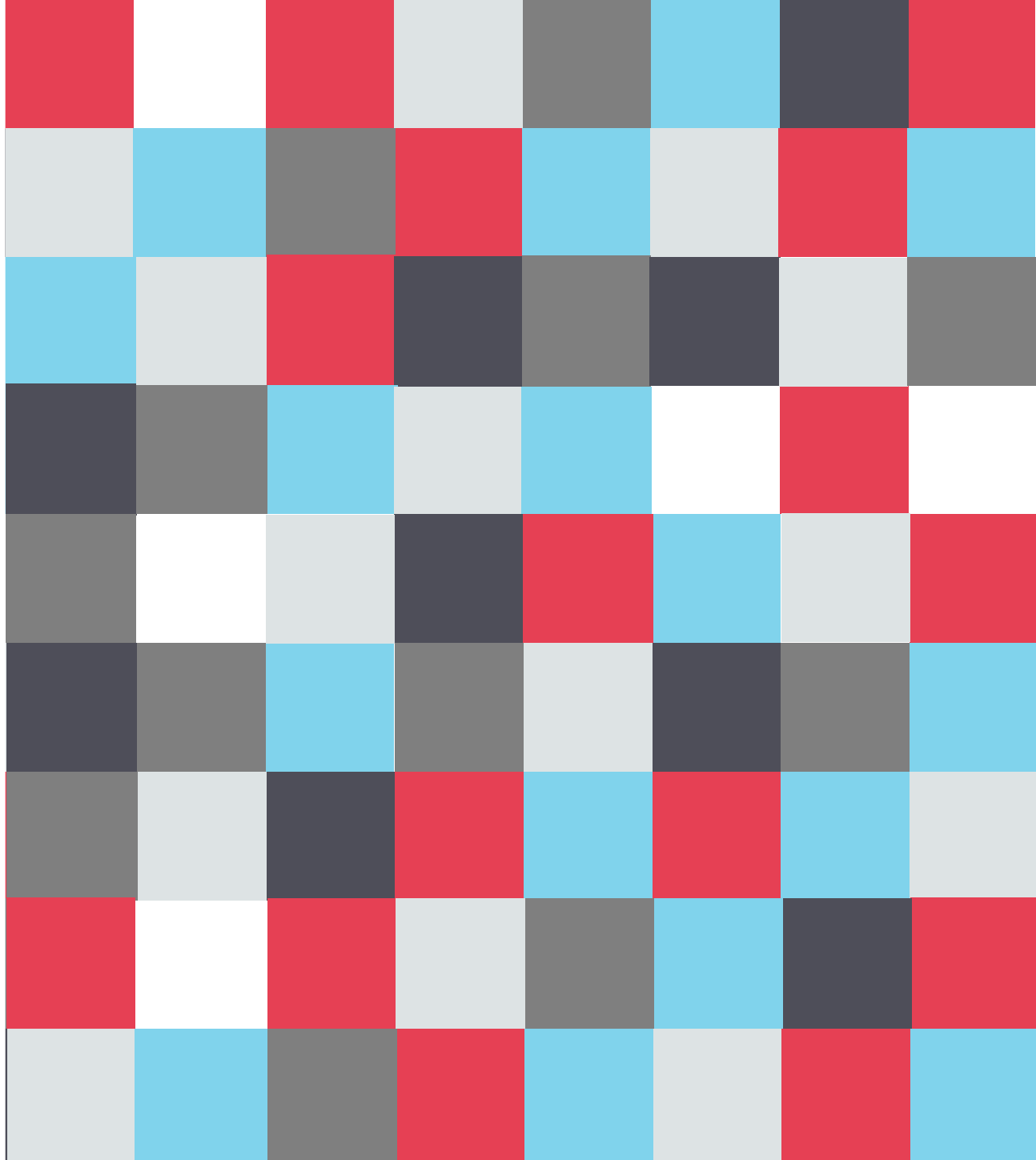
Space for all to engage

Appropriate space (physical and emotional) is provided for users of any ability, size, or identity to engage.

