Universal Design in the Classroom and Workplace Benefits Us All

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Principles of Universal Design for Instruction and the Workplace

- Historical view of individuals with disabilities: Charity Model than Medical Model
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- Medical Model: the unfortunate victim
  - Stroke victim
  - Spinal cord patient
  - TMR
- Client is seen as faulty and in need of fixing or curing.
- Accommodations are seen “special rights” as unfair and giving an unfair advantage.
- Accommodations are a nuisance and “should” only be provided to individuals who are “truly” disabled – visible disabilities only.
Who is this?

“I couldn't read. I just scraped by. My solution back then was to read comic books because I could figure them out from the context of the pictures.”

Charles Schwab
founder of one of the worlds largest investment firms
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- Nagi “Social Model of Disability” 1965
  - Sadd Nagi- Sociologist from OSU/worked for SSA (Social Security Administration).
    - Established a definition of disability for those seeking SSD (social security disability income).
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- According to Nagi, Disability is the expression of a physical or a mental limitation in a social context.

- Nagi recognized the importance of the environment and that family, society and community factors could all influence disability.

- Based on this assumption, the consequences of disease and injury for an individual should be described at both the level of the person and at the level of society (Activities of Daily Living).
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- Nagi/Social Model
  - Activities of daily living including behaviors such as basic personal care.
  - Instrumental activities of daily living (IADL)—including activities such as preparing meals, doing housework, managing finances, using the telephone, shopping.
Social activities—including attending synagogue, church or group activities, socializing with friends and relatives.

Leisure activities—including sports and physical recreation, PE.
Nagi’s model for individuals with disabilities was the first model to capture the reality that individuals with disabilities want to work and also attend schools as a *Life activity and as Social Beings.*
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**Significant historical events after the Nagi model**

- **Rehabilitation Act of 1973**
  - Separate but not equal
- **1990 Americans with Disabilities Act (amended 2008)**
- **Mainstreaming**
- **Integrated classrooms**
- **First wave of students who from K-12 received accommodations through IEP (Individualized education plans).**
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- The Centre for Universal Design (UD) North Carolina State University (NCSU)
  - Founded by Ron Mace in 1989
    - Promoted a “barrier free environment” that is friendly to ALL.
  - Concept of UD from Mr. Mace.

- First International Conference on UD 1998.
- Centre at NCSU continues his work.
ICF Model

Who is Disabled?

Universal **NOT** Minority
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- **Equitable Use**: The design does not disadvantage or stigmatize any group of users.
  - Curricular: take home tests, copies of lecture notes on a web-site.
  - Physical/Workplace: A “universal” work station in a medical office with a desk that raises and lowers to accommodate those who wish to stand versus sit/vice versa.
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- **Flexibility in Use:** The design accommodates a wide range of individual preferences and abilities.
  - **Curricular:** Give options for preparing a project individually or working in a group.
  - **Physical/Workplace:** Meeting or conference room that is large enough to hold a meeting for the staff. Accommodate different dimensions of people and uniqueness of people: people using crutches or power mobility.
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- Simple and Intuitive Use: The design is easy to understand regardless of the user’s experience, knowledge, language skills or concentration level.
  - Curricular: Simple course syllabus that uses clear layout and font and minimizes slang and is less than 5 pages long (seriously).
  - Physical/Workplace: Sign and or directions to research labs that any client, family member, presenter or student can easily find. Clear bold font for signs (black on white).
    - A Jackson Hall without the maze/Exit signs that truly are Exits.
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Perceptible Information: The design communicates necessary information effectively, regardless of users' sensory abilities.

- Curricular: Class presentations that reinforce the lecture with Power Point slides to deliver information with two modalities. VRS (text over speaker).

- Physical/Workplace: Sound systems and rooms in which the clinician has audible sound (30 DB) when speaking to clients, educating clients) and colleagues. 13 million.

- Physical: Signage that is visible from a distance: 504
Tolerance for Error: The design minimizes hazards and the adverse consequences of accidental or unintended actions.

- Curricular: The opportunity to turn in a draft for feedback prior to completing the final draft.
- Physical/Workplace: Use of texting to let supervisor know that you are stuck on I-5: easy and pretty intuitive (don’t text while you are on I-5).
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- **Low Physical Effort**: The design can be used efficiently and comfortably and with a minimum of fatigue/good body/spine alignment.
  - **Curricular**: Course materials in a smaller purchasable binder versus having to buy 4 textbooks per class.
  - **Physical/Workplace**: Chairs with a “lumbar” insert to support natural curve of LB: benefits 90% of population: decrease in workplace injuries: cost $10.
Who is this?

Growing up she remembers being called “dumb” because she had great difficulty learning. None of her teachers could figure it out. It wasn’t until she was an adult that she was diagnosed as dyslexic.

Whoopi Goldberg
entertainer
### Principles of Universal Design for Instruction and the Workplace

- **Size and Space for Approach and Use:** The design provides appropriate size and space for approach, reach, manipulation and use regardless of a user’s body size, posture or mobility.
  - **Curricular:** An adjustable height lectern. A desk that all sizes can comfortably sit at.
  - **Physical/Workplace:** A client room treatment table that can accommodate a person over 5’10” and over 150#. A desk that is wide: a more productive worker!
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- **A community of learners:** The instructional and or workplace environment promotes interaction and communication among students and between students.
  - Curricular: Position desks and chairs in a circle so all students can see one another. This allows the hearing impaired student to be more engaged and able to hear what is being said.
  - Physical/Workplace: Create a reception desk/clerical area that is open from all sides, no windows and accessible so all clients can approach from left, right or in front with ease.
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- Instructional/Workplace climate: Instruction is designed to be welcoming and inclusive.
  - Curricular: High expectations are espoused for all students in the syllabus. Rewards are given for effort in the form of grades. Instructor grades fairly and consistently.
  - Physical/Workplace: Don’t say: I am sorry, I can’t help you. Say instead: how can I help you learn this better? Ask for feedback: don’t be afraid.
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- Who is disabled?
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- Who is this?

- Facts of Life sitcom: Controversy 1980
- Jeri Jewell: early role model of integration.
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- **Film**
  - My Left Foot
  - Forrest Gump
  - The Diving Bell and the Butterfly “Le Scaphandre et le Papillon”
  - Emmanuel’s Gift “Don’t say oh my God!” or “Thank God I am not like him.” Instead say, “My God, I wish I was more like him.”
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- What did you learn today?
References

References


Principles of Universal Design for Instruction and the Workplace

- Presentation available on-line @ ohsu.edu/student-access
- Available in alternative format/larger font
- Marc Duyck duyck@ohsu.edu or mduyck@pdx.edu.