Example: Identity-based caucusing as a pedagogical strategy



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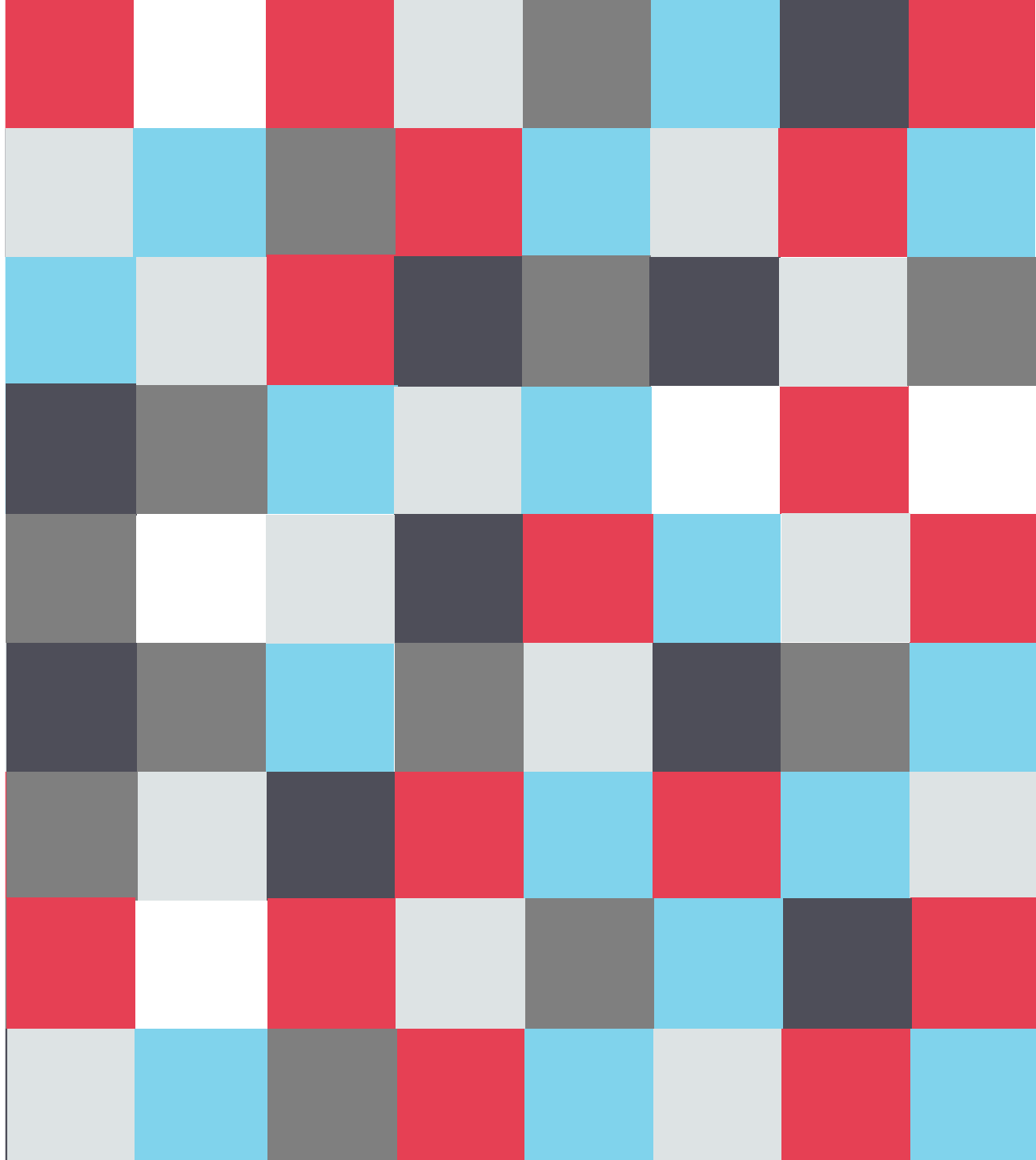
Time for all to engage

Appropriate time is provided for users of any ability, identity, or community to engage.

Example: Flexible or rolling deadlines for assignments of tasks.



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THANK YOU!

peskridge@email.arizona.edu

UD@UAZ:

Applying Universal Design Principles pt. 2

Cole Eskridge, Universal Design Consultant
Disability Resources

Agenda

1. Define the remaining UD principles: “Responsiveness”, “Simplicity”, “Clarity and Relevance”, and “Tolerance”.
2. Apply the above principle to listed barriers to identify the more equitable directions we want to move towards in the future.
3. Commit to making changes that will re-orient us into those directions in the future.
4. Build an accountability network to keep conversations going from these workshops past the planning institute.

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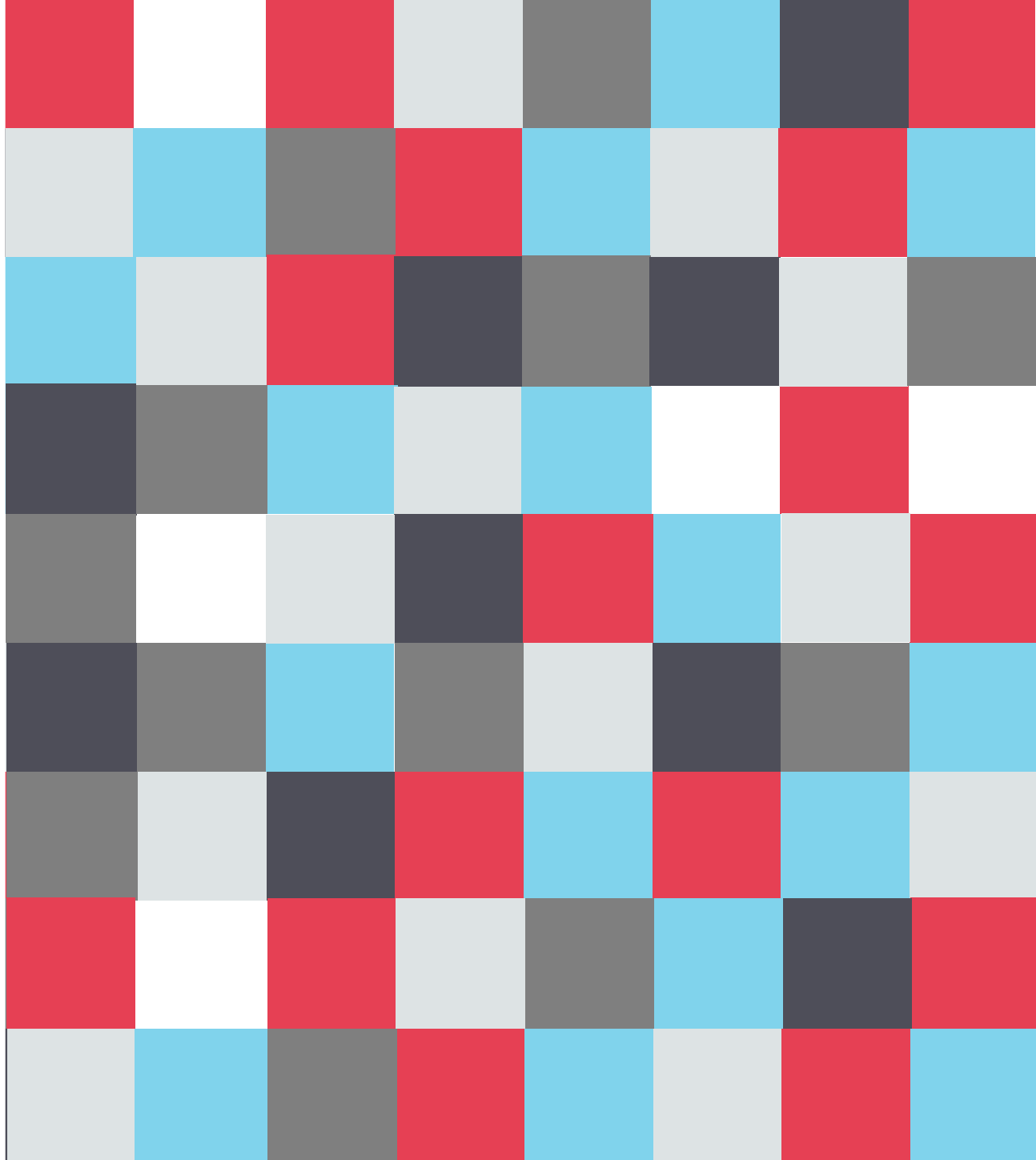
Applying UD to identify opportunities

2.

Responsiveness

The design accommodates a range of individual preferences, abilities, and identities, and recognizes that these may change on long-term and short-term scales.

Example: Ability to update records and databases easily over time.



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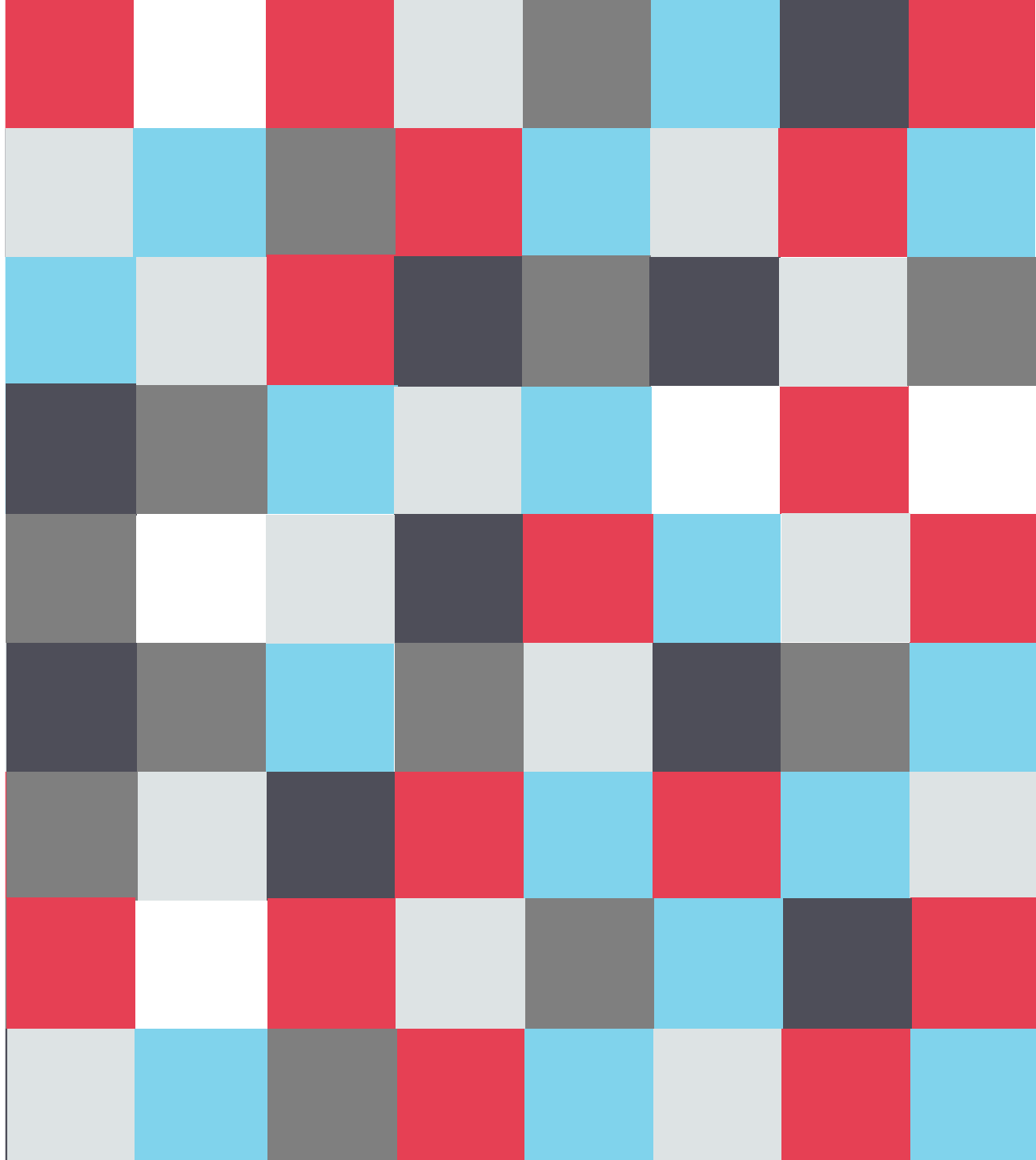
Example: Policies written in plain English, without too much jargon.

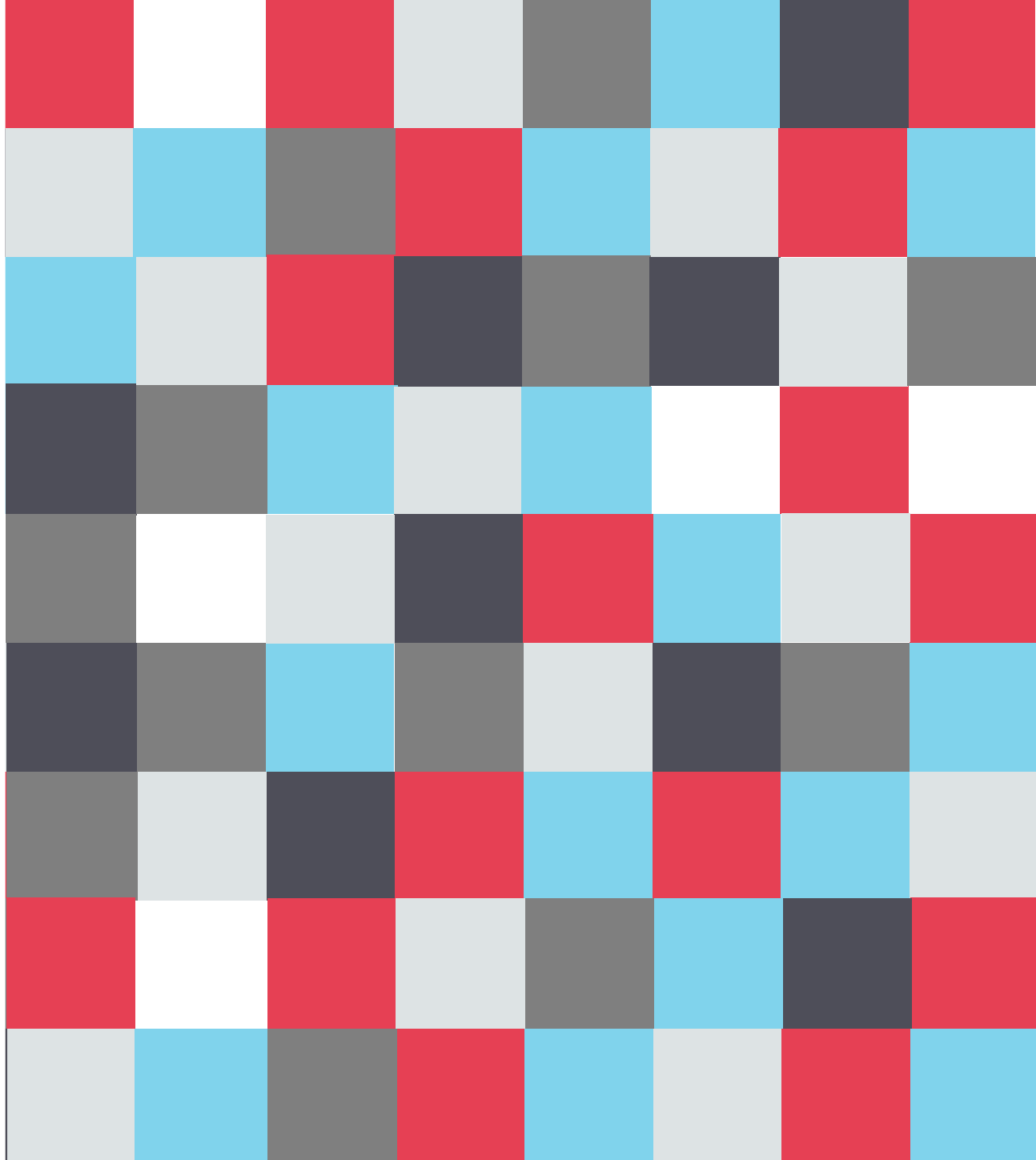


4.

Clarity & Relevance

The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

Example: creating succinct syllabi with headers.



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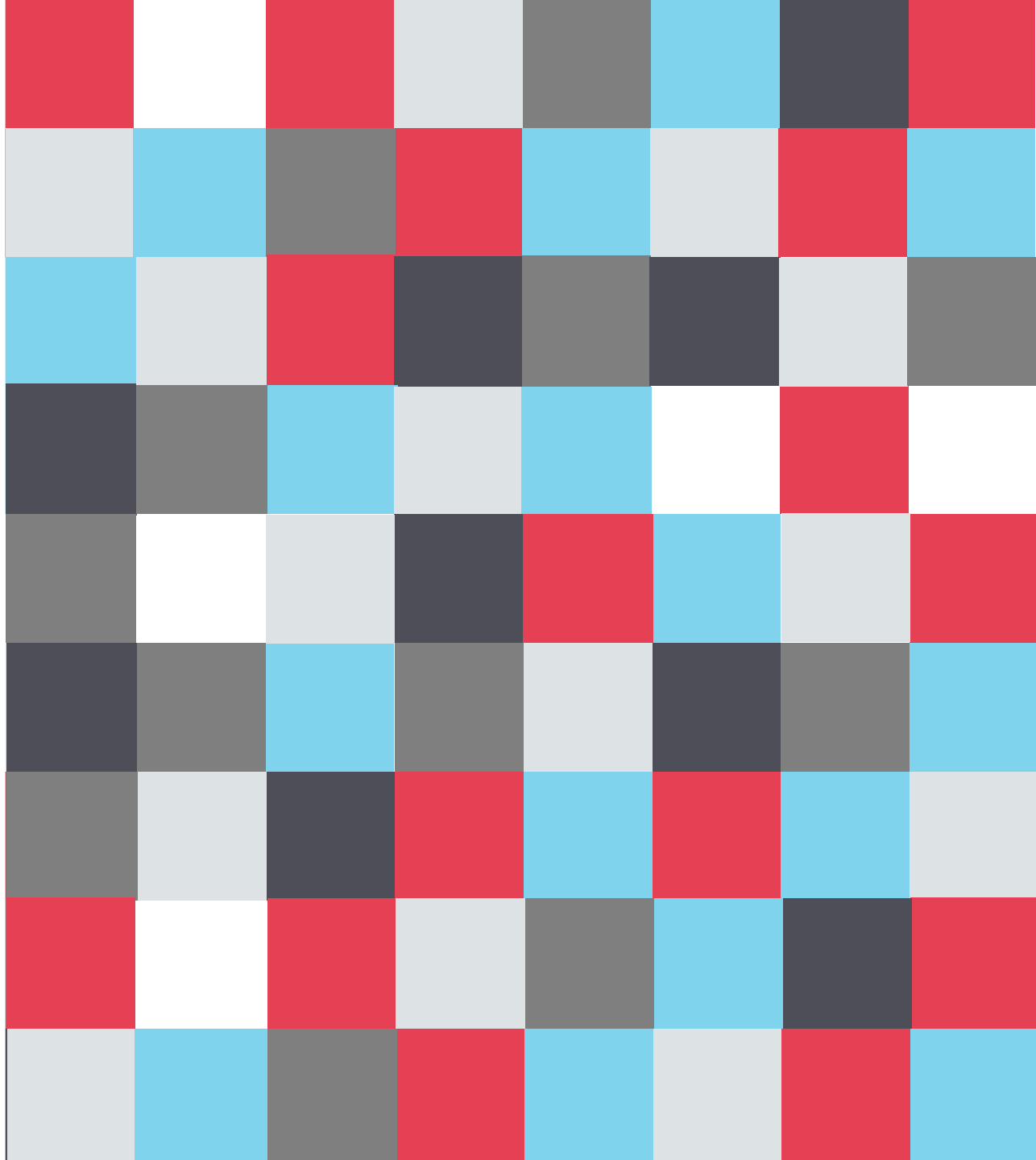
Example: Course policies and practices that allow for flexible attendence.



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